

<b>Proposed Charter School Name</b>	C.H.O.I.C.E. T.O. Academy Charter Middle School
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<b>Public Contact Telephone Number</b>	917-270-3531
<b>District of Location</b>	CSD 19
<b>Opening Date</b>	Fall 2016
<b>Proposed Charter Term</b>	5 Years, 2016-17 through 2020-21
<b>Proposed Management Company or Partners</b>	Not Applicable
<b>Projected Enrollment and Grade Span During Charter Term</b>	Year 1: Grade 5, 115 scholars Year 2: Grades 5-6, 230 scholars Year 3: Grades 5-7, 345 scholars Year 4: Grades 5-8, 460 scholars Year 5: Grades 5-8, 460 scholars
<b>Projected Maximum Enrollment and Grade Span</b>	Grades 5-8; 460 scholars
<b>Mission Statement</b>	C.H.O.I.C.E. T.O. Academy's mission is to enable all <b>C</b> hildren to <b>H</b> ave <b>O</b> pportunities to <b>I</b> nspire <b>C</b> hallenge and <b>E</b> mpower <b>T</b> hemselves and <b>O</b> thers; thus making a positive <b>CHOICE TO</b> make a difference in themselves, their families and their community.

C.H.O.I.C.E. T.O. Academy Charter Middle School intends to change the lives of our community by producing scholars that are prepared for the future to be better individuals, family members, community advocates and/or supporters; and, career minded young men and women. We will be a powerful learning community with high levels of academic & social accountability. The core values of our community embrace: Inspiration, Overcoming Challenges and Empowerment. As a community of professionals, parents and scholars, we will work to ensure that we govern ourselves by this educational aim: *to develop young men and women who are well-educated, motivated and determined to make an indelible mark on the 21<sup>st</sup> Century by improving themselves through knowledge, scholarship, leadership and empowerment.*

To achieve this, we will establish a participatory structure of teaching and learning that reflects analytical and reflective teaching practices based on data, high levels of collaboration, and job-embedded opportunities for teachers to perfect their practice. This will be a core component of our school. The success of our school community is based

on mutually respectful relationships among parents, staff, scholars and community members so that all will achieve their full potential.

We strongly believe that creating a “*culture of achievement*” and excellence for our scholars, will be key in getting our children to re-invest in themselves, their education, their families and their communities. We will begin with providing our scholars with a solid foundational knowledge in core academic disciplines and then challenging them to discover and explore these core disciplines, as well as others, to enhance their learning. Three essential “pillars toward excellence” will permeate the school community and assist our scholars with achieving personal and academic excellence. The action steps are the following:

1. **Inspiration:** Improving their community, both in school and at home, by taking one positive step every day to better their own lives and the life of another person;
2. **Overcoming Challenges:** Elevating and broadening their academic knowledge; **and**, Improving themselves socially and academically by holding themselves to the highest of standards;
3. **Empowerment:** Taking ownership of their learning.

#### **The Key Design Elements of CTA are:**

***Standards Based Curriculum and Instruction with a Culturally Responsive Theme:*** Beginning with the NYS Common Core Standards, teachers will plan thematic units of study around our “CHOICE TO” theme of having opportunities to “Inspire,” “Overcome Challenges” and “Empowerment” to help scholars identify ways to consistently make positive choices in their lives. Scholars will read, explore and respond to these themes through writing, projects, technology applications, and media literacy, and implement them through community outreach. CTA teachers will employ the research-based instructional practices termed the ***Gradual Release of Responsibility Model*** by Pearson and Gallagher<sup>1</sup>. This will enable our scholars to receive tailored instruction in a more individualized way and learn through apprenticeship.

***Targeted Scholar Support and/or Enrichment:*** Scholars needing additional support will be identified and culled into teacher led remediation or enrichment groups to assist scholars with making gains to achieve learning goals and grade level expectations.

***Strong Behavioral Expectations and Personal Responsibility:*** Whole Brain Teaching<sup>2</sup> practices will be employed school-wide coupled with Sean Covey’s ***7 Habits of Highly Effective Teens*** to assist building up scholars’ self-identity and personal leadership which will promote their ability to exemplify the traits of a CTA scholar.

***Weekly Scholar Caucuses and Leadership Seminar:*** Two distinct “caucuses” will be programmed into our scholars’ weekly schedule: one Academic and one Social. Both caucuses will be aimed at assisting scholars to meet their academic and personal goals. Leadership Seminars teach scholars the qualities of leaders and then have them demonstrate those qualities in their families and the community.

***Strong Commitment to Teacher Development and Support:*** CTA Leaders are committed to the success of our scholars. That success is predicated on having effective

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<sup>1</sup> Pearson, P.D. & Gallagher, M. (1983) “The Instruction of Reading Comprehension,” *Contemporary Educational Psychology*, 8, p. 317-344 <sup>2</sup> Bifle, Chris. (2013) *Whole Brain Teaching*. McGraw-Hill, Harper Collins.

educators in each classroom. CTA will have Growing Leaders training which will represent our twice-weekly teacher development sessions.

***Cultivating Strong Family Partnerships:*** CTA will be closely linked to its families by offering a wide range of Parent Caucuses to assist families in supporting their scholar at home and improve themselves personally through strong ties to community based organizations and social service agencies. CTA will have an “open door” policy and hands-on approach to sustaining its families through the dedicated work of our Family Leader.

***Emphasis on Data, Technology and Media Literacy:*** CTA will be focused on providing high quality instruction by consistently reviewing scholars’ progress with informal and formal data assessment. This is reflected in teachers’ schedules with a weekly Data Review period programmed for them. Scholars and faculty will use technology to access achievement data, utilize academic intervention and support programs and learn how media images of males/females, minorities, and social culture, impact self-perception and influence communities. The study of Media Literacy will help CTA scholars view public images of themselves and work to sustain positive images and dispel negative images.

***Target Population Community Served:*** CTA seeks to serve the highest need scholars in CSD 19. We will recruit scholars who are considered “at-risk”; defined as scholars performing 1 to 3 years below their grade level expectations, including those with learning disabilities, and who are eligible to receive free or reduced price lunch. CTA will also use lottery preferences to enroll scholars with the same demographics and socioeconomic statuses as our district of location. Additionally, we will aim to meet or exceed the targets established by the Board of Regents for scholars with disabilities and English Language Learners.

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

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### **A. MISSION STATEMENT AND OBJECTIVES**

The mission of C.H.O.I.C.E. T.O. Academy Charter Middle School (“CTA”) is to enable all Children to **Have Opportunities to Inspire Challenge and Empower Themselves and Others** to make a positive CHOICE TO be societal contributors. C.H.O.I.C.E. T.O. Academy Charter Middle School intends to change the lives of our community by producing scholars who are prepared for the future to be better individuals, family members, community advocates and career minded young men and women. We will be a powerful learning community with high levels of academic & social accountability. The core values of our community embrace our Three (3) Pillars of Excellence: Inspiration, Overcoming Challenges, and Empowerment. As a community of professionals, CTA Leaders and teachers, parents and scholars, we will work to ensure that we govern ourselves by this educational aim: *to develop young men and women who are well-educated, motivated and determined to make an indelible mark on the 21<sup>st</sup> Century by improving themselves through knowledge, scholarship, leadership and empowerment.* Our school will embody the words of Dr. Martin Luther King, that *“intellect plus character is the true goal of education.”* Our school will create critical, analytical thinkers who will make choices that positively impact their own academic and social growth. Teaching practices will be data-driven, rooted in best practices, and aligned with the academic demands of the New York State Common Core Standards (“CCSS”) to have scholars that are College and/or Career Ready.

To achieve this, we will establish a participatory structure of teaching and learning that reflects analytical and reflective teaching practices based on data, high levels of collaboration, and job-embedded opportunities for teachers to perfect their practice. This will be a core component of our school. The success of our school community is based on mutually respectful relationships among parents, staff, scholars and community members so that all will achieve their full potential.

#### **Furthering the Objectives of New York State Education (NYS) Law §2850(2)**

Our school community plans to serve Grades 5-8. CTA is committed to maintaining a culture of achievement where “intellectuals” are celebrated and good character is fostered through academic achievement, personal growth and social empowerment. In accordance with

NYS Education Law §2850(2), we intend to meet all six (6) objectives as stated in the New York State Charter School law. Our goals are the following:

1. Our primary goal is to **raise scholar achievement** through the unified integrated teaching of New York Common Core State Standards (CCSS) based academic curricula and develop leadership skills and qualities within our scholars.
2. We plan to be located in East New York, Brooklyn and target the scholars within the Community School Districts 19, 16 and 23; who are historically **at risk of academic failure**. We will **expand the learning opportunities for these scholars** by giving them the foundational academic and social knowledge that they need to take full advantage of the opportunities to explore, question and become involved in their communities. We will provide apprenticeship and mentoring opportunities with influential leaders, community activists and professionals to teach the traits of success embodied by people from scholars own communities. We will measure our success by the personal growth and renewed commitment and determination of our scholars, who would have otherwise continued to fail in middle school and possibly dropout of school after Grade 8.
3. CTA will implement and model **innovative teaching and learning methods** by keeping it simple: We will FOCUS. In the book, *Focus* by Dr. Michael Schmoker, he quotes Richard Vacca who wrote, “Adolescents entering the adult world of the 21<sup>st</sup> century will read and write more than at any other time in human history. They will need advanced levels of literacy to perform their jobs, run their households, act as citizens and conduct their personal lives.”<sup>1</sup> With that in mind, we will design our curriculum to offer scholars a plethora of rich experiences within traditional curricular contexts that are strategically aligned to our scholarly qualities and four themes in CHOICE. Through this approach, we will model FOCUS through direct focused instruction, guided practice through peer and teacher collaboration and provide targeted small group support, in an effort to gradually release responsibility of learning to scholars and meet the needs of all scholars. (Schmoker, 2011)
4. This approach will provide **new professional opportunities for teachers and staff** to create, plan and deliver instruction that is highly motivating, engaging and reflective for scholars, and delivers the level of growth and achievement we expect from our scholars.
5. CTA plans to **provide parents and scholars with expanded choices in the types of educational opportunities** afforded to them as they are empowered with more academic, social, community and personal knowledge. Our consistent involvement with our CTA families, from the initial meeting, provides our CTA families and scholars with the assurance that we are providing world-class support and services from the beginning of their school experience, until their graduation from Grade 8. We will offer parents a variety of workshops and career development, resume writing, English as a Second Language (ESL) classes, GED, housing assistance, financial planning, and much more. Additionally, our partnership with Dr. Gerard Costa, via Montclair University, will enable us to engage in action research and clinical responses to emotional and/or mental issues that may plague our families and scholars.
6. CTA aims to provide the highest quality of education for all scholars and believes that we should be held **accountable for high scholar achievement** results that demonstrate high levels of scholar performance. Our goal is to have our scholars outperform scholars in CSD 19 by at least fifteen (15) percentage points each academic school year.

## B. KEY DESIGN ELEMENTS OF CTA:

CTA’s school model is based on the following **Three (3) Pillars of Excellence** which we believe will aid our scholars in success.

1. **Inspiration:** Improving their community, both in school and at home, by taking one positive step every day to better their own lives and the life of another person.
2. **Overcoming Challenges:**
  - Elevating and broadening their academic knowledge;
  - Improving themselves socially and academically by holding themselves to the highest of standards; and,

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<sup>1</sup> Bille, C. (2013). *Whole Brain Teaching for Challenging Kids*. San Francisco: Whole Brain Teaching, LLC.

### **3. Empowerment:** Taking ownership of their learning.

Our key design elements are tied to how we will establish and build upon our three pillars of excellence in the following manner:

#### **Overcoming Challenges:**

- **Standards Based Curriculum and Instruction with a Culturally Responsive Theme:** Beginning with the NYS CCSS, teachers will plan thematic units of study around our CTA Pillars of Excellence of “Inspiration,” “Overcoming Challenges” and “Empowerment.” Scholars will read, explore and respond to these themes that will be interwoven in the authentic literary texts that will be taught in English Language Arts classes, through their writing pieces, empowerment projects and other projects, technology applications and media literacy. Then, they will implement the traits of these themes through community outreach. CTA teachers will employ the research-based instructional practices termed the **Gradual Release of Responsibility Model (GRR)**<sup>3</sup> whereby they will explicitly model through direct instruction, what scholars will be expected to know and learn. Scholars will then engage in guiding activities and/or tasks, facilitated by the teacher, then given time to practice and demonstrate how they have internalized this new learning. This will enable our scholars to receive individualized instruction and learn through apprenticeship, as teachers monitor their progress towards attainment of these expectations.
- **Targeted Scholar Support and/or Enrichment:** Scholars needing additional support will be identified and culled into teacher led remediation or enrichment groups to assist those scholars with making gains to achieve learning goals and grade level expectations.
- **Strong Behavioral Expectations and Personal Responsibility:** CTA will employ school-wide Whole Brain Teaching<sup>3</sup> practices coupled with Sean Covey’s *7 Habits of Highly Effective Teens* to assist with building scholars’ self-identity and instill personal leadership.

#### **Empowerment**

- **Weekly Scholar Caucuses and Empowerment Caucus:** Each week, scholars will participate in an academic and a social caucus. Both caucuses will assist scholars with meeting their academic and personal goals. Monthly Empowerment Caucuses teach scholars the qualities of leaders and have them demonstrate those qualities in their families and the community. They also celebrate individual scholar success when consistent scholarly achievement growth is demonstrated.
- **Strong Commitment to Teacher Development and Support:** Scholar success is predicated on having effective educators in each classroom. CTA will provide professional development for teachers that occurs twice weekly. We also provide weekly data study, and ongoing coaching and feedback via Instructional Caucus and Data Study Meetings.

#### **Inspiration**

- **Cultivating Strong Family Partnerships:** CTA will offer a wide range of Parent Caucuses to assist families with supporting their scholars at home. CTA will also provide self-improvement opportunities for parents through partnerships with community based organizations and social service agencies. CTA will have an “open door” policy and hands-on approach to sustaining its families through the dedicated work of our Family Leader.
- **Emphasis on Data, Technology and Media Literacy:** CTA will provide high quality instruction by consistently reviewing scholars’ progress with informal and formal data assessment. Teachers’ schedules reflect this focus and include a weekly Data Review period. Scholars and faculty will use technology to access achievement data, utilize academic intervention and support programs and learn how media images of males/females, minorities, and social culture, impact self-perception and influence communities. The study of Media Literacy will help CTA scholars view public images of themselves and work to sustain positive images and dispel negative images.

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<sup>3</sup> Pearson, P.D. & Gallagher, M. (1983) “The Instruction of Reading Comprehension,” *Contemporary Educational Psychology*, 8, p. 317-344 <sup>3</sup> Bille, Chris. (2013) *Whole Brain Teaching*. McGraw-Hill, Harper Collins.

### C. ENROLLMENT, RECRUITMENT AND RETENTION

CTA will grow to serve scholars in grades 5-8 by admitting students via a lottery in each grade dependent on available seats each year. CTA plans to open its doors in Fall 2016 beginning with Grade 5, and adding a grade level yearly to reach our full grade and enrollment capacity from Grades 5-8. The table below presents the school’s projected enrollment in each year of the proposed five-year charter term to show our projections at enrollment capacity.

	<b>Ages of Scholars</b>	<b>Year 1 2016-17</b>	<b>Year 2 2017-18</b>	<b>Year 3 2018-19</b>	<b>Year 4 2019-20</b>	<b>Year 5 2020-21</b>
<b>Grade 5</b>	10-12	115	115	115	115	115
<b>Grade 6</b>	11-13		115	115	115	115
<b>Grade 7</b>	12-14			115	115	115
<b>Grade 8</b>	13-15				115	115
<b>TOTAL</b>		<b>115</b>	<b>230</b>	<b>345</b>	<b>460</b>	<b>460</b>

#### Rationale for Projected Enrollment Size and Growth Strategy

CTA expects an attrition rate of 7% based on the rates of charter schools within CSD 19 with comparable demographics. We plan to establish 4 Leadership Cohorts (classrooms) of 28-30 scholars each. In the event of a vacant seat, we plan to backfill vacancy from the anticipated waitlist for entry into our school ensuring all seats are filled.

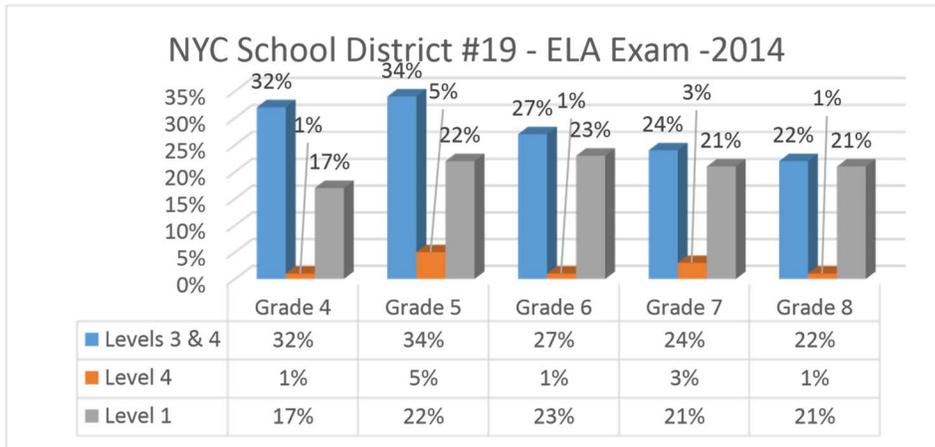
Because we will have Integrated Co-Teaching (ICT) classes that include SWDs and/or ELLs, the ratio of teachers to scholars is 15:1. Additionally, we will staff classes to include 1 Teacher Assistant per class. This provides scholars in each classroom the opportunity to have a meaningful learning experience, particularly those considered at-risk, to receive the necessary attention and assistance throughout the school day.

Beginning with Grade 5 in Year 1, we plan to add one grade level per year, 115 scholars each year, to reach our full grade and enrollment capacity of 460 scholars from Grades 5-8. Should there be any vacancies in successive years after Year 1, we will back fill those vacancies with scholars who may be on the CTA enrollment waiting list. A waiting list is anticipated due to the chronic underperformance of schools located within CSD 19. This anticipation was further corroborated when, while engaging in Community Outreach, CTA received the support of over 237 parents and families, who have children that would be eligible to participate in a 2016 lottery for a seat in CTA.

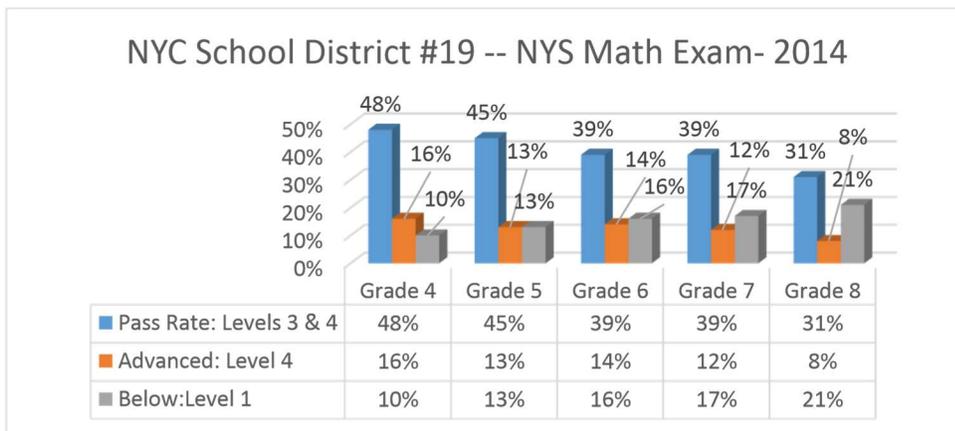
Based on the chronic underperformance of schools located in CSD 19; the experience and background of CTA founding members and CTA Board members of advocacy and education work with at-risk youth in low performing schools and school districts; as well as the group’s desire to ensure equal access to high quality education for ALL children, CTA is specifically targeting these types of scholars. Due to the systemic gradual academic failure of scholars in CSD 19 after Grade 4 on standardized tests in both English Language Arts (ELA) and Mathematics (Math); as evidenced on NYS Accountability Reports, for CSD19, CTA will serve scholars beginning in Grade 5, since intermediate/middle school years, are where data and statistics show, most children in this particular socioeconomic background, begin to dramatically decline academically and become “at-risk”.<sup>4</sup> (See Figure 1: NYC School District #19 –English Language Arts 2012 and Figure 2: NYC School District #19 – Mathematics 2012).

<sup>4</sup> <http://www.p12.nysed.gov/irs/ela-math/2013/2013ELAandMathematicsDistrictandBuildingAggregatesMedia.pdf>

**Figure 1**



**Figure 2**



*\*Statistics were culled from figures published by the NYS and NYC education departments' accountability reports and data resources for the 2013-14 school year.*

Statistics show that roughly 42% of scholars who are underperforming in Grade 5, particularly African-American and Latino males, will eventually drop out of school, never receiving a high school diploma.<sup>5</sup> Thus, it is our goal to target scholars in CSD 19, to alter this historical trajectory of these scholars' by improving their academic success so that they are more likely to attend and be better prepared for high schools in New York City. Therefore, we aim to reverse the declining trend of scholar academic performance beginning in Grade 5. To achieve this, CTA will be guided by its mission to implement its key design elements and keep our scholars engaged with us from their first day at CTA up to their 8<sup>th</sup> Grade graduation.

The rationale for the particular enrollment size and grade-level configuration, because starting with 115 scholars is a manageable size, on which we can focus on perfecting the key design elements of the school. We intentionally plan to grow incrementally with 115 scholars per grade level cohort to enable CTA staff and teachers to know each child as individuals; thus aiding in CTA achieving the three pillars. Additionally, having 115 scholars aid in expanding their circles of camaraderie and meet others different from themselves in culture and

<sup>5</sup> <http://www.schottfoundation.org/urgency-of-now.pdf>

background. The number is also not so small so as to not allow for intermingling between scholars to empower, inspire and/or challenge one another.

Our grade level configuration ends at Grade 8 because we are acutely aware of the developmental and emotional changes that adolescents at middle school grades, are often faced with in their community, family and in their own biological makeup. Therefore, stopping at Grade 8 makes sense. Our scholars in Grades 7-8 will have opportunities to be leaders to their younger fellow scholars, whereas in a K-12 or 5-12 setting, they would have far less opportunities to take on leadership roles and mentor-like positions. These leadership roles and mentor-like positions are integral to CTA's key design elements and are essential to measuring a CTA's scholars' progress and level of achievement at our school.

### **Recruitment Targets:**

CTA's top priority is to recruit a diverse scholar body that is reflective of CSD 19's population. In this district, 94% of 5-8<sup>th</sup> graders are eligible for FRPL and our recruitment plans will ensure that enrolled scholars mirror the community. For those identified in the school's mission, CTA is strategically recruiting in CSD's 19, 23, and 16 which are mostly comprised of scholars that fall well below the poverty line and are thus eligible for FRPL and who based on NYS proficiency data are at least one to two years below grade level. More than 65% of all NYS tested scholars in CSD 19 alone, were at Levels 1 and 2 respectively. In CSD's 23 and 16 combined, that percentage rose to over 78%.

To **recruit scholars who are identified in our school's mission**, CTA will continue to host meetings/presentations and provide flyers/brochures at faith-based organizations, early learning centers, libraries, local housing projects, food pantries, and local businesses; post updates on CTA's Facebook page, website, and Twitter account; list all services that will benefit SWDs and ELLs on our website and written materials; inform the CSD's Committee on Special Education as well as New York Immigration Coalition of our services and ask for assistance in community outreach. Our brochure has been translated into Spanish and we are working on translations into other languages represented in the community. Once we occupy our space, CTA will host school tours and information sessions. We will have translators available at these tours as well as during events like Open Houses and parent conferences.

To recruit **scholars with disabilities**, CTA will continue to reach parents of those scholars by working collaboratively with the district's Committee on Special Education (CSE) to identify those families. We will also work with the Superintendents' office of CSD19, local churches, community-based organizations, local hospitals and clinics, and CSD 19's Family Advocate; all of whom work closely with parents of SWDs. We will also visit all 12 housing complexes in East NY to target these families with flyers, information sessions and application drives.

To **recruit English language learners**, several of CTA's planning team have a close connection to the Hispanic/Latino communities in these districts and have thus been able to locate families, for whom Spanish is their home language, and speak with them at local churches, Laundromats, restaurants, bars, hair salons, parks, other Hispanic owned and/or operated establishments, and areas in East NY where large concentrations of Hispanic families reside. We also have materials in Spanish as well as information posted on the CTA website in Spanish. We will continue to work with the local Coalition for Hispanic Family Services in East New York for their assistance with outreach to these families. Through these efforts, we will also recruit from the small, but influential group of Bengali families that have recently moved into the East New York area and assist their children with English language acquisition.

We will disseminate information in both English and Spanish languages that will allow families to access CTA's information so that they can make an informed decision about whether or not CTA is the right school for their child. The information will highlight our mission and key design elements; specifically our focus on teaching academics with a culturally relevant theme and an intentional teaching of leadership qualities and skills with the goal of uplifting scholars, their families and the community. We will continue to recruit and inform families by partnering with community-based organizations such as Man-Up which provides enrichment services to scholars of low-income families in communities with poor middle school performance.

CTA is not only targeting FRPL scholars, but also **scholars who are 1 to 3 years below their current grade level and considered at-risk**. As such, CTA will conduct extensive outreach across several neighborhood sections of Brooklyn; namely, East New York, Bedford Stuyvesant and Brownsville, to recruit our target population of scholars. These sections of Brooklyn represent those CSD's that have chronic academic failure of middle school scholars beginning in Grade 5. To further ensure that we will meet our targets, CTA will host meetings

and presentations at local community centers, churches, food pantries and other community based organizations that serve families of scholars who receive government assistance and have special needs. These efforts will allow us to recruit **scholars who are eligible applicants for the free and reduced price lunch program**. We will also visit the community's low-income houses and housing projects to recruit these scholars.

CTA plans to continue to hold information sessions about CTA's school design and plan until August 2015 for families in the target CSD's. The President of CEC 19 has agreed to assist us in recruiting scholars from CSD 19, by providing several venues for hosting sessions and will actively promote CTA's opening in CSD 19. Finally, to reach an even broader audience in CSD 19 and the other targeted areas in Brooklyn, we have launched the CTA website (<http://choicetoacademy.org>) which provides information about our school, its founders, and offers visitors a survey option to share feedback on our school design and model. We also have a Facebook page, which allows current users to share information about our school and recommend our school to families in Brooklyn as well as a Twitter account ([@choicetoacademy](https://twitter.com/choicetoacademy)) which allows us to update our "followers" on upcoming events and share information about our school.

### **Meeting and Exceeding Retention Targets**

The NYS Charter Schools Act requires that all charter schools meet the established retention and enrollment targets for the district in which they are located, as per established enrollment and retention target calculations for schools located within that same district. Given CTA's projected enrollment, the enrollment target for special education scholars is 12%; for scholars with Limited English Proficiency, 10.7%; and for scholars who receive Free and Reduced Price Lunch (FRPL), 37%.<sup>6</sup> These effective targets are well below what CTA expects to encounter when we enroll scholars.

**For all scholars including SWDs, ELLs, those scholars identified in the school's mission, and those scholars eligible for FRPL**, CTA will have a mentoring program coordinated by the Director of School Culture (DSC), Family Leader, Social Support Leader and Guidance Counselor. All CTA scholars will be assigned a mentor who will work with CTA scholars to develop their goals for personal development. Mentors will work with CTA scholars during Social Caucus, Leadership Seminar and after-school programs. Mentors will be charged with helping scholars cultivate the 7 Habits of Highly Effective Teens, which will assist scholars in developing the qualities of a CTA SCHOLAR (Self-Discipline, Committed to excellence, Hungry for knowledge, Original, Leader, Articulate, Resilient and empowered to make positive choices every day). Additional to mentors, CTA scholars will receive weekly family check-ins with their classroom teachers, and school leaders, to ensure their overall progress. Teachers will also meet with scholars, at least once a week, for either remediation or enrichment.

**To retain SWDs**, CTA will work closely with Dr. Gerard Costa, the founding Director at Montclair University's Center for Autism and Early Childhood Mental Health. We will utilize the center's "Relationship Based Approach" to educating children and will be the sole charter school in CSD 19 with a partnership with a nationally recognized medical school. In Year 1, CTA will employ two learning specialists; a Special Education teacher and an ELL Coordinator. Each following year of the first charter term, another learning specialist will be added. Services will be delivered in an integrated, co-teaching setting. For those scholars whose IEPs call for one-to-one or a small group setting, specialists will deliver those services in accordance with their IEP specifications. Scholars will also receive additional support via remediation classes that will offer technology-based programs such as Achieve 3000, Read 180, System 44, and Math 180. For SWDs, IEPs will be reviewed upon receipt by the Principal, Coordinator of School Support Services (CSSS), and Special Education Teacher in consultation with the CSE. This group will ascertain the programmatic impact of the IEP and determine how the mandated services will be met at CTA. Scholars with IEPs will be closely monitored by the School Support Team (SST) comprised of the Principal (or his/her designee), CSSS, Special Education teacher, General Education teacher, Social Support Leader and Guidance Counselor.

**To retain ELLs**, the ELL Coordinator, Principal, and CSSS, will craft an Action Plan for integrated language services to be shared with and implemented by teachers with programmatic impact on that particular scholar. All ELL scholars will be instructed in the general classroom and receive language supports, as and if needed, with materials provided in their home language that will support and strengthen their

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<sup>6</sup> These targets were calculated using NYSED's Enrollment Targets Calculator located on its website: <http://www.p12.nysed.gov/psc/0versightPlan.html>

acquisition of the English language; specifically academic vocabulary. ELLs requiring additional academic support will use Achieve3000, the *LBook* component of Read 180, ESL Smart, and Math 180. ELLs will be closely monitored by the ELL Coordinator, CSSS, with assistance from the Family Leader.

CTA will also have a mentoring program coordinated by the Director of School Culture (DSC), with assistance from the Family Leader, Social Support Leader and Guidance Counselor. All CTA scholars will receive a mentor who will help scholars to develop their personal development goals. Mentors will work with CTA scholars during Social Caucus, Leadership Seminar and after-school programs. These mentors will consist of community volunteers, local elected officials, and personnel from community partners, such as Man-Up and the Brownsville Youth Association. Mentors will be charged with helping scholars cultivate the **7 Habits of Highly Effective Teens**, which will assist scholars in developing the qualities/traits of a CTA SCHOLAR (Self-Discipline, Committed to excellence, Hungry for knowledge, Original, Leader, Articulate, Resilient and empowered to make positive choices every day). Scholars will be encouraged to exhibit these traits as evidence of their

In addition to the above, a Retention Committee will be created, **for all scholars including SWDs, ELLs, those scholars identified in the school's mission, and those scholars eligible for FRPL**; in the winter of the first school year to identify and meet the specific needs of scholars and their families. The DSC and Family Leader will oversee this committee and ensure high retention of all scholars. CTA will also continue to include the input and assistance from community, faith based organizations and local elected officials.

### **Family and Community Support**

Based on CTA's strong ties to the community and the outcome of CTA's grassroots approach to gain commitment and support from CSD 19 families, elected officials and the CEC, CTA believes that there is strong desire and support for our school in East New York, Brooklyn. Since September 2013, CTA has engaged in extensive outreach, specifically to families in CSD 16 and CSD 19, to gauge which families would choose CTA as a middle school for their current 3<sup>rd</sup> grade child, who would be entering Grade 5 in 2015. Out of the 350 of families that were surveyed and signed CTA's petition, 100% were either "Likely" or "Very Likely" to choose CTA. (*See Attachment #2*)

CTA has conducted formal and informal meetings with the above mentioned groups to present our school design and model and solicit feedback on our plan. During these meetings, parents and community members shared the educational needs of the community. Overwhelmingly, feedback reflected that the community feels CSD 19 middle schools do not provide enough academic support; adequately address bullying, harassment and intimidation; or support scholars' socio-emotional development and growth. We heard complaints that mental health issues often go unchecked, untreated and overlooked in the family, in schools and local medical clinics. CTA responded to these concerns by immediately garnering support from local community organizations, such as Brownsville Youth & Community Development Organization (BYCD), Man-Up organization, local churches, hospitals and outreach centers. These organizations support the mission of CTA by working with families and children to instill the qualities of leadership to inspire and empower children to make better choices for themselves now and in the future. BYCD and Man-Up have already agreed to have some staff members serve as mentors for scholars. They will also facilitate CTA's after-school programs and services.

We also forged a partnership with Montclair University's Center for Autism and Early Childhood Mental Health.(CAECMH) Through Dr. Costa's work and partnership, we plan to address issues of emotional and mental health that typically occur in families and children in high poverty urban areas. All in the community were excited at this prospect, since CTA would be the only school in CSD 19 with this type of academic research-based clinical support. CAECMH will offer professional development to CTA teachers and staff, training them in current techniques in educating SWDs as well as addressing scholars and/or their families that may suffer from mental health issues.

After hearing about CTA's program, the community and family were eager to have a school, such as CTA, in East New York that could provide the type of school experience and education necessary for its children to be successful. (For more evidence of family and community outreach and support for CTA, see *Attachment #2*.) We also have had numerous conversations with the superintendent of CSD 19, who expressed her willingness to have one of the existing traditional middle schools share best practice teaching learning with CTA, upon receipt of charter.

Additionally, we have had several parent and community meetings at the Man-Up community center, at the CEC parent meetings, attended public health fairs and community block parties, and walking tours, in an effort to reach the parents and guardians of children eligible to attend CTA in 2016. We were met with an overwhelming reception by parents clamoring for better school options and safer schools for their children. All were eager to pledge their desire to see CTA open its doors in 2016.

### **Application, Admissions and Enrollment Process**

Beginning in January 2016, we will aggressively recruit families for scholar enrollment in September 2016, by participating in the Common Online Charter School Application on the New York City Charter Schools (NYCCSSC) Center website.<sup>7</sup> We feel that this process will result in success given that this year alone, the NYCCSSC received 212, 500 applications for 21, 000 available seats. Discounting duplicate applications of those that applied to several schools, there were 70, 700 applicants for the same amount of available seats. This figure is up from over 69,000 applications received in 2013-14 school year.<sup>8</sup> This created a waiting list of over 49, 700 students. Therefore, we will use this method as one way for our families to apply, as well as using paper applications that families can fill out and obtain from the school site.

All applications must be received by the deadline (typically the 3<sup>rd</sup> week of April of each year) to be placed in CTA's lottery. An independent third party will conduct the lottery in the last week of April.

CTA families will be notified of acceptance or placement on CTA's Waiting List by the first Monday in May of every year. Each letter will include instructions for securing the selected seat or spot on the Waiting List. Parents will then attend their first Family Leader Session in May to fill out all necessary paperwork, receive the CTA Family Handbook and all other pertinent information. To mitigate families not returning required enrollment forms by required deadlines, we will require that families complete the required documentation before they leave the Family Leader Session. We will have staff available to assist with completing the forms. We will also have bilingual staff members present, as well as forms available in Spanish, for those families who may require it. Additionally, two staff members who have expertise with scholars with special needs will be available to meet with families and address the scholar's programmatic needs and how CTA can meet them. If it is deemed that the scholar's needs cannot be met, as outlined in the IEP, we will then assist the family with setting up an appointment with CSD 19's Committee on Special Education (CSE) to either modify the child's current IEP so that he can stay in CTA and partake in the instructional program we offer, or find a comparable program in another school.

It should be noted, that although we aim to not lose any of our scholars due to the high levels of academic and social supports that we will offer, we do understand that scholar attrition may occur for a variety of reasons. We will track this data to pinpoint which is the most influential in determining whether scholars stay or leave. To ensure smooth transition for our scholar into their new setting, the family will be required to meet with the Family Leader and the Principal to discuss why they have chosen to leave and complete an Exit Form. The Exit Form will be used to inform how we can make the CTA School experience better for our current and prospective CTA families and scholars. The DO will then contact the receiving school to ensure that all records and information are transferred in a timely and efficient manner. The Family Leader will also contact the family within 3-6 weeks to make sure that our former scholar has transitioned successfully.

### **D. COMMUNITY TO BE SERVED**

CTA seeks to serve the scholars in CSD 19 located in East New York, Brooklyn. The founder, planning team and CTA's Board of Trustees have deep roots and ties to the East New York community. Some members have worked and still work as teachers and administrators in its public schools, lived in its communities, enrolled their own children in CSD 19 schools, joined local churches, and done the same in other nearby sections of Brooklyn. Therefore, CTA is confident that it knows and understands the challenges that the families and children in this community face.

The East New York community consists primarily of low-income housing residents, with over half of its residents receiving public assistance (Temporary Assistance for Needy Families [TANF], Home Relief, Supplemental Security Income [SSI], and Medicaid). As of the 2013 Census,

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<sup>7</sup> <http://www.nycharterschools.org/>

<sup>8</sup> [http://riverdalepress.com/stories/Not-enough-seats-at-charter-schools.53777?content\\_source=&category\\_id=5&search\\_filter=&event\\_mode=&event\\_ts\\_from=&list\\_type=&order\\_by=&order\\_s\\_ord=&content\\_class=&sub\\_type=&town\\_id=](http://riverdalepress.com/stories/Not-enough-seats-at-charter-schools.53777?content_source=&category_id=5&search_filter=&event_mode=&event_ts_from=&list_type=&order_by=&order_s_ord=&content_class=&sub_type=&town_id=)

East New York was 55% African American, 35% Hispanic or Latino, 6.4% Asian, 2% Caucasian, and 2.6% Other. It also consists of 12 public housing complexes where over 100,000 residents live.<sup>9</sup>

There has also been a recent influx of Bengali immigrants in the Cypress Hills section of East New York, Brooklyn.<sup>10</sup> Further, NYS has identified CSD 19 as a District in Need of Improvement based on scholar performance on the NYS English Language Arts (ELA) and Mathematics (Math) state exams.<sup>11</sup> Currently, CSD 19 has a total of 20 middle schools, with 4 of those being charter schools. (Figure 3)

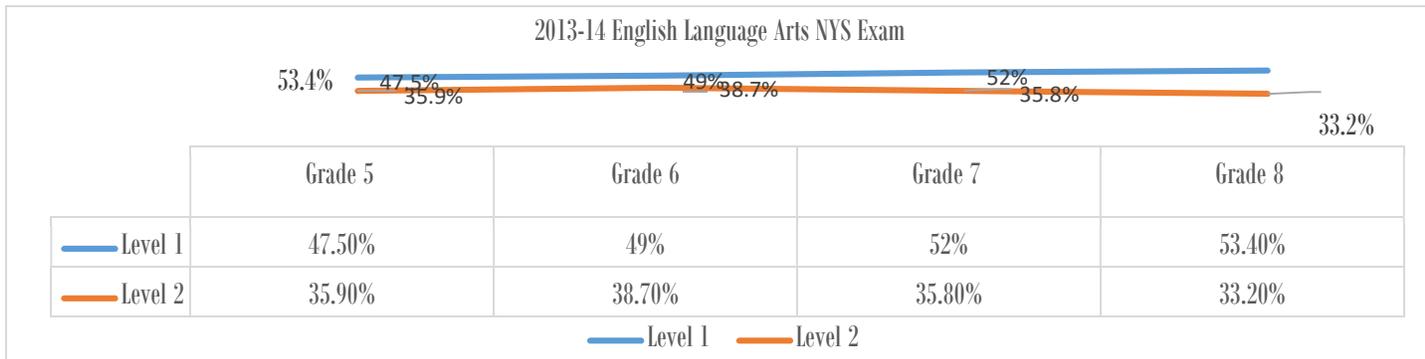
**Figure 3 – CSD 19 Middle Schools**

Traditional Public Schools				Charter Schools
K089 Cypress Hills Community School (P.S. / J.H.S. 89)	K364 Gateway (I.S. 364)	K311 Essence School	K422 Spring Creek Community School	K386 Invictus Preparatory Charter School
K166 George Gershwin (J.H.S. 166)	K174 The Dumont (P.S. 174)	K202 Ernest S. Jenkyns (P.S. 202)	K292 Margaret Douglas (J.H.S. 292)	K358 Achievement First East New York Charter School
K306 Ethan Allen School (P.S. / M.S. 306)	K678 The East New York Middle School of Excellence	K171 Abraham Lincoln Intermediate School (I.S. 171)	K452 Frederick Douglass Academy VIII	K740 Brooklyn Scholars Charter School
K409 East New York Family Academy	K404 Academy for Young Writers	K218 James P. Sinnott (J.H.S. 218)	K302 Rafael Cordero School (J.H.S. 302)	K359 The UFT Charter School

According to the 2012-13 NYS assessment data, more than 50% of scholars in Grades 5-8, scored at Level 1 on both ELA and Math state exams.

The following tables (Figures 4 & 5) highlight the percentages of scholars who performed at Levels 1 and 2 for the 2012-13 school year.<sup>12</sup>

**Figure 4**



**Figure 5**

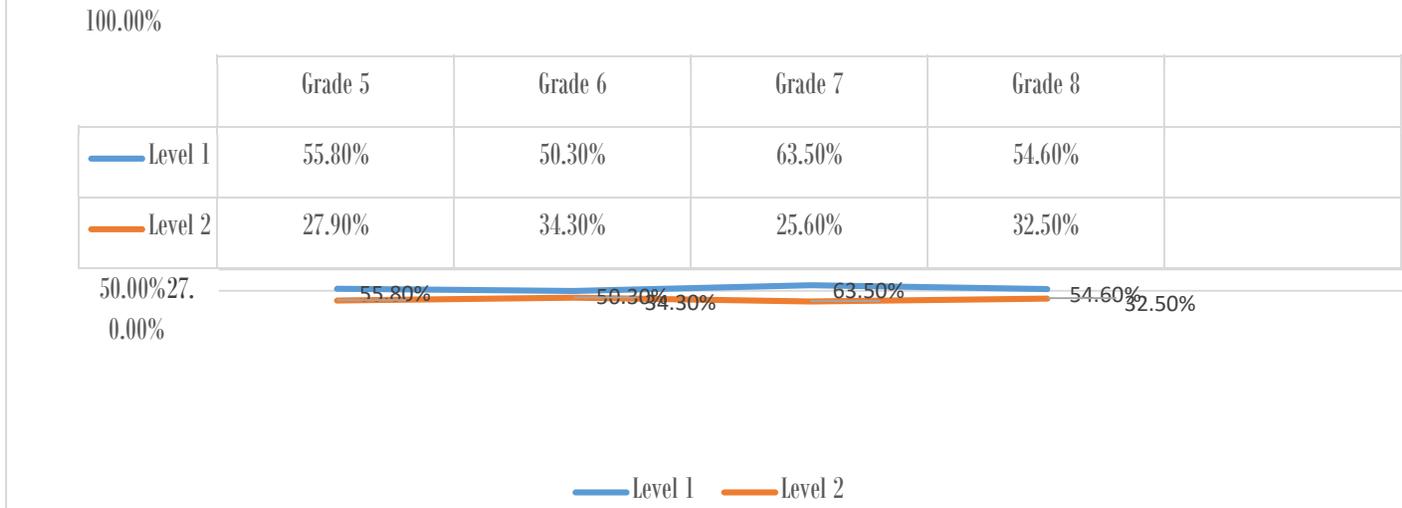
<sup>9</sup> Ibid.

<sup>10</sup> <http://jssm.com/studybrooklyn/docs/community-district-5-brooklyn-neighborhood-report>

<sup>11</sup> <http://www.p12.nysed.gov/irs/ela-math/2013/2013ELAandMathemaitesDistrictandBuildingAggregatesMedia.pdf>

<sup>12</sup> <http://www.p12.nysed.gov/irs/ela-math/2013/2013ELAandMathemaitesDistrictandBuildingAggregatesMedia.pdf>

2013-14 Mathematics NYS Assessment



**Rationale for how CTA will enhance the educational options for scholars:** CTA’s planning team has engaged with local stakeholders, including representatives from area institutions, elected officials, members of community organizations, local community boards, school leaders, and families, to gain a deeper understanding of the interest in and need for a new school and how CTA might best address the need. In the course of these conversations, stakeholders have consistently articulated the immediate need for additional middle and high school options in the East New York and Brownsville areas of Brooklyn. They also expressed their interest in CTA’s school design and model.

Community based organizations serving families and youth in East New York, have expressed their support by establishing formal partnerships with CTA in an effort to enhance the educational experiences offered to scholars in CSD 19 (see *Attachment 2*). Various local elected officials and community members have expressed their support for CTA through their invaluable input on our planning efforts, particularly concerning our outreach campaign (see *Attachment 2*). In addition, a number of local school representatives, including leaders from three charter schools, and three traditional public schools, have provided support by offering helpful advice and voicing their interest in future collaboration to enhance the educational opportunities afforded to all scholars in the district.

Lastly, CTA’s planning team and some Board members, have met with families in CTA information sessions, community parent meetings, community events, and one-on-one discussions to gain a deeper understanding of their hopes, interests, and concerns with public schooling in CSD 19. These families have also provided feedback on aspects of our model, including our extended day and how we structure learning during the school day. In many instances, parents with whom we have met and who support our school have committed to assisting CTA’s founding members, in networking with other parents in the local community. These families and parents have also expressed a genuine interest in having additional middle school options that meet their children’s needs.

**E. PUBLIC OUTREACH**

CTA has engaged in an extensive and arduous community and parent outreach campaign to inform the public of our intent to assist with providing better educational options for scholars in East New York, Brooklyn and its surrounding neighborhoods. Members of CTA’s planning team have actively advertised and publicized CTA throughout East New York, Brooklyn and the surrounding neighborhoods since the summer of 2013. The parents, community members, local elected officials, as well as, traditional school officials have expressed concern about having “another charter school” come into their communities. However, after presenting our school’s mission, design and plan, they became more receptive to the prospective of having a school like ours, service the children in their respective communities. Our efforts to inform the community, present our mission and vision and receive feedback have included “walking tours”<sup>13</sup>; parent and community meetings; meetings with elected officials from the targeted area in Brooklyn; posting flyers and brochures; attending community board

<sup>13</sup> “Walking Tours” are defined as physically walking the geographic area of targeted scholar enrollment in the neighborhoods of East New York, Bedford-Stuyvesant and Brownsville, Brooklyn.

meetings; meeting with principals and the local school district's superintendent; online outreach via social media and surveys and speaking with parents on a one-on-one basis on the street and at various public meetings.

**Meeting with Local Parents:** We have presented our school model to parents in the community surrounding CSD 19 via meetings at local community organizations, seeking to create feedback not only on our model, but in order to know that we are listening to the needs of parents in the community. Parent and family meetings were held every month at the Man-UP centers, located in East New York and Brownsville Brooklyn, from January 2014 to January 2015. Parents, families and community members were encouraged to offer comments on the proposed school plan via email, Twitter, Facebook, CTA's website, survey and in person at these meetings and on walking tours. (Some of the comments and feedback are included in *Attachment #2*.) To date however, we have not received any feedback that was negative or required us to make any significant changes to our school plan and/or design. We did receive feedback that co-location in any currently occupied NYCDOE public school building would not be looked upon favorably by the community or local officials. In response to this feedback, CTA worked with Maureen Coughlin, Director of Charter School Facilities, to obtain a tentative lease upon charter, with the Diocese of Brooklyn and the Archdiocese of New York, for a vacant school building located in East New York, Brooklyn. That lease is pending receipt of charter for CTA.

**Public Meetings:** CTA has engaged in an extensive and arduous community and parent outreach campaign to inform the public of our intent to assist with providing better educational options for scholars in East New York, Brooklyn and its surrounding neighborhoods. Using an informal approach, Members of CTA's planning team have actively advertised and publicized CTA throughout East New York, Brooklyn and the surrounding neighborhoods on foot. Through this process, team members spoke with parents and the community individually, seeking to both inform and receive feedback regarding specific education needs in the community. The parents, community members, local elected officials, as well as, traditional school officials expressed concern about having "another charter school" come into their communities. However, after presenting our school's mission, design and plan, they became more receptive to the prospective of having a school like ours, service the children in their respective communities. Some of the public meetings held took place at Boys and Girls High School in Bedford Stuyvesant, Brooklyn; Man-Up centers in East New York and Brownsville, Brooklyn; Public School 19 in East New York, Brooklyn; Community Districts 3, 5 and 16 offices located in Brownsville, East New York and Bedford Stuyvesant, Brooklyn; local parks in East New York and Brownsville; in front of local supermarkets in East New York and Brownville; just to name a few.

**Meetings with Community Leaders:** CTA has received support from local political leaders including our local City Council Member, as well as members of the NYC Department of Education, and local community organizations. CTA plans to continue its expansive outreach by hosting Information Sessions at one of the largest religious centers in Brooklyn, the Christian Cultural Center Church (CCC) located in East NY; meet with Charles and Inez Barron, (the former and current NYC Council Representatives for District 42, which includes East New York and Brownsville); continue to meet with surrounding elementary and middle schools to establish and cultivate potential partnerships; continue to meet with CSD 19's Family Advocate; parents of children with disabilities and or ELLs; parents who have children that could potentially attend CTA in the future; and other Community-Based Organizations (CBOs) and agencies in the East New York, Brooklyn and surrounding Brooklyn neighborhoods. To date, CTA has met with and gained support from the following local community and city leaders: Councilman Rafael Espinal, Jr.; NYS Congressman Hakeem Jeffries; former Councilman Erik Bilan; City Councilwoman Laurie Cumbo; Brooklyn Borough President Eric Adams; and Councilman Robert E. Cornegy, Jr. of the 56<sup>th</sup> Assembly in Brooklyn.

Between February 2014 and November 2014, CTA engaged in numerous conversations and participated in the monthly community meetings held by the Community Education Council President of CSD 19, Erica Perez, who pledged her support for CTA. Some of those agendas are annexed as *Attachment #2*. In September 2014 and January 2015, we met with Community Education Council President of CSD 16, Felicia Alexander to discuss opportunities for collaboration and information sharing as some of the prospective scholars of CTA may come from CSD 16. We also engaged the Superintendent of CSD 19, Joyce Stallings-Harte, in May 2014, and again in February 2015. Although, she expressed her inability to provide a letter of support, due to conflict of interest, she did express her willingness to initiate a district/charter partnership to share best practices across CTA as a charter, and one of the middle schools in CSD 19.

**Ongoing Outreach:** Our efforts to inform the community, present our mission and vision and receive feedback have included and continue to include “walking tours”<sup>14</sup>; parent and community meetings; meetings with elected officials from the targeted area in Brooklyn; posting flyers and brochures; attending community board meetings; meeting with principals and the local school district’s superintendent; online outreach via social media and surveys; and speaking with parents on a one-on-one basis on the street and at various public areas. The public was encouraged to offer comments on the proposed school plan via email, Twitter, Facebook, CTA’s website, survey and in person at meetings and on walking tours. Evidence of this type of outreach is annexed in Attachment#2, with photographs of our board members and their families, out in the public spaces in East New York, Brooklyn handing out flyers and brochures while discussing CTA’s school design and plan. CTA continues and will continue its expansive outreach on a monthly basis by continuing to host Information Sessions and engaging in walking tours. The latest of these efforts occurred in April, May, June and August of 2015.

## F. PROGRAMMATIC AND FISCAL IMPACT

### Programmatic Impact

CTA plans to open with 115 5<sup>th</sup> Grade scholars and reach its maximum enrollment of 460 scholars by the 4<sup>th</sup> year of year of our charter, if authorized. At maximum enrollment, CTA will enroll approximately 1.5% of CSD 19’s total scholar population. Therefore, we do not believe that we will have a substantial impact on the schools in CSD 19.

Additionally, no other middle school in CSD 19, albeit public or non-public has a model quite like CTA’s. Though there are a few middle schools similar in philosophy to CTA, in that they infuse character education and place a high emphasis on achieving academic success into their programs; they fall short of achieving this deal because they lack a deliberate emphasis on a home-school-community-scholar connection. We, at CTA, place a great deal of emphasis on ensuring our core academic foci are rooted in our Three Pillars of Excellence. These pillars correspond to our CTA of themes of “inspiration”, “overcoming challenges”, and “empowerment”. These themes are evidenced through culturally relevant content and CTA’s scholars’ ability to represent that academic and personal knowledge, within their own community.

### Fiscal Impact

CTA’s first-year operating budget is estimated at \$1.9 million. In Year 5, we estimate the operating budget for CTA to be \$7.3 million. Thus, in Year 1, CTA would be operating on only 0.010% of New York City Department of Education’s total operating budget; and only 0.037% of its budget in Year 4 at CTA’s maximum student enrollment growth. These figures do not represent a significant fiscal impact on NYCDOE. As a result, it is highly unlikely that CTA will have a disproportionate fiscal effect on other public or non-public schools in the CSD 19 area. *(See Budget Attachment for actual numeric fiscal impact.)*

Along with CTA’s minimal fiscal impact on the local CSD, we do plan to have a larger positive impact on the programmatic options for scholars in CSD 19. We have been in constant contact with the Superintendent of CSD 19 to identify an existing school in CSD 19 willing to share practices across schools in an effort to promote best practices. The Superintendent has agreed to further conversations once we are chartered, to solidify this intended partnership. In anticipation of the NYCDOE’s initiative to create district-charter school collaborations, we have already contacted the National Urban Alliance (NUA) which specializes in providing top notch professional development and support to schools in high-needs urban school districts.<sup>15</sup> Thus, we plan to continue these efforts and use the NUA as a resource for planning teacher PDs and teacher support. This demonstrates CTA’s commitment to one of its key design element of **“Empowerment: Strong Commitment to Teacher Development. . .”** (See Section I.B for further description.)

## II. EDUCATIONAL PLAN

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<sup>14</sup> “Walking Tours” are defined as physically walking the geographic area of targeted scholar enrollment in the neighborhoods of East New York, Bedford-Stuyvesant and Brownsville, Brooklyn.

<sup>15</sup> The National Urban Alliance (NUA) has worked with a number of school districts NYC CSD 19 such as Newark, NJ; and Philadelphia, Pennsylvania.

## A. ACHIEVEMENT GOALS

CTA's achievement goals align to its mission and vision for establishing high standards for academic achievement by its scholars in the following areas:

<b>English Language Arts</b>
<p><b>CTA Goal I:</b> All CTA scholars will meet or exceed NYS standards in reading, writing and speaking English Language Arts.</p> <ul style="list-style-type: none"><li>• <b>Absolute measure:</b> Each year, at least 75% of CTA scholars, who attend CTA for at least two years, will achieve a score of Level 3 or 4 on the New York State ELA Examination.</li><li>• <b>Comparison measure:</b> Each year, the total percentage of scholars passing the ELA exam, with a score of 3 or above, will exceed that of all scholars from CSD 19 in the applicable comparative grade levels.</li><li>• <b>Growth measure:</b> Each year, each grade-level cohort of scholars will reduce by one half, the gap between the percentage at Level 3 and 4 on the previous year's state ELA exam and 75 percent at Level 3 and 4 on the current year's state ELA exam.</li></ul>
<b>Mathematics</b>
<p><b>CTA Goal II:</b> All CTA scholars will meet and exceed NYS standards in the understanding and application of mathematical computation and problem solving.</p> <ul style="list-style-type: none"><li>• <b>Absolute measure:</b> Each year, at least 75% of CTA scholars, who attend CTA for at least two years, will achieve a score of Level 3 or 4 above on New York State Math Examination.</li><li>• <b>Comparison measure:</b> Each year, the total percentage of CTA scholars passing the Math exam, with a score of 3 or above, will exceed that of all scholars from CSD 19 in the applicable comparative grade levels.</li><li>• <b>Growth measure:</b> Each year, each grade-level cohort of scholars will reduce by one half the gap between the percentage at Level 3 and 4 on the previous year's state Math exam and 75 percent at Level 3 and 4 on the current year's state Math exam.</li></ul>
<b>Science</b>
<p><b>CTA Goal III:</b> All CTA scholars will meet and/or exceed NYS standards relevant to Science achievement.</p> <ul style="list-style-type: none"><li>• <b>Absolute measure:</b> Each year, at least 75% of CTA scholars, who attend CTA for at least two years, will achieve a score of Level 3 or 4 on New York State Science Examination.</li><li>• <b>Comparison Measure:</b> Each year, the total percentage of CTA scholars passing the Science exam, with a score of 3 or above, will exceed that of all scholars from CSD 19 in the applicable comparative grade levels.</li><li>• <b>Growth measure:</b> Each year, the percent of scholars in the middle school accountability cohort passing the science exam with a score of 3 or above will exceed that of the cohort of all scholars from the local school district by at least 10%.</li></ul>
<b>Adequate Yearly Progress (AYP)</b>
<p><b>CTA Goal IV:</b> CTA will achieve Adequate Yearly Progress</p> <p>Each year the school will attain a status of "In Good Standing" under the state's NCLB accountability system.</p>

To evaluate these goals, CTA plans to utilize several accountability tools and measures, which include but will not be limited to; beginning of the year diagnostics and inventories, Achievement Network's CCSS based assessments, NYS ELA and Math exams, curriculum based assessments, rubrics, and NYS Learning Environment surveys.

**B. SCHOOL SCHEDULE AND CALENDAR**

CTA believes that scholars, teachers and CTA leaders, must make teaching and learning their priority. Because CTA’s mission and goal is to serve predominantly at-risk scholars in the CSD 19 area and its surrounding communities, a longer school year and school day is necessary to effectively support our scholars academically and socially. The school schedule and calendar provides students with 216 days of instruction, as opposed to what students in CSD 19 and across NYC receive. Currently, students in NYC public schools attend for 180 calendar days, for approximately 7 hours per day. In contrast, CTA scholars would attend school for 216 days, including ½ day Saturday School. This number excludes 15 additional days of Summer Academic Empowerment sessions. CTA scholars would also have an elongated school day; from 8 AM to 5:30 PM; a total of 9.5 hours per day, 5 days a week; with an additional 4 hours on Saturdays.

Our longer school day and year, and summer program provide CTA scholars, especially those at risk of academic failure, with critical time on task to meet proficiency standards and engage in studies outside core subjects. Team taught classes will be offered in all core disciplines for special education and ELL scholars to support the instructional program and meet the diverse needs of the learners. This enables CTA to fulfill its mission and meet the targets outlined in Section II. A of this document.

**Table 2: Instructional Time**

Content Area	Minutes per Day	Minutes per Week	Minutes per School Year
ELA	90 minutes	450 minutes	81,900 minutes
Math	90 minutes	450 minutes	81,900 minutes
<b>Other content areas that occur weekly</b>			
Social Studies	45 minutes/2x per wk	90 minutes	16,380 minutes
Science	45 minutes/3x per wk	135 minutes	24,570 minutes
Physical Education (PSR)	45 minutes/2x per wk	90 minutes	16,380 minutes
Enrichment/Remediation	45 minutes/2x per wk	90 minutes	16,380 minutes
Saturday School (Additional ELA & Math Instruction) 27 additional school days	90 minutes (ELA)	90 minutes (ELA)	7,920 minutes (ELA)
	90 minutes (Math)	90 minutes (ELA)	7,920 minutes (Math)

*\*See Attachment 3A for a sample CTA scholar and CTA teacher schedule.*

Although ELA, Math, Science and Social Studies, appear as separate courses in the schedules and are accounted for separately in minutes; CTA will integrate these disciplines by building upon and deepening scholars’ background knowledge across disciplines through literacy. The weaving of topics and content across disciplines aligns with CTA’s belief that scholars should experience school as they experience life; as an integrated harmonious unit. Thus, the schedule allows for the appropriate amount of time for CTA scholars to receive direct instruction of the content, receive practice and support approximating the content at their independent and instructional level, then apply the content in a real-life/world context. This approach to time allocations benefits all CTA scholars, particularly those who may be identified as at-risk, SDWs, and/or ELLs in that they will still be exposed to the grade level content, yet, be provided an “adjustable seat” to their learning, thus not allowing for the “remediation of remedial skills with remedial work

With 216 school days (inclusive of Saturdays, exclusive of the summer), all scholars will have a total of 10,368 hours of instructional seat time. This is in comparison to NYCDOE public schools which average 6.5 hours per school day; 5,850 hours per school year. All scholars will benefit from approximately double the increased seat time, as it provides more time to for scholars to learn, practice, study and work to master content. Because CTA intends to target at-risk youth, this will be essential to their growth and progress. This will also be

extremely beneficial to special scholar populations of at-risk scholars, SWDs and ELLs as they will receive specialized supports to maximize their learning and have more opportunities to demonstrate mastery towards CCSS.

CTA's school calendar and schedule create the time teachers need for data analysis, collaboration with colleagues and school leaders, and unstructured scholar interactions. CTA believes that setting aside time for these activities will result in the development of meaningful professional relationships with CTA families, colleagues and school leaders. Several times weekly, CTA teachers will engage in professional development and planning which is inclusive of Instructional Caucus, Teacher-Leader Planning<sup>16</sup> via Data Study Meetings and job-embedded PD via Professional Learning Communities (PLCs). CTA believes that teachers are one of the most important factors to helping children achieve their highest potential. Therefore, to ensure teacher success, CTA will consistently provide teachers with the knowledge, tools and resources needed to continue to inspire, challenge and empower our scholars through regular high quality job-embedded professional learning and development opportunities.

Also, the CTA calendar includes Teacher In-Service/Professional Development Days which will be focused on providing teachers with research based best practice on topics that will aid in assisting them with meeting the needs of all CTA scholars. In Year 1, CTA will have off-campus quarterly teacher in-service days. This will allow CTA teachers and staff to build collegiality, and leverage their educational efficacy to provide CTA scholars with the level of instruction and support required for their academic achievement. CTA staff will review the school calendar every January to identify opportunities to add more, or delete, school days, if and when necessary. The CTA Board will approve all changes to the school calendar. (*See Attachment 3B for a detailed version of the School Calendar.*)

**Saturday School:** Saturday School runs from 9 AM to 1 PM and is designed to offer an additional 90 minutes of both Math and ELA instruction. This additional instruction will be structured to deepen the learning of weekly instruction and focus on strengthening skills and building-up deficiencies. All CTA scholars will be strongly encouraged to attend.

**Summer Academic Empowerment:** The Summer Academic Empowerment is designed to provide an additional opportunity for CTA scholars to earn the credits needed for promotion or graduation, should those scholars not meet all promotional or graduation criteria by the end of each school year. It is also designed to provide enrichment and/or remediation support to those scholars who have been identified as Academically Gifted, SWDs, at-risk or ELLs. This will be mandatory for those identified. Attendance for CTA's summer session is optional for all other scholars.

**Grouping Scholars:** Each grade level cohort of approximately 115 scholars will be grouped into four homeroom groups of 28-30 scholars that move through the school day together. Each homeroom will be named after a college or university. Classrooms will be mixed-ability with respect to scholars' prior achievement, Academically Gifted, At-Risk, SWDs and/or ELL status.

### C. CURRICULUM AND INSTRUCTION

#### Instructional Approach

Our school's instructional approach is based on the framework of Pearson and Gallagher's **Gradual Release of Responsibility** model.<sup>25</sup> This framework emphasizes the "TO-WITH-BY" approach. CTA teachers will model and encourage CCSS behaviors through a focused demonstration of skills and strategies. Skills and strategies will be explicitly modeled for scholars. Then, scholars will engage in guided practice of those behaviors, strategies, and skills. Lastly, scholars will work independently on a variety of tasks and assignments that allow them to perfect the practices and internalize those CCSS and life habits. Once scholars have perfected the practices, scholars will engage in either project-based, inquiry and/or group work. To illustrate how this implementation will be attained, scholars will take a baseline assessment in September, to ascertain where they are academically, in all core content areas. Once this information is gathered, teachers will create a grade level scope and sequence, in all core content areas, using the aforementioned curriculum and curricular approaches, in alignment with CCSS demands.

We believe that this approach, when implemented with purpose and consistency in-line with what the support research states, is one of the most effective approaches to instruction. Pearson and Gallagher's 30 year research states that "*scholars learn best when teachers*

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<sup>16</sup> **Teacher Leaders** will be those CTA Teachers that are identified as those taking a lead role among teacher teams either by grade level or content area. Their role will include but is not limited to, supporting other teachers on their team with lesson development and/or implementation, mentoring, dissemination of important CTA information as it relates to scholars, families, and/or the curriculum, etc.

<sup>25</sup> Pearson and Gallagher, "The Instruction of Reading Comprehension", University of Illinois, National Institute of Education, Washington, DC, October 1983.

*employ a more facilitative approach than teacher centered and directed approach.”* (Pearson & Gallagher, pg. 34) Also, by using this model, it is our belief that scholars will achieve success because they will be learning through apprenticeship and guided experiential learning which will, in effect, hone and perfect their current skills as they acquire new ones. Additionally, to work in concert with our resolve to create scholars who personify high levels of academic and social excellence, we will implement best practice instructional strategies in teaching and learning derived from the book entitled ***Best Practices: Teaching in America’s Schools***, by Steven Zemelman, Harvey Daniels, and Arthur Hyde. Teachers will move from more traditional approaches of instruction to adding newer alternatives, widening their repertoire of instructional methods. Teachers will be trained to instructionally move from **“LESS TO MORE.”** The following is a diagram of the progressive practice expected of all teachers at CTA:

**Table 6: CTA’s Instructional “Less to More” Teaching Habits**

<b>Teacher Instruction Is LESS . . .</b>	<b>Teacher Instruction Is MORE . . .</b>
Whole class, teacher directed; teachers give out information	Facilitative and guiding so that scholars understand how to get and make sense of the mass of data
Scholar passivity; sitting, listening, receiving, and absorbing information	Cooperative with scholars in creating scholar goals which are used to help scholars learn content and develop information processing and problem solving skills
Presentational; having one-way of transmission of information from teacher-to-scholar	Creates mini-lessons to focus on small group instruction for struggling scholars, ELLs and Special Education scholars
Silent; scholars completing worksheets independently, void of thinking and collaboration with peers and/or partners	Inclusive of all scholars where individual needs are met through group, partner and/or individualized activities
Scholar goals are to master content; rote memorization of facts and details becomes the most important skill scholars are expected to master	Use of assessments that include a variety of strategies to identify scholar’s ability to utilize thinking skills and mastery of content
Management by punishment and rewards	Collaborative and cooperative; order maintained by developing the classroom as an interdependent community
Reliance on only standardized and unit tests to evaluate scholars’ performance; focus is on the importance of "one right answer" on a test	Reliance on descriptive evaluations of scholar growth, including observational/anecdotal records, conference notes, and assessment rubrics
Information is limited to what is available in the classroom or the school	Scholars exploring outside of school is a natural part of their learning experience
Technology focus is on learning about computers rather than its application	Purposeful incorporation of technology in lessons as means to connect scholars with local and world communities while extending and deepening scholars understandings

Fundamentally, the Principal and CTA Instructional Team will be charged with ensuring that teachers establish **10 non-negotiable teaching patterns** in their classrooms which define the difference between effective teaching and ineffective teaching for CTA. The following illustrate the **10 “Non-Negotiable” Teaching Patterns** of CTA:

1. Teachers get to know scholars intentionally and regularly. They create a classroom community to mimic the one created within the school.

2. All lessons incorporate small-group teaching, one-to-one conferencing, group and/or partner work.
3. Lessons are designed to “meet the edges,” focused on higher end learners with scaffolded support for struggling scholars, ELLs and Special Education scholars; to foster complex and creative thinking but still maximized for learning effectiveness.
4. Lessons offer scholars opportunities for exploration and the expression of learning. Scholars have the choice to vary the product and/or project they produce.
5. Teachers regularly use informal assessments to monitor scholar understanding and employ several techniques to track scholars’ progress.
6. Teachers collaborate with scholars and encourage peer collaboration. Teachers encourage academic discourse<sup>26</sup> and support a meta-cognitive conversation in all classrooms.
7. Teachers employ varied instructional techniques according to best practices in instruction. Less teacher telling, more teacher facilitating and coaching.
8. Teachers reflect daily on their lesson delivery and its impact on scholars learning.
9. Teachers use clear rubrics foster high quality work and evaluate scholars’ processes, as well as, the product that scholars produce.
10. Teachers cultivate a “taste for diversity.” There is consistent use of examples, illustrations, and materials related to varied cultures integrated in lessons. Ultimately, the world is expanded for our scholars by seeing possibilities and opportunities through many different eyes.

The patterns above, set the stage for CTA’s methodological implementation of the research-based instructional frameworks described in this response. At CTA, we firmly believe that “order precedes instruction.” With that, we embrace the Responsive Classroom model of Whole Brain Teaching which will be implemented throughout our school.

#### ***Guidelines regarding how teachers will be observed, coached, supervised***

Prior to the school year, CTA teachers will participate in three weeks of professional development over the summer. Teacher training will include, but will not be limited to; creating a classroom environment that supports the type of teaching and learning discussed above, goal setting, as well as utilizing data effectively.

During the school year, teachers will receive daily support from school leaders via varied forms of informal feedback such as “on the spot” coaching, one-on-one meetings, emails, study/discussion groups and digital Feedback Logs. In addition, CTA will hold semi-monthly faculty caucuses at the beginning and end of each month. One caucus, Instructional Caucus, will focus solely on curriculum and instructional improvement while the other, Social Caucus, will focus on supporting scholar’s social development and personal growth. The Instructional Caucuses, Professional Learning Communities and Data Study Meetings will be forums for teachers to discuss, collaborate and seek assistance with instruction, based on the data from various assessment outcomes of scholars. These forums also support our key design element of having a strong commitment to teacher development and support, as well as have space for all staff to meet collectively and engage in conversations around specific academic issues. It also assists CTA leaders in detecting and analyzing overall patterns and/or trends affecting the school and need to be addressed at subsequent PDs and/or meetings. To memorialize supports to teachers, teacher and school leaders will maintain reflection logs to record the implementation of instructional strategies and track their impact on scholar growth and teacher development. School leaders will review logs weekly to identify professional development opportunities for teachers. Logs will be used to sincerely cultivate a supportive professional and collaborative learning environment for teachers where they feel safe to perfect their practice but receive targeted feedback and support. CTA leaders will employ an open door policy as well as provide ongoing coaching and support for teachers on an ongoing basis as requested and based on observed areas of need.

#### **Curriculum Approach**

All CTA curriculum will be aligned with the CCSS; the NYS Social Studies Framework; the Next Generation Science Standards (NGSS); the key design elements, and CTA’s Three (3) Pillars of Excellence. To ensure close alignment to CCSS and its academic and behavioral demands, the

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<sup>26</sup> “Academic Discourse” is defined as conversation between teacher and scholars, and/or, scholars-to-scholars, that include the speaking of and about content specific vocabulary, content specific concepts and deeper understanding and analyzing of ideas, themes and/or concepts, within academic disciplines.

CTA planning team used the EQUIP (Educators Evaluating the Quality of Instructional Products) Rubric<sup>27</sup> to evaluate and choose appropriate commercial curricular programs for use at CTA. Use of the EQUIP rubric will assist in measuring the quality of commercial curricular programs (“Quality” as defined by the EQUIP rubric) claiming alignment to the CCSS to enable scholars to meet the demands of CCSS. The rubric also initially helped CTA’s planning team build capacity for evaluating and identifying high quality commercial curricular programs. The process of verifying various commercial curriculum for alignment to the CCSS led to the selection of the curriculum discussed below, for each content area. This ties to CTA’s key design element of ensuring “**Standards Based Curriculum and Instruction. . .**” Additionally, this speaks to our goal to further the objectives of the NYS Education Law 2450(2), which is “*to raise scholar achievement through integrated teaching of CCSS based academic curricular. . .*”. As such, we have chosen *not* to create curriculum from scratch, but to use programs that have already been developed and approved by NYS for their ability to reflect the instructional shifts and academic demands of CCSS at each grade level.

At the beginning of each school year, teachers will begin with the instructional frameworks for all content areas, using GRR, to assist with lesson delivery to scholars. They will also be given CCSS yearlong standards maps, for each core content area, of which standards are to be taught at each respective grade level and the summative assessments that will be administered quarterly. These maps will be developed by the Executive Director, Principal and DCI (when hired in Year 3), prior to the Summer Intensive with teachers, and based on the maps that already are supplied by each of the programs selected. Teachers will then use the summer intensive week, to plan specific daily lesson objectives to teach on a weekly and daily basis using any and all relevant academic data on scholars, and the skills/strategies necessary for scholars to meet CCSS and demonstrate proficiency and/or mastery on summative assessments, using the curriculum that has been selected for each content area. Furthermore, teachers will also use the weekly Data Meetings, bi-weekly Instructional Caucuses and Professional Learning Community time; to continue to discuss, adjust and refine their lessons, and/or, to make suggestions about adjustments to the yearlong CCSS maps based on scholars’ academic performance on formative and summative assessments and the resources available within the curriculum. Refinements to daily lesson plans will be discussed with the Principal (Year 1); Principal and ISL (Year 2); Principal, ISL and DCI (Year 3 and subsequent years); as they are made during the weekly meeting times mentioned above. Suggestions for changes to the yearlong curriculum maps and/or additional curricular resources that may be needed, will be made at the end of each school year at the ILT meeting which will be held on the last Teacher In-Service PD Day of each school year. (See Attachment #3A – CTA Yearly School Calendar) Any revisions to the yearlong curriculum maps, additional teacher/scholar resources needed, etc., will be made at that time and revised for the coming school year.

Based on the above, CTA’s planning team selected **Expeditionary Learning (EL)** for **ELA** which encompasses both Reading and Writing. This curriculum is touted on NYS’s education website, [EngageNY.org](http://www.engageNY.org), as a curricular resource for implementing a CCSS based curriculum in the intermediate grades.<sup>28</sup> CTA selected EL due to its results of significantly improving the ELA performance of middle school scholars; with growth being evident after year 2 of the program’s implementation in schools with similar scholar demographics as CTA.<sup>29,30</sup> EL’s model “*inspires and empowers teachers to unleash the potential of their scholars.*”<sup>31</sup> This model directly links to CTA’s pillars of excellence and supports CTA’s goal to have culturally responsive themes, through the use of culturally diverse authentic texts as the foundation for thematic units of study that are culturally responsive; one of our key design elements. It also supports data-driven practices, includes structures that build scholars’ persistence, compassion and independence; which are all practices that underlie the mission, three Pillars of Excellence, and academic goals of CTA. Its modules are designed to get scholars excited about learning through, what the CCSS deems “complex” texts that have all three of CTA pillars of inspiration, overcoming challenges, and empowerment. The texts also contain compelling

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<sup>27</sup> EQUIP (Educators Evaluating the Quality of Instructional Products) is an initiative of the American Diploma Project (ADP) Network designed to identify high-quality materials aligned to the Common Core State Standards (CCSS). EQUIP builds on a collaborative effort of education leaders from Massachusetts, New York and Rhode Island that Achieve facilitated. The outcome of that effort was the development of the “Tri-State Rubrics” and a quality review process designed to determine the quality and alignment of instructional lessons and units to the CCSS. <http://www.achievethecore.org/equip>.

<sup>28</sup> “EngageNY is developed and maintained by the NYS Education Department to support the implementation of key aspects of the New York State Board of Regents Reform Agenda.” Excerpted from the “About EngageNY” section of the website [www.engageNY.org](http://www.engageNY.org).

<sup>29</sup> According to EL’s impact study, entitled **Impacts of Five Expeditionary Learning Middle Schools on Academic Achievement**, dated July 8,

<sup>30</sup> , “... the significant growth performance was found in middle school located in NYC that enrolled an elevated percentage of Hispanics and English Language Learners, but still similar to local scholar populations with respect to special education status, eligibility for free or reduced price meals, and prior achievement.” These schools have similar scholar demographics to the scholars CTA expects to enroll and target. [http://www.mathematica-mpr.com/publications/PDFs/education/EL\\_middle\\_schools.pdf](http://www.mathematica-mpr.com/publications/PDFs/education/EL_middle_schools.pdf)

<sup>31</sup> Expeditionary Learning. “Expeditionary Learning Core Practices: A Vision for Improving Schools.” New York, NY: Expeditionary Learning and Outward Bound, 2011.

topics; about various cultures and peoples; through culturally responsive themes through literacy and application across the disciplines. Additionally, EL’s design principles align with CTA’s Pillars of Excellence. (EL Principles #5 and, 7 – 10, respectively)<sup>32</sup>

The modules in EL are designed to address CCSS EL outcomes. The overarching focus for all modules is on building scholars’ literacy skills as they develop knowledge about the world. They are also designed to give teachers concrete strategies to address the instructional shifts required by the CCSS. Each module provides eight weeks of instruction, broken into shorter units. There are 6 modules per grade level, which total 48 weeks of instruction. CTA scholars are in school for approximately 40 weeks per school year. (This is in comparison to the NYCDOE’s school calendar which includes 36 weeks, 180 days, of instruction for its students. See Section II.B.) Of these 6 six modules, teachers would teach four. For the first school year, CTA teachers will follow the guidance provided by EL as to which modules should be taught first, and which modules should be taught in secession. El also provides supports for SWDs, struggling students, ELLs and advanced students. These supports will be implemented based on scholars’ academic needs.

There are six-unit level assessments that are on demand, requiring scholars to work independently on reading, writing, speaking and/or listening tasks. At the end of each module, there is a final performance task that is a project which involves written research and real-life and/or world application. An example of how EL lends itself to incorporating a Culturally Responsive them with an interdisciplinary learning approach is as follows:

Grade 6 EL Unit Focus: Understanding Perspectives Across Cultures
<b>ELA</b> —Students will study how an author develops point of view and how their perspective, based on his or her culture, is evident in the writing. Texts to be read: Lawrence Yep’s <i>Dragonwings</i> and an excerpt from his autobiography, <i>The Lost Garden</i> .
<b>Social Studies</b> — Students will study the ancient culture of China and Chinese-American immigration from 1800-to present, to better understand Chinese culture, how it has changed over the centuries, and the effect of “westernization” on that culture. Students will choose another peoples/culture that has undergone similar effects of “westernization” on that culture and compare and contrast them to the experience of the Chinese.
<b>Science</b> — Students will study the geographic origins of two ancient civilizations and determine if and/or how the physical location of that civilization has changed over time, and if, or how continued climate change (global warming) will affect those locations in 20 years.

Studying the Chinese, would be one of many cultures that CTA scholars would study so that they would being to see how different cultures shape people’s perspective on life and their personal experience. Scholars would continue with this theme as they study Latino, African-American and contemporary American cultures; to glean how culture shapes perspective but also uncovers a shared human experience. This approach to cultural responsiveness is what CTA believes leads to scholars becoming inspired to overcome challenges and empower themselves to make positive choices in becoming a societal contributor.

In **Math**, CTA will use the CCSS curriculum maps, instructional frameworks, in conjunction with the suggested CCSS Math curricular modules on EngageNY in concert with Power Teaching i3 (PTi3)<sup>33</sup>. The latter is an instructional method that touts “*a fresh approach to instruction that increases the motivation to learn, engages scholars, and results in academic success.*” This speaks to two of the three Pillars of Excellence; Challenge and Empowerment. CTA believes that delivering the EngageNY curriculum modules, using the PTi3 instructional approach will maximize scholar success in math. The EngageNY modules are structured by math concepts applicable to and aligned across grade levels. They include a scope and sequence of the actual lessons to be taught, complete lesson plans, accompanying formative and summative assessments to be used, They also align with the CCSS, are research-proven instructional strategies and are classroom resources that promote rigor and scholar engagement. Each module takes approximately 4-6 weeks of instruction and incorporates time for remediation, maintenance and/or enrichment of math concepts based on individual scholar needs. To facilitate the latter, we will use Math 180 and Achieve 3000, to effectively monitor scholar progress, deepen conceptual and computational mathematical understanding and provide support to scholars when necessary.

<sup>32</sup> Ibid.

<sup>33</sup> <http://www.sflapowerteaching.org/>

To tailor the units to include our school’s mission and make them more applicable to our scholars, CTA will use CCSS aligned performance tasks provided in these CCSS math modules, to drive instruction at the beginning of each module. PTi3 also aligns with CTA’s instructional approach to using the GRR (referenced in Section I of this document) model coupled with empowering scholars with the intrinsic desire to consistently better oneself. PTi3 encompasses over 25 years of action research (the process of the researcher participating in their own research, as they the primary consumers of the findings) supported by John’s Hopkins University (JHU) and the Baltimore City School District. CTA will use these resources to provide high impact math instruction to CSD 19’s most at-risk scholars. Figure 8 depicts the cycle of effective instruction that PTi3 establishes, which personifies the GRR instructional model that is expected at CTA.

**Figure 8**

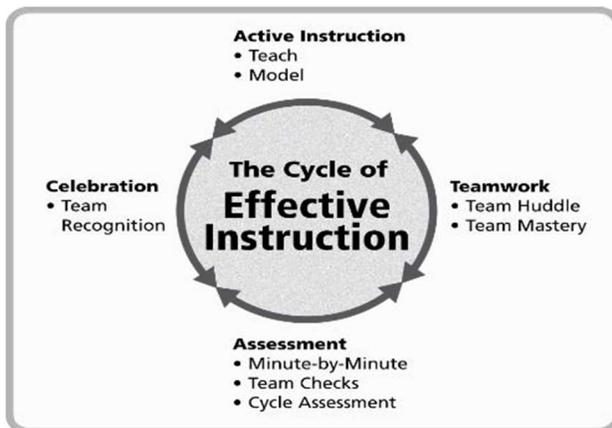


Figure 8 shows the cyclical and reciprocal approach of instruction where scholars are given knowledge through explicit teaching; then scholars apply that knowledge, move toward ownership of that learning (scholarship), and take on leadership aspects by celebrating and recognizing individual and group successes; thus empowering one another.

At CTA we agree that, “the meaning of ‘knowing’ has shifted from being able to remember and repeat information to being able to find and use it.” (National Research Council, 2007) Therefore, CTA subscribes to the belief that scholars learn best when they are provided with a strong knowledge base and then allowed to broaden, deepen and grow their knowledge through application

and exploration. With the PTi3 model and the CCSS based curricular modules, CTA believes it will accomplish this fact.

In **Science**, the Next Generation Science Standards Framework (NGSS) will be employed as the framework for building and fostering an inquiry approach to teaching and learning Science and ensure CCSS alignment. This framework has already been vetted using the EQuIP rubric by the Achieve organization.<sup>34</sup> CTA will also use the National Aeronautics and Space Administration (NASA) teaching materials, along with the commercial program **Interactive Science**, developed by Pearson Education. This curriculum provides opportunities for scholars to deepen their knowledge and understanding of science through hands-on learning and active world exploration; incorporating math, reading and writing and other skills; and by incorporating STEM (Science Technology Engineering Mathematics) projects. Scholars will be able to see how what they learn in school is applicable to increase their learning, but impact their communities and the global economy. This is how CTA will infuse cultural responsiveness in Science. Through this application of knowledge, it is our belief that all CTA scholars will feel that school is relevant and affords them the ability to achieve our Three Pillars of Excellence: inspiration, overcoming challenges and lead to empowerment as they are better equipped to critically analyze and possibly improve outcomes in their community.

By using the Science modules provided in Interactive Science, and aligning them to the content contained in the ELA texts used in the EL curriculum, CTA will ensure scholars have solid foundational knowledge to build upon and extend their understanding of other disciplines. Teachers will begin the year with an instructional framework using GRR, to assist with lesson delivery to scholars. They will also be given the NGSS yearlong standards map and framework of which standards are to be taught at each respective grade level and the summative assessments that will be administered quarterly. Teachers will then use the summer intensive week, to plan specific daily lesson objectives to teach on a weekly and daily basis using any and all relevant academic data on scholars, and the skills/strategies necessary for scholars to have to meet the New York State Science Standards, and demonstrate proficiency and/or mastery on summative assessments. Teachers

<sup>34</sup> The Next Generation Science Standards (NGSS) are K-12 science standards created through a collaborative, state-led process. 26 Lead Partner States provided leadership to the standards writing teams. These lead state partners continue to provide guidance to states as they consider adoption of the NGSS. The new standards are based on the *Framework for K-12 Science Education*, which was developed by the National Research Council, the staffing arm of the National Academy of Sciences, and released in July 2011. The vision laid out in the *Framework* identifies what scholars need to know and be able to do to be a functional citizen, which includes being scientifically literate and an effective member of the U.S. workforce. <http://www.achieve.org/next-generation-science-standards>

will also use the Data Meetings, Instructional Caucus and Professional Learning Community times, to adjust lessons and/or yearlong NGSS map and framework, to adjust or refine instruction based on scholar performance.

To determine the continued viability of curricular programs and their alignment to CCSS, CTA's instructional team, consisting of the Principal, DCI and ISL(s), will follow the guidelines using the EQUiP rubric and scholar assessment data to make final determinations for a recommendation to the Executive Director. As the school year progresses, CTA's instructional team will continue to review other curricula, to see if there may be better curricular options that serve the unique and varied academic needs of the school and scholars.

**Social Studies** – To enrich scholars understanding of the human experience across continents and cultures; CTA will use *History Alive!*, as the interactive inquiry-based social studies curriculum. *History Alive!* Uses technology to create an interactive forum which allows scholars to “experience” historical information by connecting history to their own culture and lives, while mastering social studies standards. It is through these personal cultural connections that CTA scholars will “see” themselves in history, their cultures” contribution to modern society, and search for ways to ensure their cultures’ contributions into the 21<sup>st</sup> century and beyond. Teachers can deepen support through ELA instruction in this curriculum with reading, writing, speaking, and listening activities through the content and tasks that are part of the program. It also allows teachers to tailor instruction for struggling students, ELLs, SWDs and enrichment. Additionally, it integrates technology into classroom instruction for teacher and scholar use. It also includes teacher support where teachers can receive professional development virtually. This evidences CTA’s key design elements of cultural responsiveness, targeted scholar support and commitment to teacher development and support.

**Arts and Music** – The Arts and Music are essential to all CTA scholars understanding and engagement in our school culture. One of CTA’s goals is to actively provide all scholars at CTA with a holistic school and life experience. Therefore, arts and music play an integral piece in the education we afford CTA scholars. Scholars will be expected to discuss how an artist’s world views are present in his/her work(s); and how the artist cultural and individual experiences, play/played a role into the perspective that they present in their work(s). The texts in ELA will provide the base knowledge, then scholars will expound upon that base knowledge in block instruction in arts and music on a weekly basis.

**Physical Education** – CTA believes that all scholars should be conscious of their physical health and well-being. Physical fitness aids in overall mental and emotional health. It also boosts overall academic success. Every day, CTA scholars will engage in physical activity for 20-30 minutes during lunch, as well as participate in physical stress relief (PSR) classes 2x per week. PSR will demonstrate to scholars, alternate ways to deal with stress, relieve tensions and make a lifelong commitment to maintaining good health and wellness. Additionally, the design of the after-school programs will focus on physical health, nutrition and well-being. These programs will be developed in consultation with our partner organizations; Man-Up and the Brownsville Youth Organizations whose goals are similar to CTA’s in that they too aim to empower youth to make positive choices through mental and physical health and wellness.

**Integration of Technology** – Technology integration is a core component to equipping CTA scholars with the tools necessary for success in college, career, and in life. It also provides unlimited access to knowledge and the means to deepen and explore that knowledge. With that in mind, all of CTA’s curricular resources will contain a digital component to accommodate deeper exploration. Teachers will also use digital resources to monitor and track scholar progress, support struggling learners and enrich the learning experience.

Purposeful incorporation of technology in lessons, as a means to connect scholars with local and world communities, while extending and deepening scholars understanding so they can apply literacy and math concepts to real life will be a necessary component at CTA. Scholars will complete and present various projects in any variety of media (i.e. Power point, Web-Quest, iMovie, Hyper-Studio, creating a skit or commercial, etc.) meeting the goal of technology incorporated instruction at CTA. CTA believes that technology is an essential inclusion in school since our world lives and breathes through it. Therefore, CTA will work to ensure that all CTA scholars are educated through the responsible use of technology and then expand their knowledge to understand it as media literacy. CTA plans to provide all scholars and staff with one-to-one access to a computer or laptop.

CTA will also embed media literacy in ELA and Social Studies through the exploration of social media and its effect on shaping the world’s perspectives on scholars’ ethnic and socioeconomic orientations. The exploration of social media will assist scholars with expounding upon societal beliefs and stereotypes perpetuated by the media about peoples, cultures and individuals. Scholars will consider how the media propagates certain perceptions and images about race and gender. Scholars will determine the effects of these images on their communities,

their families, and how they see themselves in the world. Scholars will develop ways that they can dispel negative images, and perpetuate positive ones, using the internet and social media.

**D. ASSESSMENT SYSTEM**

Assessments at CTA will be used as tools to gauge scholar progress toward meeting the goals outlined in the Achievement Goals section of this application. Assessment data will also be used to determine mastery, and/or, progress towards mastery of the Common Core State Standards and the social-emotional growth and development of all scholars. Assessments will be administered to gather information about where scholars' current level of mastery is in relation to the CCSS, and also to plan needed instruction, intervention, and scaffolding. We will also look holistically at school-wide assessment data, such as learning environment surveys, to determine how our school is progressing toward our school-wide goals. This data will be disaggregated to determine the overall effectiveness of curricular programs; as well as their effect on special scholar populations, including SWDs, scholars who qualify for FRPL, and ELLs. The Principal, DCI and CSSS, will look at these populations closely and make adjustments to our programs as needed in an effort to close the achievement gap for our scholar population.

Thus, CTA has chosen a number of developmentally appropriate diagnostic, formative, and summative assessments that will be used to capture an accurate and well-rounded academic picture of each child. Information gathered will be used by CTA school leaders to strengthen the academic programs and to formulate plans to address specific areas of need. Assessment data will also be shared by CTA teachers, with CTA families, during their bi-weekly Family Outreach and/or at CTA Family Data nights.

CTA's assessment system at **glance** is as follows:

Assessment	Type	Frequency	Purpose/Use	Who Will Use?
<b>Scholastic Reading Inventory (SRI)</b>  <b>Math Inventory (SMI)</b>  <b>Scholastic Phonics Inventory (SPI) (For incoming 5<sup>th</sup> Graders only)</b>	Diagnostic	August, January, May	Determines starting scholar growth point and tracks scholar achievement at the three crucial points during the school year. Teachers will use the data to set SMART goals for each scholar. Data will be used to adjust instruction to meet scholars' individual academic needs. Teachers will also enact the additional teaching resources, such as Read 180, etc., for intervention to support struggling scholars, SDWs, and ELLs, as needed.  School leaders will use it to determine professional development needs of staff as they work to meet the needs of scholars. It can also help determine any curriculum adjustments that may need to be made.	Teachers, School Leaders
<b>Interest Surveys</b>	Formative	Multiple times a year	Determines scholar level of motivation and/or interest in any given topic or activity. Teachers will use to gain information about each individual scholar and craft entry points into the lessons that might best engage and/or elevate scholars' interest. DSC, Social Support Leader, and Guidance Counselor will use to structure social events, plan trips, arrange guest speakers, and other social events geared to enrich the learning experience of CTA scholars.	Teachers, DSC, Social Support Leader and Guidance Counselor

<b>Exit Tickets</b>	Formative	Daily	Determines scholar level of understanding and/or mastery after every lesson. Teachers will use to modify/refine instruction based upon scholars' approximation of their daily learning.	Teachers
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<b>CCSS-Based Rubrics for Projects</b>	Formative	Multiple times a year	Determines how scholars' are meeting the multiple CCSS in any given content area. Grade level and content specific teachers will work collaboratively in developing rubrics to assess scholar work. The rubrics will assess CCSS taught across disciplines and within specific content areas. Teachers will use the rubrics to determine whether scholars are far below, approaching, meeting or exceeding standards. Grades from scholar work will be used as evidence of scholar progress for parent conferences. Grades will also be used to determine scholar's individual needs within and across multiple content areas.	Principal, Teachers, ISL(s), DCI
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<b>Performance Tasks</b>	Formative	Every 2-3 weeks	Contained within the EL, <i>History Alive!</i> & EngageNY Math Module curriculums. Science Performance Tasks will be taken from the NGSS website. Will be used to evaluate mastery of skills, strategies, concepts, and content, within and across the curricula. Assessment results will assist teachers in determining which scholars require additional support and which may benefit from enrichment. These assessments will provide routine feedback about scholar progress toward proficiency/mastery of CCSS and any intervention/enrichment needed.	Principal, Teachers, ISL(s), DCI
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<b>Curriculum End of Unit Assessments, and/or Projects</b>	Summative	Every 6-8 weeks	Determines scholars' ability to master CCSS and concepts within a given content area. Determines scholars' ability to internalize knowledge of content and demonstrate scholarship through ownership of that knowledge.	Principal will oversee the creation of project tasks to ensure alignment to mission and Three Pillars of Excellence.
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				Project Tasks will be created by Teachers, ISL(s), DCI and DSC. (DSC will support as needed).
<b>Empowerment Projects</b>	Summative	May	Will be used to determine how scholars have internalized their academic/social experiences and leadership education at CTA. Teachers and school leaders will use this data to determine the strengths /weaknesses of CTA's Social Caucus, Life Skills curriculum, and other social supports. School leaders will work to determine program modifications and/or additions as needed.	Teachers, ISL(s), Principal, DCI and DSC
<b>NYS State Assessments (ELA &amp; Math)</b>	Summative	April	To assess scholar progress toward NY CCSS in ELA and Mathematics  Teachers and school leaders will use the data to measure scholar progress, and make determinations about changes to curricular programs and/or academic supports.	Principal, ISL(s), DCI, CSSS
<b>NYS Science Performance Test (Including Written Portion) (Grade 8 only)</b>	Summative	May/June	To assess science programs and scholar progress toward NYS standards in Science	Principal, ISL(s), DCI, CSSS
<b>NYS English as a Second Language (NYSESLAT) Reading, Writing, Speaking, Listening</b>	Summative	May	To measure scholar progress in developing English Language Proficiency	Principal, ISL(s), DCI, CSSS; support from ELL Co

**Diagnostic Assessments:** Diagnostic data will be distributed by the CSSS and/or DCI, to all teachers, school leaders, scholars and parents before the end of second week of school. CTA will administer the following assessments to incoming scholars: the Scholastic Reading Inventory (SRI) in ELA; the Scholastic Math Inventory (SMI) in Mathematics; the Scholastic Phonics Inventory; as well as, teacher created interest surveys. These assessments be administered at the beginning of the school year, mid-year, and end-of-year.

Teachers will use data from these assessments to refine SMART goals. During the DSMs, teachers will receive training and support as to how to analyze data effectively and glean scholars' strengths and weaknesses down to the deficiency of skills and/or concepts. In addition, diagnostic data will help teachers understand their scholars overall interests in school and their academic ability across content areas. Teachers will also use this data to formulate Action Plans for each scholar with support from the DCI, CSSS, Principal, DSC, ISLs, and/or

Teacher Leaders. As part of the RTI process, the CSSS and DCI will use diagnostic assessments to determine incoming scholars' knowledge, skill levels, interests, and signs of special needs.

**Ongoing Formative Assessments:** Teachers will use interim assessments provided with curricular programs and conduct regular checks for scholars' understanding during instruction as formative assessments. Teachers will be expected to document anecdotal evidence of scholar learning from one-on-one conferencing and small group instruction. These daily assessments will provide data regarding scholars' strengths and weaknesses relative to CCSS and inform teachers and school leaders as to which skills need enrichment or remediation. Teachers will also be encouraged to conduct ongoing formative assessments on a daily and/or basis in the form of Do-Now's, exit tickets, weekly quizzes, and self and peer assessments of scholar work. Additionally, teachers will assign daily homework as an immediate assessment tool to gauge scholars' approximation and understanding of lessons taught. Data collected from ongoing formative assessments will be used to tailor instruction based on scholar's individual needs. Teachers will use data to inform their instructional decisions on a daily and weekly basis. Teachers will use active observation, approximation of tasks within lessons, scholars' in-lesson responses, do-now's and/or exit tickets as informal assessments embedded within daily lessons to check for scholar learning and understanding. Teachers will also assign homework daily for further insight into scholars' thinking and understanding.

**Summative Assessments:** Teachers will also administer end of unit summative assessments for all core subjects. These assessments may include exit inquiry projects, essays, presentations, computer-based exams, and/or other performance tasks. *(See Section II.D for further description of the creation of rubrics to ensure s have uniformity across classrooms.)* Prior to any assessment, scholars' will receive clear explanations of expectations for performance via rubrics, exemplars, study aids, and/or any appropriate scaffolds that may be used to approximate the task(s). The End of Unit Assessments contained within the curricular programs will be utilized to track scholars' grasping of content. Summative tasks will be used to document, follow and report scholars' progress, and assist in ensuring scholars are meeting intended learning outcomes.

**New York State (NYS) ELA, Mathematics and Science (Grade 3 only) Tests:** CTA will follow the schedule for administering New York State assessments as per the state guidelines. These assessments will help in assessing individual scholar mastery of CCSS in relation to the NYS tests, gauge school academic progress over time, and measure scholar academic performance as compared to CTA's mission, key design elements, overall academic school goals, and other similar schools within CSD19. These tests will also reflect how CTA scholars are comparing academically, to similar peers in the city and in the state. It is our goal to make Adequate Yearly Progress (AYP) in ELA, Math, Science and Social Studies for all special populations of scholars within the school. Thus, after Year 1, results from state assessments from each year, will be analyzed by the Principal, ISL(s), DCI, and CSSS; as well as, grade level teacher teams. The findings will be used to determine which standards need more focus and/or teaching time; different instructional methods for scholars, and/or, special populations of scholars; and/or, additional resources.

During the summer, teachers will review the NYS standardized tests and any standards-based grade level interim assessment data available for all incoming scholars. From this review, teachers will determine the strengths and weaknesses of each scholar and establish grade-level learning goals to address the largest areas of weakness, as well, as any additional academic supports. (I.e. Read 180, Math 180, Systems 44, etc.). Teachers, in conjunction with school leaders, will set Specific Measurable Achievable Realistic and Timely (SMART) academic achievement goals for each individual scholar based on their learning ability. (I.e. At-Risk, Struggling, SWD, ELL and/or Gifted). These goals will guide instruction during the first 4-6 weeks of school until assessment results are available from CTA's diagnostic assessments. This process of analyzing the academic outcomes of scholars, adjusting curriculum, refining lessons, and ensuring high quality teaching and learning at CTA, speaks to our mission and key design elements of targeted scholar support and/or enrichment, and an emphasis on data-driven instruction.

**New York State English as a Second Language Achievement Test (NYSESLAT):** ELLs will take the NYSESLAT to measure increases in language proficiency. If a scholar scores at Proficient or Advanced level, the scholar will no longer be regarded as ELL. If the scholar scores at Beginning, or Intermediate level, he or she is eligible to continue to receive Limited English Proficiency (LEP) services. This assessment will measure the individual progress of our ELL scholars as well as gauge the effectiveness of our curriculum and program supports. Revisions and/or supports will be made as needed, evidencing CTA's commitment to one of its key design elements of targeted scholar support.

**Empowerment projects:** Empowerment projects are digitally documented events that demonstrate how scholars interact with either their families, others in the community, or in partnership a community-based organization. The interactions will document how a scholar empowers someone or something, through either inspiring another, providing help to overcome a challenge, and/or be a part of a community change that benefit the lives of persons within that community. These projects will personify CTA’s mission of providing all children with opportunities to inspire, overcome challenge(s), and empower themselves and/or another; by becoming positive societal contributors.

**Reporting to Parents:** Teachers and various CTA school leaders will be in frequent contact with parents through phone calls, emails, letters, various workshops and face-to-face appointments, to discuss their scholar’s progress. Each marking period will have a 10 week cycle. At the end of each cycle, teachers will prepare reports that include a checklist reflecting the scholar progress towards or mastery of CCSS and social skill progress and/or attainment, for each scholar. There will be 4 formal family conferences each year; one in August, November, March and May. Parents will also be able to access their scholars’ assessment data, class assignments, notes from each teacher and school news via **Mastery Connect**<sup>35</sup>-- a data management system that integrates curriculum and assessments to mastery of CCSS. CTA leaders, teachers, scholars and parents will have access to this database to provide transparency and accurate reporting in regards to scholars’ overall progress at CTA. This demonstrates CTA’s commitment to its key design element of cultivating strong family partnerships; targeted scholar support and/or enrichment; emphasis on data-driven instruction, and technology; and, strong commitment to teacher development and support.

**Reporting to CTA Staff and the Board:** CTA school leaders will lead bi-weekly Data Study meetings where all teachers will gather to discuss class and scholar level progress. During these meetings, school leaders will review Action Plans and lead best practice sharing discussions. These meetings will also serve as the vehicle for cultivating Teacher Leaders within the school community. The Principal will establish the protocol for Data Study meetings, codify the meetings outcomes and quantify its effect on the improvement of scholars’ achievement. Once this is established, the codified outcomes and effects on scholars’ achievement will inform topics for future professional development to further nurture and deepen teacher edification and efficacy.

Each teacher and school leader will monitor each scholar’s academic and social progress using the CTA assessment system’s data points, along with “soft data” points (i.e. anecdotes) that elicit information such as; socioeconomic status, family background and history, scholar interest, home language, learning ability/disability, etc. Armed with this information, teachers will create and establish SMART achievement goals for each class and scholar, then review data weekly to guide lesson and curriculum development to achieve those goals. CTA teachers will then create Achievement Data Portfolios (ADPs) for each scholar. (The ADPs are part of the school-wide database that will house all assessment data; Mastery Connect). Each ADP will contain SMART goals, all assessment outcomes in comparison to those goals and/or CCSS, as well as, teacher anecdotes for each class and individual scholars. This work will begin during Week 3 of the Summer Intensive and entered into Mastery Connect. Continuous review of this initial work, will continue via the weekly Data Study Meetings (DSMs), Instructional Caucuses, Professional Learning Communities and quarterly Staff Professional Developments. The Principal, ISL(s) and DCI will be responsible for overseeing and monitoring this overall process.

Through the oversight of this process, CTA school leaders will then be able to review individual teacher progress toward attainment of classroom learning targets and SMART learning goal; effectiveness of instructional practices; and overall effectiveness of the selected curriculum. School leaders will also be able to gauge teacher progress with their own professional practices; how teachers are/are not assisting scholars in meetings their goals; how they are/are not incorporating what is learned in Professional Development sessions; and incorporating school-wide expectations into their everyday practices. Additionally, information gleaned from the ADPs, weekly and quarterly meetings, caucuses, PDs, and PLCs; will assist CTA leaders in knowing where to focus further teacher development and support. This speaks directly to the key design element of CTA’s strong commitment to teacher support and development.

**CTA’s Response to Intervention (RTI) Process:** During DSMs and Instructional Caucuses, grade-level, class-level and individual scholar data will be shared and discussed by all teachers and CTA school leaders. Teachers will facilitate informal data presentations that will include overall trends by content area, CCSS, and/or groups or individual scholars. Teachers will collaborate to further analyze the data,

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<sup>35</sup> <https://www.masteryconnect.com/features.html>

identify the cause of trends and develop ways to address the lack of performance and/or high performance of individual scholars. Teachers will then decide to enact any one of the following strategies: adjust instructional practices, refine lesson plans, request professional development in a specific focus areas, implement CTA's intervention/enrichment programs for particular scholars, etc.; all to improve the outcomes for those identified scholars. If the scholar is at-risk, ELL, SWD, and/or Gifted, then, a Special Education, ESL/Bi-Lingual Teacher, and a CTA Leader (i.e. Principal, ISL or DCI) will assist in developing the next steps for the identified scholar.

After these strategies are implemented for the identified scholars, the CSSS (upon hire in Year 2) will create a monthly Scholar Success Report (SSR) to be shared with the teachers, Principal, ISL(s) and DCI. SSRs are reports that cull all of data of the formative assessments taken by all scholars, administered by teachers, per month. It will delineate by class, grade level, content area, and individual scholars' names; the progress of all CTA scholars as evidenced on in-house assessment data. **This will be the first step in our RTI process.** Upon hiring of the DCI in Year 3 of operation, the DCI will assume this responsibility with continued support from the CSSS. This report will show whether or not scholars are responding to the increased academic supports provided. In Year 1, the Principal will be responsible for this process.

If scholars do not demonstrate growth after the initial 4 week (monthly) implementation of these interventions/enrichment supports, the process will be repeated, however, different strategies may be determined at that time, and/or, it may be determined that more time is needed to ascertain if the supports are working or not. Ultimately, the process will go through three recitations of monthly reviews, totaling 12 weeks (3 monthly reviews) of analyzing targeted scholar support with an emphasis on data-driven instruction and teacher development and support (attesting to three of CTA's key design elements), where necessary. If the scholar is still unresponsive to these remedies, the Principal will then reach out to the local CSE for support and assistance.

**Rational for Selecting Assessments:** At CTA, we believe that assessments are a vital part of successful teaching and instrumental to measuring learning. Instruction needs to be calibrated according to scholars' knowledge, skills, ability and interests. Diagnostic assessments, performance tasks, end of unit assessments, and CCSS based rubrics for projects; just to name a few, help teachers identify effective and developmentally appropriate instruction, as well as, refine lesson plans as appropriate.

The use of the SRI, SMI, and SPI reading, math and phonics assessments in August, will provide baseline measures of scholar's math and reading skills according to the CCSS. Performance tasks, exit projects, essays, and other formative assessments, allow teachers and school leaders to gather relevant information as it pertains to scholars' overall academic progress. In combination with data from standardized exams and other methods mentioned above, teachers will be able to diagnose strengths and weaknesses, measure scholar's progress over time and adjust instruction as needed. It is for those reasons that CTA has chosen the aforementioned methods of assessment. All assessments indicated have proven successful in schools similar to CTA and speak to CTA's key design elements of having a standards based curriculum; providing targeted scholar support and/or enrichment; strong commitment to teacher development and support; cultivating strong family partnerships; and, an emphasis on data-driven instruction through seamless integration of technology. It also aids CTA in realizing its mission of “. . . producing scholars who are prepared for the future . . . [in] a powerful learning community with high levels of academic and social accountability.”

## E. PERFORMANCE, PROMOTION, AND GRADUATION STANDARDS

### CTA Scholar Performance

In an effort to align our grading and reporting practices to our key design element of CCSS based curriculum and instruction, CTA will use a standards based grade reporting system. This allows for more accurate and consistent reporting to scholars and their parents to effectively depict individual scholar performance in accordance with the state standards set for all children at each respective grade level. Grades need to be accurate and meaningful in order for scholars and their families to get a precise picture of what has been learned and what still needs to be learned, around specific standards, while using formative assessments with feedback related to the progress towards mastery of standards. Research by Black and William<sup>38</sup>, and Hattie<sup>39</sup>, show that high quality formative assessment and feedback, have a powerful impact on student learning. As scholars progress in their mastery of standards, they will undoubtedly feel motivated and more successful because enhancing perceived competence is motivation, in and of itself. Additionally, scholars will also be expected to meet all behavior

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<sup>38</sup> Black, P. & William, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappa*, 80(2), 139-149.

<sup>39</sup> Hattie, J. (2009). *Visible learning*. New York: Routledge.

requirements as set forth in the CTA Scholar/Parent Handbook. (See Attachment #4). This directly supports the CTA mission and alignment of our key design elements of CTA such as, *strong behavioral expectations and personal responsibility; targeted scholar support; cultivating strong family partnerships*; just to name a few.

**Promotional Criteria**

Because CTA’s mission is grounded in creating scholars are critical and analytical thinkers through a strong academic foundation, we believe that all scholars must demonstrate proficiency in all core content areas in order to move successfully from one grade to the next.

Therefore, we have integrated a number of daily, weekly, bi-weekly, and monthly supports throughout the school year to ensure that all scholars have every opportunity to show proficiency and/or mastery of CCSS within and across core content areas. Through the use of Mastery Connect (Referred to in Section II.D). With these supports and CTA’s highly participatory and structured environment, we remain sufficiently assured that the large majority of scholars will achieve academic success and progress each year.

For promotion to the next grade level, scholars must:

1. Achieve a Level 3 or higher in all core subjects;
2. Achieve a Level 3 or higher on all relevant NYS ELA, and Math tests;
3. Have no more than 13 unexcused absences during the school year.

If a scholar fails one or more core subject and/or does not achieve a Level 3 or 4 on the NYS ELA, Math or Science tests, then that scholar must attend our Scholar Summer Intensive during the month of July for four (4) weeks, for additional support and the opportunity to be promoted to the next grade level. If a scholar fails two or more core content areas, then he/she must attend the Scholar Summer Intensive **AND** will be retained the following school year. This applies to all scholars in Grades 5-8.

Please note, that due to CTA’s heavily supportive structure for scholars and families, it is not expected for any CTA scholar to not meet the expectations when it comes to attendance and unexcused absences. However, this requirement is included as a contingency and in accordance with NYS policy in regards to pupil attendance.

**Graduation Requirements**

All CTA scholars, including Grade 8, are expected to meet the promotional criteria outlined above. Specifically for Grade 8 scholars, in addition to the promotional criteria above, they are expected to meet the following:

1. Achieve a Level 3 or higher on the NYS Science test;
2. Complete an Empowerment Project and receive a Level 3 or higher on the CCSS based rubric;

We believe that the promotional criteria and graduation requirements align with the CTA mission, in that it, maintains high academic standards for all scholars. Additionally, CTA scholars must demonstrate their individual approximation of our Four Pillars of Excellence and internalization of our core themes, by engaging in the work leading up to the completion of the Empowerment Projects.

**Sample Promotion/Exit Standards**

The sample promotion/exit standards for Grades 5-8, will reflect scholars’ attainment of CCSS in ELA, Mathematics, and Social Studies:

GRADE 8		
ELA (Reading and Writing)	Social Studies	Mathematics

<p><b>**Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital and oral presentations, employing a variety of media and genres.</b></p> <p><b>**Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences. *</b></p>	<p><b>**Cite text evidence to support analysis of primary and secondary sources.</b></p> <p><b>**Identify aspects of the text that reveal an author’s point of view or purpose (i.e. loaded language, inclusion or avoidance of particular facts).</b></p>	<p><b>**Understand the connections between proportional relationships, lines, and linear equations.</b></p> <p><b>**Understand congruence and similarity using physical models, transparencies, or geometry software.</b></p>
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*\*\*These standard will be built upon beginning in Grade 5 and expected be achieved by all scholars in Grade 8.*

## F. SCHOOL CULTURE AND CLIMATE

The goal of CTA is to create a “*culture of achievement*” through personal and social responsibility and accountability. All in the school community have a role and active responsibility in the support and preparation of our scholars for the 21st Century. We expect that every person within the school community will be transparent and communicative; collaborative in their approach and accountable to the school community for creating and maintaining the culture.

An integral component to our school culture consists of teachers implementing the WBT (Whole Brain Teaching) model in their classrooms, as a method of modeling and enforcing total scholar responsiveness and engagement. In Eric Jensen’s book, *Engaging Scholars with Poverty in Mind*<sup>40</sup>, he reports that:

*“Engagement shows up as a vital achievement factor in most studies, although it’s not always explicitly called engagement; sometimes it’s “disguised” as feedback, cooperative learning, project learning, or interactive teaching (Hattie 2008). Engagement is especially important for low-socioeconomic-status (SES) scholars. In their study of more than 1,800 scholars living in poverty, Finn and Rock (1997) found that school engagement was a key factor in whether scholars stayed in school.”*

This research directly correlates to the intimate knowledge and professional experiences that the CTA Board and its planning team have witnessed and experienced in urban schools and school districts with a high number of FRPL, minority and socio-economically disadvantaged scholars. Our key design element of **Strong Behavioral Expectations and Personal Responsibility**, was derived from these experiences. Thus, Whole Brain Teaching<sup>41</sup> and its practices were chosen to be employed school-wide, coupled with Sean Covey’s **7 Habits of Highly Effective Teens** to assist with building scholars’ self-identity and personal leadership to promote their ability to exemplify the traits of a CTA scholar.

WBT successfully employs various strategies and techniques to engage multiple areas of the brain, through total physical response, while also having scholars work peer-to-peer. For teachers, WBT methods generate highly active and engaging classrooms, enhance classroom management and produce increased scholar learning outcomes. (Bifle, 2013) Therefore, it is our hope that implementing this model will preemptively reduce any scholar having negative attitudes and/or behaviors toward school and re-invest them in their own education. This model has particularly proved successful with students of similar backgrounds and socioeconomic status of the target enrollment group of

<sup>40</sup> Jensen, E. (2013). *Engaging Scholars with Poverty in Mind*. Alexandria: ASCD.

<sup>41</sup> Bifle, Chris. (2013) *Whole Brain Teaching*. McGraw-Hill, Harper Collins.

CTA; at-risk, SWDs, ELLs, and students who receive FRPL. Additionally, CTA's value system will be communicated to scholars through WBT and the definition of the CTA S.C.H.O.L.A.R. acronym:

Self-Disciplined  
Committed to Excellence  
Hungry for Knowledge  
Original  
Leader  
Articulate  
Resilient

These scholarly traits/qualities will also be taught using aspects of Sean Covey's *7 Habits of Highly Effective Teens (7 Habits)*. Each "habit" correlates to one of the CTA Scholar traits. Thus, during the Social Empowerment Caucuses and Leadership Seminars, each scholarly trait with its correlating "habit", will be taught and modeled explicitly with scholars. CTA Leaders and teachers will then guide CTA scholars to exemplify that trait in and around the school, by developing the associated habits, which support each scholar quality. Scholars will be recognized for their efforts during monthly Empowerment Seminars, Morning Recitation, and/or in class. Celebrating scholar accomplishments enforces CTA's mission, values and pillars of excellence. "Restorative practices" are a framework for building community and for responding to confrontations through authentic dialogue, coming to a common understanding, and making things right. Therefore, teachers and scholars will be trained in implementing "restorative practices" to use should a confrontation arise between scholars, and/or, teachers and scholars. These will be taught to teachers and staff during the Summer Intensive in August for staff, prior to scholars attending school.

Scholars will be then be taught these practices during the first 3 weeks of school during Life Skills period. Under the auspices of the Principal, the DSC will oversee and support this implementation with support from the Family Leader and Social Support Leader. The DSC will also take the lead in ensuring that all staff, scholars, parents and community-based organizations, support and nurture the social aspect of the CTA's mission. In so doing, the DSC will continue to work with other CTA support staff (i.e. Guidance Counselor, Scholar Support Leader, etc. when hired) to further ensure that all teachers understand, practice, support and implement Whole Brain Teaching (WBT), restorative practices, the 7 Habits, and all other social-emotional supports.

A School Leadership Council (SLC), facilitated by the DSC, will be created in Year 2, to address issues of concern for the school community by crafting a viable system to address those concerns and create solutions to solve those issues. The SLC will meet monthly and be comprised of approximately 5-7 teachers; 2-4 scholars; the DSC; and the Principal, or his/her designee. Scholars will be chosen by the DSC, based on the outcome of grade level scholar voting for grade level representation on the SLC and the academic grades of the chosen scholar. Each grade level will vote in October of each school year, for their scholar representative. The scholar representative must have at least 2 letters of recommendation from their teachers, and have a Level 3 or higher in all core subjects. This system will give our scholars a vehicle to participate in CTA's continued development and refinement as a school community and foster scholarship, leadership and empowerment qualities; attributes of our Three Pillars of Excellence.

The SLC will work in concert with the Principal and ISL(s), to effectively respond to the needs of the school community. They will all work proactively to address any systemic issue or concern; be organized in their approach to hearing, deliberating and resolving issues that arise; and accountable to the larger school community for assisting with and supporting the governance of the school. Through these concerted efforts, the entire CTA community, will observably and authentically work together; demonstrating the work towards achieving the mission through execution of the Three Pillars of Excellence; overcoming challenges, inspiring and empowering one another. This will also be an opportunity for scholars to incorporate and demonstrate the pillars by exercising their leadership capabilities. Participation by scholars on the SLC will also demonstrate personal responsibility, the scholarly qualities mentioned above, accountability for their actions, and intrinsic motivation.

## **Morning Recitation and Caucus**

We are firmly committed to assisting our scholars with developing a mindset of a “S.C.H.O.L.A.R.” To that end, we will start every school day with the recitation of CTA’s scholarly creed and scholar acronym motto referred to in the **CTA Scholar/Parent Handbook** in *Attachment 4* and discussed above.

**Weekly Scholar Caucuses and Leadership Seminar:** Two distinct “caucuses”, will be programmed into our scholars’ weekly schedule: one Academic and one Social. Leadership Seminar will also be built into scholars’ daily schedule. These caucuses and seminars will be facilitated by CTA teachers and/or leaders. Both caucuses will be aimed at assisting scholars to meet their academic and personal goals. Leadership Seminars will teach scholars the qualities of a leader and then assist them demonstrating those qualities within their families and/or the community. The caucuses will utilize the *restorative practices approach* for establishing protocols and procedures for affective statements, restorative questions, fair processes, responsive circles and restorative circles.<sup>42</sup> The Academic Caucus will focus on helping scholars develop and attain their academic goals through scholar-to-scholar support and collaboration. The Social Empowerment Caucus will be similar, except scholars will develop and work toward achieving personal and social goals, but will still have scholar-to-scholar support and collaboration.

The establishment of these caucuses and the systems for facilitation will promote our scholars ability to develop strong behavioral expectations, personal accountability and leadership capabilities. It also allows for the exemplification of scholars “living” the CTA mission of seizing “. . . opportunities to inspire, overcome challenges and empower themselves and others.” The caucuses rely on the belief in the shared human experience to bolster and foster personal leadership but also the inter-dependency of us all and the need to support those who are closest to you so that you can stand tall. During the caucuses, scholars will learn the **7 Habits of Highly Effective Teens (“7 Habits”)** in conjunction with the CTA scholar traits, as well as the components of restorative practices. As scholars begin to internalize the 7 Habits, scholarly traits, the restorative practices, they will begin to “own” the caucuses by eventually facilitating future discussions, group interactions and conversations. The Family Leader, Social Support Leader and DSC, will oversee the implementation of the caucuses and Leadership Seminars and “gradually release responsibility” of the facilitation of these meetings to scholars who appear capable to have this responsibility. This system and approach demonstrates our key design elements of strong behavior expectations and personal responsibility, as well as, the establishment of the weekly caucuses and Leadership Seminars.

**Evaluating School Climate and Culture:** The Principal and DSC will evaluate the school culture and climate. In Years 1 & 2, CTA will use the NYCDOE’s Learning Environment Survey as well as the action research tools supplied in Frey’s book, which measures the strength of the “*culture of achievement*” within any given school. (Frey, Fisher, & Pumpian, 2012) By Year 3, data will be normed so that progress can be accurately and concretely measured to monitor and maintain growth. The data will be compiled, analyzed and monitored by the DSC and the members of the SLT, then submitted monthly to the Executive Director and the Board. (*See Attachment #4—CTA Parent and Scholar Handbook.*)

**Scholar Discipline:** Scholars must adhere to the following basic premises:

- **LEARNING IS THE PRIMARY PURPOSE OF SCHOOL.**  
Anything that interferes with learning will not be permitted. Come prepared with materials and assignments.
- **SCHOLAR ATTITUDES ARE IMPORTANT TO THE SCHOOL**  
Scholars are expected to display positive attitudes such as honesty, respect, tolerance, and courtesy.
- **SCHOLARS ARE TO ABIDE BY THE SCHOOL UNIFORM POLICY.**  
Clothing must be clean and wrinkle free
- **SCHOLARS HAVE THE RIGHT TO EXPECT A SAFE SCHOOL.**

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<sup>42</sup> Costello, B., Watchel, J., & Watchel, T. (2009). *The Restorative Practices Handbook for Teachers, Disciplinarians and Administrators*. Philadelphia: International Institute for Restorative Practices.

School staff in cooperation with parents and scholars must ensure safe and secure places for teaching, learning, and school related events. Weapons and acts of violence will not be tolerated.

- **SCHOLARS MUST LEARN TO AND GET ALONG WITH OTHERS.**  
Scholars can expect courtesy, fairness, and respect.  
Scholars must offer courtesy, fairness, and respect.  
Harassment and intimidation will not be tolerated.
- **SCHOLARS MAY EXPRESS THOUGHTS AND OPINIONS.**  
Use suitable methods of expression and wait for an appropriate time.  
Do not use foul or racist language or obscene gestures.
- **ATTENDING SCHOOL EACH DAY IS VERY IMPORTANT.**

Scholars must be in school on time, every day and prepared for instruction.

To maintain and foster a safe and nurturing learning environment; discipline, instruction and learning must go hand-in-hand. We cannot accomplish one without the other. Therefore, it is incumbent upon all staff to enforce good discipline, high expectations and exemplary behavior from our scholars. Good discipline and exhibited scholarly qualities by CTA scholars, will be rewarded and acknowledged by CTA teacher(s), staff, school leaders, and the entire school community. Therefore, disruptive scholars must be held accountable for their behavior. Each teacher is to maintain an academic and behavioral anecdotal record for scholars. These expectations are the same for scholars identified as SWDs. However, scholars who, due to their disability, may require additional support in meeting the outlined expectations, those SWDs will meet in consultation with the SST, district CSE, and/or other parties, to create a behavior plan to address the specific needs of that scholar. Should a scholar violate a policy or rule, as specified in the CTA Scholar Handbook, the following CTA Disciplinary Ladder of Referral will go into effect:

#### ***CTA Disciplinary Ladder of Referral for Teachers***

1. Speak to scholar.
2. Contact parent via telephone
3. Letter to parent
4. Meet with parent(s)
5. Referral to Restorative Circle with scholar's after-school mentor and Social Caucus Leader
6. Referral to Guidance/Social Support Leader (Conference with Parent)
7. Referral to DSC (Conference with Parent)
8. Meeting with Principal for Disciplinary Conference (With parent, DSC, and scholar)

CTA will follow the guidelines set forth in the NYCDOE School Discipline Code and Policy to determine which behaviors are deemed Level 1, 2, 3, or 4 Infractions<sup>43</sup>, and have adapted certain policies and procedures contained herein, from that code. In the event that a CTA scholar exhibits behavior(s) that warrant any CTA staff member to make use of a “teachable moment” through discipline, the following restorative practices protocol will be enacted:

#### **Level 1 Infraction**

CTA staff member will ask 3 questions:

1. *Did we talk the talk?*
2. *Did we walk the walk?*

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<sup>43</sup> <http://schools.nyc.gov/NR/rdoonlyres/1884E3E2-F12B-4754-8471-E2EEB344AE2B/0/DiscCodebooklet2013final.pdf>

### 3. *Do we need to change something or do something different?*

These three (3) questions are aimed at getting the scholar to think about what they did, reflect on whether or not the action or reaction was the most ideal, and then they are allowed to correct the error in some way. This reinforces our belief that our scholars need to have strong foundational knowledge of self and others, so that they can begin to make positive choices every single day. One of our culturally responsive mantras to, “Do the next right thing,” will be manifest at this level.

#### **For Level 2 Infractions**

The CTA scholar will participate in a **Leadership Circle**. The purpose of the Leadership Circle is to discuss the issue and concerns about the specific incident that the scholar engaged in to precipitate the Level 2 infraction. This is when the broader scholar community sits in the circle to share how the knowledge and/or effects of the incident affects them. The scholar participants are chosen from the offending scholar’s Social Caucus cohort, as they have already built a trusting relationship with one another. Two (2) CTA leaders will be in attendance (Principal and DSC), as well as the Social Worker. The protocol for conducting the Leadership Circle is as follows:

1. Participation Guidelines will be handed out and briefly discussed to ensure compliance with the guidelines.
2. If one party was harmed by the offending scholar’s actions, they will be asked 4 questions to elicit what happened, how the incident caused them harm, how they have been coping since the incident, and what they feel should happen to “make things right.”
3. Comments from other members of the Caucus cohort will be heard. Time not to exceed 5 minutes.
4. The offending scholar will then be asked a series of questions to elicit their motivation, thought process, results, and if the outcome was one that was positive for all involved. They then will be asked what they feel they need to do to “make things right”, and given the opportunity to make a commitment statement to implement that change.
5. A final meeting between the CTA leaders, offending CTA scholar and his/her family will be conducted to discuss the final decision for disciplinary measures.

#### **For Level 3 Infractions and Above**

Scholars who violate and/or continuously violate CTA’s Code of Conduct for infractions such as fighting, bullying, hazing, or sexual harassment will receive an in-school suspension.

## **G. SPECIAL SCHOLAR POPULATION AND RELATED SERVICES**

CTA is committed to providing all scholars with a high quality educational and social experience.

**Academically Gifted Scholars:** CTA will identify its academically gifted scholars, by analyzing all available academic data and determining those scoring a Level 4 on NYS standardized tests in ELA and Math, scoring one grade level or more above set standards on CTA diagnostic assessments for reading, phonics, and math,—using the assessments currently planned (Section II.D). Advanced scholars will receive individualization in many of the same ways that at-risk scholars will, in that, they will receive tasks and activities designed to extend their thinking and deepen their learning within and across content areas; small group support on extension/enrichment tasks and activities; enrichment grouping during the bi-weekly Enrichment/Remediation period built into their schedules; as well as, the option of taking the NYS Regents exams in Grade 8.

**Academically Struggling Scholars:** When faced with a scholar who struggles academically; albeit an ELL, scholar with an IEP, and/or one who may be academically gifted, teachers will bring all data regarding that scholar to the weekly Data Study Meeting (DSM). Through the review of assessment data, classroom observations, IEPs, surveys and/or social issues/concerns, teachers and leaders will collaboratively develop strategies for scholar improvement. This process will serve as CTA’s **Tier 1 Response to Interventions (RTI)**. Every week at the DSM and/or Instructional caucus, teachers will provide an update on the progress or lack thereof, of those scholars that were identified in the prior week’s DSM or newly identified struggling scholars. Those scholars will then be monitored for progress based upon the

implementation of specific strategic supports which will be decided upon at the DSM, and/or Instructional caucus. Should there be little to no progress by Week 8 of the interventions, said scholar will be referred to the School Support Team.

Any CTA scholar not meeting their academic and/or personal goals will be monitored by the Scholar Support Team (SST). The SST is comprised of the Principal (and/or, his/her designee), DSC, DCL, CSSS, Social Support Leader and Special Education and/or, ESL/Bi-Lingual Teacher. The SST will meet officially on a semi-monthly basis, however, the SST can be called to order by the Principal should to a scholar be identified within a week where the next regularly scheduled meeting is not being held. The SST will enact CTA's **Tier 2 RTI** protocols to decide and provide additional interventions to accelerate the scholars' rate of learning and/or support the scholars' mental, emotional and social well-being. An Action Plan will be created at the SST and shared with all staff members that have a direct impact with the scholar's academic and/or social development. Three actionable items will be created and implemented with the scholar for a term of 3-4 weeks. This will promote the creation and establishment of the "mini-IEPs". This plan will be created in collaboration with parent input with the final plan to be shared with the parent to ensure total implementation. This process will serve as the school-wide Tier 2, RTI.

Should a scholar not respond to the Tier 2 RTI interventions, then that scholar will be reviewed again by the SST and may be referred for Special Education services in consultation with the local CSD 19's Committee on Special Education (CSE). The SST will be in charge of collaborating with the CSE to create an appropriate IEP, for the identified scholar. The CSSS will be responsible for overseeing the School's special education program and services. This includes but is not limited to; ensuring that all copies of IEPs are distributed to the appropriate teachers and all records are maintained according to all appropriate laws, rules, policies and procedures; managing the review and referral process in the SST meetings; ensuring the provision of services for those scholars; all record keeping as it relates to IEPs; and, all required documentation and reports will be kept in a secure location.

**Scholars with Disabilities** When Action Plans are developed for SWDs out of the CTA RTI process, the SST will work in consultation with the Committee on Special Education (CSE) for CSD 19, to further ensure that all possible educational resources and aids are being maximized prior to requesting alternative placement within the district. However, CTA will exhaust all possible educational alternatives and family assistances before invoking this request. The expected percentage of scholars that may be enrolled at CTA will be comparable to CSD 19's average of 10- 11%. Strategic, targeted instruction, via small group instruction<sup>44</sup> will be implemented for SWDs as well. SWDs will take part in daily remediation support instruction via technology applications such as Read 180, System 44, Math 180 and/or Achieve 3000. We will also use the Linda Mood Bell program<sup>45</sup> as resource to assist with instruction for SWDs. Additionally, SWDs will be mainstreamed with the in-class support of a paraprofessional and Special Education/Intervention teacher thus creating an inclusive setting and providing **targeted support** for these scholars; one of our key design elements. This will be done through an Integrated Co-Teaching (ICT) model of instruction where there are two teachers (one General Education, one Special education) and a paraprofessional or teacher assistant, engage in the daily instruction together, for all scholars. All CTA staff who will be recruited to deliver special education instruction and/or provide support to scholars who are identified as SWDs will be required to have all applicable NYS teaching certifications necessary to service and/or teach SWDs. Additionally, any prospective teaching assistant or paraprofessional will need to have at least two (2) years prior experience working with SWDs, and/or have a Bachelor's degree from an accredited college or university, with a concentration of study (major) in special education or its equivalent.

To further facilitate support for SWDS, CTA secured a strategic partnership to effectively facilitate and enhance the support to SWDs and their families. Therefore, CTA will work closely with Dr. Gerard Costa, the founding Director at Montclair University's Center for Autism and Early Childhood Mental Health (CAECMH at MSU). Dr. Costa has received national recognition for his "Relationship Based Approach"<sup>47</sup>; derived from the Developmental, Individual, Relationship-based Approach (DIR), based on the work of Dr. Stanley Greenspan; in effectively educating and leveraging the social skills of SWDs and at-risk youth, as opposed to traditional practices of suggesting medical treatment or recommending alternative educational settings. CTA will use this partnership to have CAECMH at MSU provide training and professional

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<sup>44</sup> Ibid.

<sup>45</sup> <http://lindamoodbell.com/for-schools>

<sup>47</sup> The Developmental, Individual Differences, Relationship-based Approach (DIR) is a comprehensive, interdisciplinary approach developed by Drs. Stanley Greenspan and Serena Wieder. The relationship-based approach focuses on using an intensive integrated intervention which is individualized to match the child's level in the social-interaction development hierarchy. Relationship-based developmental experiences build skills in the core processes of relating, attending, communicating, and thinking. Difficulties in relating and communicating are believed to be secondary to sensory and motor processing deficits. The ultimate goal of the intervention is to help the child develop appropriate affect and form a sense of self as an intentional and interactive individual.

development to CTA staff, teachers, and school leaders on how to best work with SWDs, and scholars who may suffer with low academic performance, cognitive deficiencies, and/or other developmental or learning challenges. As such, CTA will be the sole charter school in CSD 19 with a partnership with a nationally recognized medical school that has nationally accredited expertise in the field of successfully supporting schools with special populations of SWDs. In Year 1, CTA will employ two specialized licensed teachers; a Special Education teacher and a Bi-Lingual Teacher. Each following year of the first charter term, another specialized teacher will be added. The Principal, ISL(s), CSSS and DCI will oversee these processes.

### **Scholars identified as ELLs**

Scholars may be identified as ELLs based upon the following factors:

1. If the Home Language survey, completed by the scholar's parent/guardian upon enrollment, indicates that the primary language spoken at home is one other than English, and/or;
2. Previous ELL identification from another public school district, and/or;
3. Previous administration of the NYS English as a Second Language Achievement Test (NYSESLAT), and/or;
4. The scholar speaks and/or understands little to no English.

Any scholar who potentially may be identified as an ELL, will be given the NYS Identification Test for English Language Learners (NYSITELL). This test will be administered upon enrollment at CTA to the applicable scholars. Scholars who receive a score of "proficient", their home language will be designated as English. Those scholars scoring below proficiency, will be determined as Limited English Proficient (LEP) and will be eligible for language instructional services. These scholars will also take the NYSESLAT annually, until they achieve proficiency or advanced proficiency on the exam. Upon achieving the latter, these scholars will be exited from receiving language services with a specific academic and instructional support plan to be developed by the SST.

In accordance with all applicable laws including Title IV of the Federal Civil Rights Act of 1964, and the Federal Equal Educational Opportunities Act of 1974, scholars identified as ELLs will not be excluded from any curricular and/or extra-curricular activities based upon the inability to speak and understand the language of instruction. As such, ELLs at CTA will take part in strategic, targeted instruction, via small group instruction<sup>48</sup> within the regular core instructional blocks. In addition to the classroom teacher providing tailored instruction within the core instruction, the Bi-Lingual Teacher will provide push-in support to the general classroom to offer guidance and support for those scholars. The Bi-Lingual teacher will also work with those scholars when they are working in their remediation and/or enrichment courses. During Data Study meetings, the general education teachers and Bi-Lingual teacher will meet to coordinate the above instructional efforts. The Bi-Lingual teacher(s) recruited for CTA will be expected to have all NYS teaching licenses and/or certifications applicable to individuals who regularly service this group of identified scholars.

ELLs will use Read 180, Math 180 and/or Achieve 3000; all of which have a dual language component within the respective programs. They will also be able to use the *LBook* feature of Read 180 which aids in their linguistic and sequential understanding of language and vocabulary. ELL scholars will take the applicable curricular assessments, as well as, CTA's required assessments to track and monitor their academic performance. The CSSS and Bi-Lingual teacher will be responsible for gathering the results of this data for review by the SST, as to the program's effectiveness, on a monthly basis. The SST will submit any recommendations for changes to the program, to the CTA Leadership Team. CTA leaders will then decide to implement any recommendations for change and/or meet with the SST to devise next steps.

**For all scholars including SWDs, ELLs, those scholars identified in the school's mission, and those scholars eligible for FRPL**, CTA will have a mentoring program that will be coordinated by the Director of School Culture (DSC), Family Leader, Social Support Leader, and Guidance Counselor. All CTA scholars will be assigned a mentor who will work with individual scholars to develop goals for personal development. Mentors will work with scholars during Social Caucus, Leadership Seminar and in after-school programs. Mentors will be charged with helping scholars continue to cultivate the 7 Habits, which will assist scholars in developing the qualities of a CTA SCHOLAR. In addition, scholars will receive weekly family check-ins with their classroom teachers and school leaders, to ensure their overall

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<sup>48</sup> All small group instruction will take place during "Enrichment/Academic Support" periods which are evidenced in the Sample Teacher and Sample Scholar Schedules in Attachment 3; specifically 3a and 3b respectively.

progress. Teachers will also meet with scholars, at least once a week, for either remediation or enrichment which is delineated in the scholars and teachers’ respective schedules as “Enrichment/Academic Support”, thus reaffirming our key design elements of targeted scholar support and cultivating strong family partnerships.

In addition to the above, a Retention Committee will be created, for all scholars including **SWDs, ELLs, those scholars identified in the school’s mission, and those scholars eligible for FRPL**; in the winter of the first school year to identify and meet the specific needs of scholars and their families. The DSC and Family Leader will oversee this committee and ensure high retention of all scholars. CTA will also continue to include the input and assistance from community and faith based organizations, local elected officials, parents, scholars, and other stakeholders within the community. Specifically **for SWDs**, the retention Committee will work alongside the CSD19’s CEC and CSE, to discuss and create the most effective strategies to retain these scholars and engage their families. For those scholars identified in the school’s mission and FRPL

### III. ORGANIZATIONAL AND FISCAL PLAN

#### A. APPLICANT GROUP CAPACITY

The CTA applicant group is comprised of 7 members; 2 planning team and 5 Board members, and is dedicated and committed to the mission and vision of CTA. We collectively bring personal and professional experience, expertise and resources necessary to develop CTA into a successful charter middle school. Below is a list of the two (2) planning team members:

Name/Current Role	Current Employment	Relevant Experience/Expertise	Proposed Role(s), If Any
<b>Kimberly Mackey Founder</b>	Educational Consultant & Curriculum Specialist, Pearson North America	Educator, Literacy Coach, Supervisor of Curriculum and Instruction, Assistant Principal and Principal	Founder, Proposed Executive Director
<b>Maria Arellano</b>	Dean of Students	Teacher, Director of Program Development and expertise in implementing high quality positive behavior programs.	Planning Team, No Proposed Role

The vision for CTA comes from the Founder, Kimberly Mackey. Ms. Mackey has been an educator for almost 14 years. During that time, she was a middle school teacher in Grades 5-8 and taught all subjects. She began her teaching career in CSD 19, and thus the impotence for selecting CTA’s targeted enrollment group. She taught all subjects, with a particular focus on Literacy instruction. She was also a Literacy Coach, Supervisor of Curriculum and Instruction, Assistant Principal and a Principal of a turnaround school. She has extensive knowledge in working with scholars that are at least 1 to 2 levels below grade level and improving their academic progress within one school year. She has also primarily worked in underserved school districts, in schools with high percentages of SWDs, ELLs and high FRPLs.

Approximately, six years ago, she was inspired to start a school due to her dissatisfaction with scholar outcomes in high poverty districts and schools. After researching and further developing the school model, Ms. Mackey shared her vision with other members of the planning team; some Board members included. The group presented the initial model twice to the NYCDOE through the New Schools process. Each time, the group was advanced to the final round but did not attain approval. Over the last 5 years using feedback, research and experimental implementation, Ms. Mackey has honed the original school design. After implementing these ideas in a Newark public school and seeing

the results of marked academic progress and scholar learning gains,<sup>49</sup> Ms. Mackey returned to Brooklyn in July 2013 to once again attempt to open a school.

With the assistance of the NYC Charter Center’s “Apply Right” Program, CTA advisors and input from the East New York community and surrounding neighborhoods, the founding team has been relentless in their commitment to seeing CTA open its doors. Since August 2013, CTA’s applicant group remain in daily and weekly contact via email and phone calls; as well as monthly video conference calls and in-person meetings. Kimberly Mackey is the writer of CTA’s application and has led all planning meetings to date. Currently, no member of CTA’s planning team has been identified to assume any definitive role at CTA; except for Kimberly Mackey as the Executive Director. All planning team members have agreed to submit to CTA’s hiring process upon receipt of charter of CTA. This is to ensure that the best possible candidate is chosen for each identified position. In deciding upon Ms. Mackey’s appointment as the Executive Director, CTA’s Board considered the following factors: deep knowledge of the community and its inhabitants; experience and background of the prospective leader, demonstration of proven results with the identified targeted scholar group; ability to lead under less than desirable circumstances; transformational leadership skills; vision for success and a concrete plan to achieve a stated vision and goals; and other attributes, skills, and abilities that demonstrate the qualities of an instructional leader, just to name a few.

The current CTA Board held numerous meetings in an effort to select the best candidate to lead and open the school. The selection process included extensive discussions, resume submissions, interviews, and ultimately a vote of who would be the best person to lead our school. The members of the board independently of the planning committee decided Kimberly Mackey would be the best person to lead the school at this time. Not only did Ms. Mackey create the vision for CTA’s mission and educational plan, she also has the skills and knowledge of how to run a middle school in the East New York Community. Since the CTA Board is comprised of a varied group of individuals all vested in the educational growth of our children in East NY, appointment of Ms. Mackey as the Executive Director, was not an immediate decision, but one that was thoughtful and meticulously considered. Therefore, with these things considered, the CTA confidently selected Ms. Mackey as the Executive Director of CTA. For all other staffing positions, CTA will follow the policy for hiring outlined in the Hiring Policy annexed in this application.

**B. BOARD OF TRUSTEES AND GOVERNANCE**

**The Proposed Founding Board of Trustees**

CTA’s Board is comprised of the following five (5) members:

<b>Trustee Name</b>	<b>Board Position</b>	<b>Length of Term</b>	<b>Voting Member (Y/N)</b>
<i>Courtney Rodriguez, Esq.</i>	President	2 Years (renewable)	Y
<i>Mikila Thompson</i>	Vice President	2 Years (renewable)	Y
<i>Twana Smith-Patterson</i>	Treasurer	2 Years (renewable)	Y
<i>Shaunise Spivey</i>	Secretary	2 Years (renewable)	Y
<i>Ian Arellano</i>	Member	2 Years (renewable)	Y
<i>Kimberly Mackey</i>	Member	2 Years (renewable)	N
<i>CTA Parent (TBD)</i>	Member	2 Years (non-renewable)	N
<i>CTA Staff Member (TBD)</i>	Member	1 Year (non-renewable)	N

**Experience and Community Involvement**

The proposed Board of Trustees has a breadth and depth of knowledge in one of more areas of new school development, school leadership and operations management. They also have strong ties to the community in which CTA plans to open. Some members have worked as

<sup>49</sup> Prior to Ms. Mackey’s tenure at Thirteenth Avenue School in New Jersey, in the 2010-11 school year, the school received ratings in the following categories: Academic Achievement, College and Career Readiness, and Scholar Growth. In each category the school received 13%, 0%, and 10%, respectively. Upon Ms. Mackey’s arrival in the 2011-12 school year, and implementation of the social support and instructional approach described in this application, the school received the following scores along the same categories: 50%, 0%, and 50%, respectively. <http://www.state.nj.us/education/pr/2013/13/133570715.pdf>

teachers and/or administrators in its public schools, lived in its communities, enrolled their own children in CSD 19 schools, joined local churches, and/or have done the same in other nearby sections of Brooklyn.

The initial Board of Trustees is committed to recruiting and retaining additional board members with proven records of accomplishment in finance and/or business management, education and school board governance. Potential board members must also be advocates in supporting and expanding opportunities for children that live in underserved communities in New York City; specifically East New York, Brooklyn. Potential board members will also be recruited through a variety of activities and venues, which include referrals from current Board members, periodic recruitment at professional conferences/meetings, CTA activities or events, advertisement in local newspapers and/or community events. The CTA Board of Trustees will maintain a strong working relationship with Community Boards 3, 5, and 16 (local community boards in East New York, Brownsville and Bedford Stuyvesant), elected officials, local chamber of commerce, clergy, professional and social organizations. These affiliations will provide CTA with a pool of qualified and highly committed individuals from which potential board members may be selected. The ultimate composition of CTA's Board of Trustees will reflect strategic expertise, resources, and perspectives needed to achieve the mission and objectives of the school. We will ensure that the founding board members are committed to securing expertise in all designated fields and that the qualifications and qualities of prospective board members further develop the work of the Board and school's mission.

**Courtney Rodriguez** is currently a public defender for indigent persons in urban areas. Formerly an NYCDOE teacher in the South Bronx, Ms. Rodriguez is also a former Teach for America member and was known throughout the Mott Haven community for her work with at-risk scholars and their families. **Mikila Thompson** advocates for youth headed into the juvenile penal system. **Twana Smith Patterson**, previously the Assistant Director of the Boys & Girls Club in Bellport, NY, brings non-profit operations and fundraising experience to the board. **Shaunise Spivey** is a youth mentor through her religious organization and currently is an Assistant Director of Human Resources at Philadelphia Corporation Aging, a state non-profit organization. **Ian Arellano** currently serves as a Financial Analyst for Merrill Lynch and oversees over \$400 million in client assets and liabilities. He has extensive experience in financial management and planning with strong ties to the business community.

***See Attachment 5a: Charter School Trustee Background Information (including educational and employment history or attached resume).***

### **Roles and Responsibilities**

The CTA Board of Trustees (the "Board") is responsible for the fiscal, academic and regulatory oversight of the school and for ensuring that CTA meets the NYS Charter Law requirements and achieves its mission. The Board will be responsible for ensuring that the school is operating in compliance with its charter and all applicable federal and state laws as well as overseeing the school's performance in achieving its mission of educating 5 through 8th grade children. The trustees' major responsibilities will include setting strategic goals for the school, hiring, overseeing, and evaluating the executive director and principal, approving annual budgets, responding to parent complaints, and maintaining ultimate responsibility and accountability for the school to the Board of Regents consistent with the application to be set forth in the charter agreement, and implementation of the proposed educational programs so scholars may meet or exceed the performance standards adopted by the Board of Regents:

- a. Fulfilling all NYS scholar assessment requirements for public schools.
- b. Obtaining sufficient financial resources to implement the school's programs.
- c. Adhering to CTA's Code of Ethics and conflicts of interest standards for matters brought before the Board.
- d. Final responsibility for operational decisions of the school, although day-to-day decision making authority shall be delegated to the Principal of CTA.
- e. The Board understands that their compliance and oversight responsibilities will be developed in an Oversight Plan prepared by them with the State Education Department.

Potential Board Candidates must be at least 18 years old and demonstrate:

- i. Commitment to the mission of the school.
- ii. Commitment to the academic achievement of all CTA scholars, regardless of English language deficiency, special education needs, or limited family income.
- iii. Understanding of Board duties.
- iv. Willingness to attend Board and committee meetings and perform Board work.
- v. Expertise in relevant fields, such as education, business management, accounting, law, government, personnel, marketing, fund\_raising, and/or community outreach.
- vi. Capacity to examine performance data, financial documents, and management reports and make informed decisions in the best interest of the school.

The CTA Board has final authority over all aspects of the school. Their fundamental responsibility is to ensure that the school has the adequate resources it needs to fulfill its mission. The Board of Trustees shall fix the number of trustees of CTA from time to time, which shall not be less than five (5) and not more than fifteen (15). The balance of the trustees shall be elected pursuant to the provisions of Section 2.04 of the CTA Bylaws. (*See Attachment 4b.*) Board meetings will be held once every calendar month. Notice of such meetings shall be posted in the school's main office, no less than 2 weeks prior to the date of the meeting. Notice of Board meetings will also be listed on CTA' website, sent home with individual scholars, and communicated via school "phone blasts."<sup>50</sup> General board member responsibilities include:

- Maintaining and clarifying the school's mission and vision;
- Appointing, supporting and evaluating the performance of the Principal;
- Attending and preparing for all scheduled Board meetings and trainings;
- Reviewing the school's educational programs for success;
- Making informed decisions based on data to ensure the success of the school;
- Recruiting new board members;
- Communicate with the school community, parents and the Board of Regents;
- Review and provide feedback on all documents that are presented for Board review;
- Be willing to fundraise, or otherwise personally provide financial support to CTA;
- Delegate responsibilities to others in accordance with the by-laws and Code of Ethics;
- Serve on any committees to which they are pledged to serve; and,
- Be present at a majority of fund raising, and/or parent or community outreach events.

The Board will have four executive positions: President, Vice-President, Secretary and Treasurer.

The President's responsibilities include: general supervision, direction, and control of the affairs of the school, subject to board control, and such other powers as the board may prescribe; presiding at board meetings and conducting general management of meetings and shall see that all orders and resolutions of the board are carried into effect. The Vice Presidents responsibilities include: performing if the President is absent or unable to fulfill his or her duties and when so acting as President will have all the President's powers and be subject to the same restrictions and performing other duties as the board shall prescribe. The Secretary's responsibilities include: keeping the minutes of the school, maintaining records of board membership and decisions and interpreting the by-laws in the case of a dispute and other duties the board may prescribe. The responsibilities of the Treasurer include: serving as custodian of school funds and will provide the appropriate segregation of duties to create strict internal fiscal control policies, informing the Board of the school's ongoing fiscal condition and presenting an annual report setting forth in full the financial conditions of the school.

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<sup>50</sup> "Phone blasts" are automated announcements that are delivered by an automated phone system that calls all listed phone numbers within a database. The BO will be responsible for maintaining CTA's scholar database so that parents will receive these announcements in a timely manner.

The CTA Board will also have five permanent committees:

- 1. Executive:** The Executive Committee shall consist of no less five (5) members, including the President, Vice President, Secretary, Principal and such other Trustees as may be designated by the Board. The President shall chair the Executive Committee. The Executive Committee shall set the policy agenda, coordinate committee agendas and set the agenda for the full Board of Trustees. An action taken by the Executive Committee may be subject to ratification by the Board of Trustees. A member of the Executive Committee shall record the minutes of each meeting and include a report on any actions taken. Such member shall forward the minutes to the Secretary and the Secretary shall distribute the minutes of such meetings to the Board.
- 2. Governance Committee:** The Governance Committee shall be composed of at least three members as recommended by the President or elected by a majority of the Board. The Governance Committee shall develop an evaluation process for and evaluate school leadership. This includes development of succession plans as well as evaluating the Board's performance and developing recommendations to change board member roles and responsibilities. The Governance Committee is also responsible for reviewing governance policy and practice; assessing board composition, organization and committee structure to recommend improvements. The Committee is responsible for identifying, interviewing and recommending new board members. The Governance Committee shall also be responsible for presenting a slate of candidates for election as officers of the Board of Trustees and the orientation of newly chosen trustees.
- 3. Finance Committee:** The Treasurer or an Assistant Treasurer shall chair the Finance Committee. The Finance committee shall be responsible for reviewing budgets and financial reports, as well as, for supervising the management of CTA's finances. The Finance Committee shall review, analyze and recommend for approval the annual audit. On a periodic basis, the Finance Committee shall review investment policies, objectives and performance. It shall work closely with C. TA's financial staff and school leaders to implement this oversight role.
- 4. School Development Committee:** The School Development Committee shall develop and implement fundraising goals and programs. Its responsibilities may include setting annual fundraising goals, developing periodic capital campaigns, creating community fundraising/development communications and cultivating financial support from the community. The School Development Committee shall also strengthen parent and community communication and outreach programs.

**Academic Accountability Committee:** The Academic Accountability Committee shall evaluate CTA's academic performance, mission achievement and progress toward preparing scholars for success in college and active citizenship. It will examine state, city and school level data to determine whether CTA is its charter goals. Based on this assessment, the Academic Accountability Committee will make recommendations regarding the allocation of school resources to support attaining the school's goals. Recruitment and Retention of Board Members

CTA's Governance Committee will determine the Board's need for additional members and conduct an internal assessment to determine the skillsets required of potential new board members. General requirements for new CTA Board members include individuals who are passionate about CTA's mission and program. Prospective Trustees must be community-oriented professionals with pertinent experience that aids in their ability to support the CTA's success. The Governance Committee will oversee identification of potential candidates.

Candidate searches may include outreach to the professional networks of current Board members and other CTA stakeholders. *Please see Attachment 4b for the CTA By-laws (which describe the process for adding and orienting new Trustees).*

At this time, CTA plans to recruit future four additional board members with expertise in the following areas: charter school governance, real estate, real property law, and fundraising. To recruit parent and staff representatives to CTA's Board, The CSI board of trustees' governance model includes a parent and a faculty member. The parent representative will have full voting privileges; the staff member will be an ex-officio member.

**CTA Parent Representative:** CTA will assist the school's parents in organizing a parents' group which will meet regularly and coordinate events, workshops and other activities with CTA's Family Leader. Parents will then have an opportunity to elect the parent they want to represent them on CTA's Board. Operational issues that parents raise will be directed to the Principal and/or DO. Any policy issues raised will be discussed at the parent group meeting, and if there is consensus, the parent representative will bring the issue to the Board.

**CTA Staff Representative:** We will also encourage faculty to participate fully in all aspects of CTA's school community. The faculty will elect their own representative to serve ex officio on the Board. The faculty representative will direct operational issues to the Principal and/or DO and policy issues to the Board. **See Attachment 5b Proposed CTA By-Laws. See Attachment 5c Proposed CTA Code of Ethics.**

### **C. MANAGEMENT AND STAFFING**

CTA has set forth an organizational structure that separates instruction from operations. Our school has identified an **Executive Director**, who will serve as the school's academic, instructional and financial oversight manager. Her resume is in Attachment 8b. CTA will also have a school site instructional leader, **Principal**, who will serve as the founding principal and aggressively recruited by the Executive Director. The school will grow each year, making for additional staff members to be added to the staff. The Executive Director will be responsible for hiring the Principal, who will serve as the primary daily instructional, operational and strategic leader of the school. The Principal reports to the Executive Director and the Board, but is evaluated by the Executive Director. The Principal will serve as the lead instructional leader and ensure that all instructional frameworks, unit plans, lesson plans, and teaching/learning is aligned to the Common Core State Standards (including the RTI programs).

In Year 1, CTA will employ a **Director of School Culture (DSC)**. The DSC will ensure that all scholars maintain CTA's rituals and routines, ensure compliance the school's behavior code, oversee implementation of WBT and restorative practices approach school-wide, maintain and revise (as needed) the Life Skills curriculum, and communicate effectively with the parents to ensure they are active members of our community and involved in their children's education.

The **Family Leader** reports to the DSC. The DSC will work with the Family Leader to review documentation and logs to ensure that all scholar reports are up-to-date; review CTA family data to ensure that all families have been contacted and have physically visited the school to meet with the Family Leader. The DSC also coordinates Parent Workshops with the Family Leader, organizes the bi-weekly caucuses with the Social Worker and Guidance Counselor, and ensures effective implementation and adherence to the Scholar Discipline Code by scholars and teachers, and all other matters that pertain to preserving the mission of the school and cultivating our "culture of achievement." DSC, along with the Principal, evaluates the Family Leader, Social Support Leader, Guidance Counselor, Scholar Support Coach, and other personnel, later identified by the Principal, whose primary role is to assist the DSC function in his/her role.

The **Director of Operations (DO)** will handle all finance and operations business for the school. S/he will ensure that the school's finances are well managed, the school's facility is adequately prepared to service children and all other aspects of finance and operations that pertain to the school. S/he will be hired by the Principal. The DO's responsibilities are to manage any facilities staff, the cafeteria manager (if applicable), and any office staff that work in the aspect of finance and operations. The DO will also work alongside the contracted financial management service company of the Charter School Business Management (CSBM); to ensure that the services provided are consistent with the goals, mission and vision of our school.

In Year 2, the Principal will identify an **Instructional School Leader (ISL)** from an internal and public pool of applicants. The ISL will act as an instructional coach for teachers in that h/she will provide one-on-one guidance as teachers work to implement best instructional practices. H/She will also recommend instructional improvement techniques, review all scholar achievement data, progress towards SMART goals and learning targets, and evaluate teachers. A second ISL will be hired, by the Principal in Year 3 of CTA's operation. The ISL(s) will also support and supervise the Teaching Assistants in the classrooms.

The Principal will also hire a **Coordinator of School Support Services (CSSS)** in Year 2. The CSSS will be responsible for overseeing all RTI support programs for SWDs, ELLs and at-risk scholars are effective for these special scholar groups and reports to the Principal in Years 2 & 3. Beginning in Year 4, and in all subsequent years of CTA's existence, the CSSS will report to the DCI. The CSSS will also supervise

Special Education and Bi-lingual teachers to ensure focused and detailed academic and social-emotional support for special scholar populations and their families. The CSSS must have knowledge of Special Education law, best practice instruction for ELLs and SWDs, and servicing at-risk youth. He/she will also coordinate all internal and external programs or services that may assist in the compliance of state or federally mandated educational services for certain scholars. Additionally, the CSSS will coordinate all state tests and state testing data; compile such reports and produce those reports for the ILT, teachers and the Board. Parents will receive individual data from their child's teacher and the school's online parent reporting portal.

In Year 3 of CTA's evolution, a **Director of Curriculum and Instruction (DCI)** will be added to assist the Principal in maintaining high levels of academic achievement and that scholars are on the path to College and Career Readiness. In Year 4, a **Director of Finance (DF)** will be hired to clearly delineate the overall finance oversight and daily operations of CTA between the DF and DO. The hiring of the position will be done by the Executive Director, with guidance from the Board and CSBM.

All CTA Directors (with the exception of the Executive Director) and ISLs report directly to the Principal. All will be evaluated formally, semi-annually. We have outlined roles and responsibilities for these key positions in Attachment 8a.

CTA's organizational structure is one that includes clearly defined roles and responsibilities. The roles and responsibilities of the Board of Trustees are described in Section IV.B. of this application. The Principal, along with the DCI, DO, DSC, ISLs, and CSSS, will comprise CTA's Instructional Leadership Team (ILT).

In determining CTA's staffing needs, we considered the demographics of CSD 19, the information we have collected through our community outreach efforts, including conversations with neighboring school leaders, as well as the staffing plans of other schools in CSD 19 that serve the same grades and demographics as CTA will serve. The number of teaching positions across each grade level is based on projected enrollment each year, coupled with the school's desired average class size of no more than 25-28 scholars, by different grade levels (see *Enrollment, Recruitment, and Retention* for further information on our enrollment), and social-emotional support of all scholars. As the school expands each year, the number of staff will increase to ensure that scholars' academic and non-academic needs are fully and effectively addressed.

In Year 1, we intend to employ approximately seven (7) teachers. As a new school, all staff members will share duties and responsibilities outside the scope of their titles to ensure the best possible beginning and successful continuation of our growing school community. By hiring 7 teachers at the start of the school year, we begin with a core group of educators who will support our scholars academically to the highest degree possible.

**Teacher Hiring:** The ideal qualities of a CTA teacher are: humility; high expectations for scholars and themselves; see collaboration as the vehicle to improving their professional practice; view teaching as a *vocation* and a *calling*. Although this appears altruistic, research shows that the single most important factor determining a child's education is the quality of her or his teacher. CTA teachers will demonstrate exemplary teaching skills, set high expectations and believe that their scholars, including underachievers, can and will meet their full potential. CTA believes that recruiting, developing, supporting and retaining high-quality teachers are essential to the success of the school.

School leaders will select teachers based on the criteria outlined in the Job Description section for Teachers in Attachment 8a. Selection will be made from a pool of applicants that are culled from resumes received via online recruiters of educators such as indeed.com; nemet.com; idealist.org; NYC Teaching Fellows; and others. We will also print advertisements in the New York Times and NY Daily News newspapers; as well as throughout the communities we plan to service. Teachers must have a Master's degree appropriate NYS certification credentials, and demonstrate subject matter competence. If a teacher does not have a valid New York State Teaching Certificate and/or NCLB "highly qualified" status, they must meet one or more of the criteria listed in section 2854(3) (a-1) of Education Law.

To be hired at CTA, all potential candidates must submit to the following:

1. Submit resume, Letter of Interest, and copies of all NYS teaching licenses
2. Phone Interview with a member of CTA's ILT;

3. Perform a demonstration lesson with lesson plan, submit teaching portfolio and complete a written response;
4. Panel Interview with CTA's ILT
5. Face-to-Face interview with Principal;
6. Recommended for hire

The Principal will evaluate the instructional staff utilizing the Kim Marshall Teacher Evaluation Framework 3 times a school year, informal observations, review of scholar achievement and growth data to gauge teacher effectiveness; and Attendance, just to name a few.. Details of the evaluation process are included in Section D-Evaluation, of this application.

**Retention of Effective Teachers:** CTA fully understands that retaining effective teachers will be critical to the overall success of our school. Thus, we will make every effort to retain our most effective teachers by providing opportunities for professional growth by becoming a Teacher Leader or other positions where they offer their expertise and support to their colleagues. We will also offer a supportive and collegial professional work environment; including professional development, leadership mentoring, workshops, and a competitive salary similar to schools throughout New York City. CTA will also implement a "pay for performance" bonus to teachers who have achieved their academic SMART goals and maintained them for 2 consecutive school years; and have consistently contributed to the overall effectiveness of the school's climate and culture as evidenced by receiving formal ratings of "Highly Effective" on the teacher evaluation tool, for 2 consecutive years. Individual base salaries will be determined at a rate that is 3% above their teacher counterparts in the NYCDOE. Each year, CTA will aim to achieve at least 80% satisfaction rates of all teachers and staff; with the school's leadership, learning environment, and professional development opportunities, as determined by CTA's School Climate Survey. These results should translate into high retention rates of faculty and staff.

Teachers who receive annual rating of "Effective" for 2 consecutive years, will receive a 3% salary increase each year they maintain their "Effective" rating after the second year. Teachers who receive a rating of "Developing" or "Ineffective" for any school year, shall be placed on an Instructional Improvement Plan to be in effect for 90 days, by the Principal or DCI. Within those 90 days, the affected teacher is to adhere to the plan as outlined to demonstrate the desired teaching practice. The teacher will be observed by the Principal and/or DCI 3 times formally, and no less than 6 times informally during the 90 days. The teacher will meet with Principal and/or DCI weekly to discuss progress or lack thereof, toward achievement of the guidelines within the 90-Day Action Plan. At the conclusion of the 90 days, the Principal will decide to either rescind or continue employment.

As the school grows, between Year One and Year Five of its charter, additional personnel will be hired to service the growing enrollment of the school. Staffing needs will be strongly dictated by the needs of the scholars. Our continued outreach towards at-risk scholars will necessitate adequate instructional staffing. To deal with the human resource challenges as the school grows to scale, CTA will engage in year-round activities to market the school to prospective candidates, leverage DOE systems to identify candidates, and consider candidates from all pathways (traditional, alternative certification, transfers) when vacancies arise. We will also use our partnership with National Urban Alliance to specifically attract, recruit and retain the type of teachers whose educational philosophy align with CTA's mission and vision and desire is to work in schools with the scholar populations that we intend to service.

**Teachers for Special Populations (SWDs, ELLs, and At-Risk Scholars):** Because scholars will be regularly assessed using formative assessment tools and informal observations teachers will be able to effectively plan instruction based on scholar needs. Every 8-12 weeks at the end of curricular units, scholars will have assessments in all core subject areas (Math, ELA, Science and Social studies) The data will be tracked and realistic, measurable goals will be set and infused into the learning objectives. Scholar data will also be used in determining RTI and additional academic supports needed to improve scholar academic achievement. CTA will also review NYS standardized testing data as an additional guide in determining specific interventions that need to be taken.

With that in mind, CTA will observe the performance of Special Education, Bi-Lingual teachers, in relation to scholar data to see if teachers are leveraging scholars' achievement and meeting the individual needs of scholars who are in these populations. We will continue to actively recruit Special Education and Bi-Lingual teachers that have an expressed desire to teach in schools and communities that reflect CTA's demographics and community make up. Using the professional affiliations, of CTA's founding Principal and planning team members, with their respective alma maters Brooklyn College, St. John's University and New York University; as well as teacher recruitment organizations such as NYC Teaching Fellows and MSU's Urban Teacher program, we fill these specialized areas of need.

**Teacher Assistants:** To determine the experience, training and skills of teacher assistants, CTA will define the values and professional qualities that the school expects of its teachers and what is required to best respond to the needs of scholars and the school community. CTA teachers and school leadership, will be involved in the interview and selection process. We will require all potential candidates to submit a resume, written applications, interviews, and perform a demonstration lesson. Once hired, every new teacher assistant will be assigned to a teacher who will serve as their mentor. Mentoring will be instrumental in leading to the development of teacher competencies within the candidate that may lead to a permanent teaching position at CTA thus allowing us to grow from within. CTA will also take advantage of district resources for mentor and new teacher trainings and development.

**C1. Charter Management Organization:** We do not intend to contract with a charter management organization.

**C2. Partner Organization:** We do not intend to partner with any organization.

#### **D. EVALUATION**

##### **Education Programs**

CTA believes that scholars' success is predicated on the effectiveness of the systems, programs and other resources that a school puts in place. We, therefore, must evaluate our curricular programs and instructional practices and make changes as necessary to consistently provide scholars with a high quality educational experience. The Principal, CSSS and ISL(s) collaborate to oversee the effectiveness of CTAs education programs.

Each year, the Principal will set annual SMART<sup>51</sup> goals that are aligned with the school's charter goals, board guidance and school growth plans. Annual SMART goals address the academic, operational and fiscal performance of the school. Once in place, the Principal also sets quarterly Learning Targets to gauge progress toward meeting annual SMART goals. Professional development topics for school staff throughout the year will correspond to annual goals and quarterly learning targets. In alignment with these goals and targets, the Principal leads the DCI, CSSS and ISLs in working with teachers to develop grade, class, teacher and scholar level annual goals and quarterly learning targets. To ensure proper implementation and fidelity to goals and programs, teachers will be evaluated informally, weekly. Formal observations will be done three (3) times per year using the Kim Marshall Teacher evaluation tool. All teacher evaluations will done by the Principal, DCI, ISLs, and CSSSs. However, only the Principal can promote, retain or rescind employment for any teacher.

Goal and target measurement will be tied to scholar assessment performance. We will aim for 1.5 to 2 years of academic growth for scholars whose in-coming performance level was three or more years below grade level. The Principal will use the NYS standardized tests and scholar growth data, to determine the effectiveness of implemented programs in ELA, Math, Social Studies and Science. All goals and learning targets will be monitored for attainment by the Principal, DO, and DCI, CSSS, and ISLs. When the goals are related to school climate and culture, the DSC, in collaboration with the Family Leader, and Guidance Counselor, will monitor and evaluate progress of goal attainment. Where the goals and targets are falling below where expected, each group of school leaders will meet to discuss ways to improve attainment of said goals and targets. Where progress is as expected or exceeds goals or targets, CTA will continue to set higher level goals and targets that will continue to move our school forward.

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<sup>51</sup> SMART Goals are goals that are Specific Timely Measurable and Achievable. All goals at CTA, albeit target goals, are designed using this format. They are created to meet academic, social and school performance goals.

CTA will disaggregate all data by classroom, grade level and content area to assess our instructional programs for strengths and weaknesses; to identify trends in scholar performance, and identify needs for teacher and/or classroom support, and professional development. To evaluate the effectiveness of programs as it relates to special populations; (i.e. SWDs, ELLs, and at-risk scholars), data will also be disaggregated by these special categories to assess the implementation and effectiveness of our programs, academic support and RTI process. (As described in Section II of this application.) The data will be reviewed and discussed with teachers during Data Study meetings and Instructional Caucuses, which are scheduled 3 times and twice weekly; respectively. To address any negative data trends or concerns; general education, special education and bi-lingual (when applicable) teachers, will develop an 8 week Action Plan, in consultation with the CSSS. The Action Plan will consist of refined learning targets and assigned responsibilities for staff, to encourage improvement until the next data point. These Action Plans will be submitted to the Principal for approval. Once approved, the action plan will be shared with the scholar's parent during a regularly scheduled Family Outreach meeting, which occurs bi-weekly. (See Attachment 3). The Principal, DCI, and CSSS, will conduct teacher observations and lesson reviews, visit the afterschool program, and hold frequent feedback sessions with teachers, during the tri-weekly Data Study meetings, to monitor fidelity to the Action Plans.

The Board and authorizer will evaluate the educational programs via annual reporting and scholar achievement data. Should scholar performance not meet goal and/or target measurement, the Principal must create an Action Plan to improve scholars' performance. The Principal will create interim goals within the Action Plan, which are to be measured every 8-12 weeks, by the Principal and DCI. The Principal will submit progress reports to the Board's Scholar Accountability sub-committee for review. Should the sub-committee review the reports and find that the Principal fails to meet the goals outlined in the Action Plan, and will not reach the annual goals, as agreed, the Principal and the Board will meet to discuss reasons why the trend exists. Continued stagnate scholar achievement data will factor into the semi-annual rating of the Principal. If the Principal receives two (2) consecutive ratings of "Ineffective" or "Developing", the Board will exercise its right to conduct a search for a new Principal. The incumbent Principal, may exercise his/her right to re-apply for the position, however, the Board will retain the right to extend or terminate an offer of employment.

The Principal, DSC, CSSS, DCI, DSC, and ISLs, will evaluate CTA on six (6) key competencies:

1. Ensuring thriving scholars and a healthy school community;
2. Quality Learning Experiences for all scholars;
3. Safe, Supportive, and healthy learning environments;
4. Learning communities focused on continuous improvement;
5. Meaningful scholar, family and community engagement/partnerships;
6. Effective school leadership and resource management.

Evaluations will occur in March of Year 1 of operation. Every proceeding school year, evaluations will occur semi-annually; January and April of each school year. We will evaluate these 6 competencies using the following data collections, but are not limited to: a) Attendance and retention rates;

- b) Formal and Informal data assessment results;
- c) Scholar demographic and subgroup results;
- d) Family and Scholar surveys;
- e) Staff surveys;
- f) School culture indicators that include discipline reports, and staff involvement and participation in extra-curricular activities and programs;
- g) Fiscal reports and indicators that evidence the school's ability and capacity to utilize resources in a creative, innovative and fiscally responsible way that maximizes budgetary priorities and facilitates meeting the needs of the school.

The DO will prepare all reports indicating and delineating the above, to be presented to the Principal and the Board, along with any recommendations, at the Board's annual meeting in June.

### **Fiscal Soundness**

CTA will measure its fiscal soundness and hire CSBM to ensure the fiscal health and efficiency of the school. During Years 1-3 of CTA's operation, CSBM will train the DO and other office staff to monitor and maintain the financial health of CTA, in-house. The DO will prepare all monthly reports and meet with the Principal, to review and monitor the operations and management of the school. Operational measures will be developed for each area of management and operations; including cash flow and expenditures, afterschool programs, food and transportation services, and the physical condition of the school building. CSBM will evaluate the effectiveness of the department by looking at fiscal indicators like spending trends, organizational systems, and payroll filing. The Principal and CTA Board Treasurer will oversee and monitor CSBM's services. This will include weekly meetings with the Principal and at least monthly meetings with the Board Treasurer.

In Year 4, the Executive Director and CTA Board will work closely with CSBM to recruit, select and hire a Director of Finance (DF). The DF will also work closely with the DO and be trained by CSBM to be ready to fully assume all financial responsibility and ensure fiscal soundness of CTA by the beginning of Year 5.

### **Operational Soundness**

The DO will measure operational soundness by overseeing the purchase, expenditures, facilities, inventory and equipment check, scholar data and scholar services ( such as food, transportation and health services).

### **Teacher Evaluation**

At CTA, we firmly believe that every school community member should embody our Three Pillars of Excellence and work diligently to play their part in creating our culture of achievement. One of the single most important factors in raising scholars' level of achievement is the teacher. We at CTA, wholeheartedly believe this and will hold our teachers in the highest regard, but also to the highest of standards. For all teachers, we will use the NYS approved teacher evaluation tool developed by Kim Marshall. This evaluation tool was selected based on its comprehensive approach to evaluating teachers, which includes evaluating them on classroom and instructional practices; family and community outreach, professional responsibilities and teacher follow-up with families and scholars. The evaluation tool consists of six (6) domains covering all aspects of a teacher's job performance. They are: 1) Planning and Preparation for Learning; 2) Classroom Management; 3) Delivery of Instruction; 4) Monitoring, Assessment, and Follow-Up; 5) Family and Community Outreach; and, 6) Professional Responsibilities. Teachers will receive three formal evaluations per year using the Marshall evaluating tool resulting in receipt of a performance score on the following four tier grading scale of:

**4 -- Highly Effective      3 -- Effective      2 -- Developing      1 -- Ineffective**

As to the incorporation of scholar achievement data into factoring a teacher's rating, the data that will be used, will be annual NYS standardized testing data, and/or, scholar growth data.<sup>52</sup> Scholar growth data will be calculated based on the percentage of gains that scholars' have made on progress monitoring assessments of SRI, SMI, SPI, and Achieve 3000. These will make up approximately 25% of a teacher's overall annual rating, as required by NYS Education Law §3012-c. Because every teacher, regardless of content area taught, will be responsible for providing support to scholars' via remediation and/or enrichment, every teacher will accumulate data to attribute to their overall end of school year rating. Our teachers' value-added scores will be weighted accordingly:

- a)      Formal Observations, (30 %);**
- b)      Informal observations (15%);**
- c)      Implementation of feedback (10%);**
- d)      Scholar achievement data (25%);**

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<sup>52</sup> When NYS standardized testing data is unavailable, scholar growth data will solely be used.

- e) **Attendance and Punctuality (10%); and**
- f) **Family/Scholar Surveys (10%).**

The Teachers will be informally evaluated by the Principal, DCL, DSC, and ISL(s). However, only the Principal, DCL and ISL(s) can formally evaluate all teachers.

**Evaluation of CTA School Leaders:** The Executive Director will be evaluated by the CTA Board. The Executive Director will evaluate the Principal and the DF. The Principal will be evaluated twice annually during the school year; (mid-year and end of year) by the Executive Director. The DF will be evaluated annually.

The Principal will be evaluated using the Kim Marshall Principal Evaluation rubric, along with the school's performance in achieving its academic and non-academic goals; and the Principal's attainment of his/her individual goals. This rubric scores the effectiveness of the school leader on six (6) domains covering all aspects of the principal's job performance; (1) Diagnosis and Planning; (2) Priority Management and Communication; (3) Curriculum and Data; (4) Supervision, Evaluation, and Professional Development; (5) Discipline, and Parent Involvement; (6) Management and External Relations. The Principal's goals will be closely linked to the school-wide goals and will also include interim goals that propel the school's goals forward. The Principal's interim goals will also incorporate one component under each domain to demonstrate perseverance towards excellence in leadership. The Executive Director will approve the Principal's goals, but the Principal will approve the individual goals established by each CTA staff member.

The Principal will evaluate the DSC, DCL, CSSS, DO and ISL, twice annually using the Kim Marshall Principal Evaluation rubric, and make decisions about compensation (following CTA compensation guidelines), promotion and/or termination by April of every school year. Each of those staff members will be evaluated on the basis of fulfillment of their respective role and responsibilities, as set forth in his/her job description, and their overall contribution to promoting and maintaining CTA's school mission and culture. It is also within the discretion of the Principal to evaluate these staff members informally, through observation of compliance to all duties specified and assigned throughout the school year, as needed.

#### **Evaluation of CTA's Board of Trustees**

CTA's Board will evaluate themselves, as to effectiveness and its ability to meet its annual and interim goals. Every August, the Board will establish annual and interim goals. Should the Board need to revise its annual and/or interim goals, a special session will convene in January of each school year, to proclaim the revised goals and inform the CTA school community. The goals set by the Board, will directly support and align with the school's mission and charter goals. Annual board goals will address: 1) school finance; 2) academic targets; 3) regulatory performance; and 4) school operations. Twice annually, and more if necessary, the Board will use the formal self-assessment included in *Effective School Boards: Strategies for Improving Board Performance*, by Eugene R. Smoley. It will enable the Board to monitor its progress toward achieving the goals. The Board will engage an advisor during Years 1 & 2 of operation, to assist with fully complying with Board governance. Additionally, individual board members will undergo a self-assessment to further ensure that all board members are fully competent and compliant with the Board's regulatory structure, as well as attend national board trainings twice annually.

#### **Evaluation of Scholar and Family Satisfaction**

To gauge CTA's school's environment and culture, surveys will be created by the DSC, Family Leader, and the Social Support Leader to be approved by the Principal. We will administer the Family, Scholar Interest, and School Climate Surveys in January and June of each school year. CTA's SLT will ensure that all families participate in the survey to aid in obtaining viable results. After Year 1, this will be the responsibility of the Parent Association. The surveys are identified with the child's name, grade level and teacher. CTA will tabulate the survey results and include them as part of each respective teacher's value-added score and final end of year rating. CTA's administrative team will analyze each item first, then disseminate to individual staff during one of the bi-weekly Instructional Caucus. Because certain questions will pertain to specific content areas and the learning experience taking place in the classroom, it will correlate to certain teachers that teach those subjects. Thus, we can determine which teachers accumulate which scores and assign the proper value-added score. The DO will forward the results to CTA's Board of Trustees. The Board will publish and share the results with the public at each monthly meeting

following the receipt of the survey results. Parents will also receive the results via weekly teacher check-ins, monthly school newsletters, and CTA's school website and at monthly parent meetings.

**E. PROFESSIONAL DEVELOPMENT**

Title	Purpose	Audience	Frequency	Facilitator(s)
<b>Summer Intensive</b>	Teacher orientation to school culture, policies, routines, instruction and goals. Teachers begin curriculum planning, data analysis and goal setting.	All teachers	3 weeks in August: <b>Week 1:</b> CTA Mission and School Culture; <b>Week 2:</b> Curriculum & Instruction; and <b>Week 3:</b> Purposeful Use of Data & Technology Integration	CTA Leadership
<b>Preparation Periods</b>	Teachers will continue to prepare units and daily lesson plans, and/or meet with CTA leaders for instructional Coaching Sessions	Varied; individually and/or instructional teams	50 min daily	Self-directed
<b>Informal Teacher Observations</b>	Teachers receive feedback from school leaders on lesson delivery, instruction, classroom management & scholar engagement	Teachers	Daily	CTA Leadership
<b>Data-Study Meetings</b>	Teachers will reflect on data collected on CTA scholars via observations, unit exams, diagnostic exams, etc.	Grade-Level	3x per week	Teachers, CTA Leaders
<b>Professional Learning Communities (PLC)</b>	Reflection on instructional practices in comparison to scholar achievement. Study best practice instruction to leverage teaching and learning. Focus on the 4 questions of PLC work	Teacher Leaders, Teachers	2x per week	CTA Leadership. Self-directed
<b>Instructional Caucus</b>	Presentations of scholar academic progress via assessment data collection. Teachers develop Action Plans for scholars not demonstrating growth.	Content/Grade Level Teachers and out-classroom support personnel	2x per week	CTA Leadership, Teachers

<b>Faculty Caucus</b>	To discuss specific academic and social issues, detect and analyze overall patterns and/or trends that may begin to emerge in scholars' academic and social progress or lack thereof; then develop Action Plans to address the issues school-wide.	Grade Level/Content Teachers and out-of classroom support personnel	Semi-Monthly	CTA Leadership, Teachers and support staff
<b>Quarterly Teacher In-Service Professional Development</b>	Provided teachers with more learning around CTA goals and principles; provide training in research based best practices to further support the teaching of all CTA scholars and special populations; and build camaraderie	ALL CTA teachers, leaders and staff	Once per academic quarter	Varied depending on topics to be discussed (I.e. NUA, certain CTA leaders and/or teachers, Community Based Organizations)
<b>Digital Platform</b>	Input of scholar assessment data that has not otherwise been uploaded into the digital platform,	All CTA Staff	Ongoing	Self-Directed

Based on the above chart, professional development will be ongoing, collaborative, and job-embedded (*Job-embedded: Professional development that occurs within the normal course of the workday*); specifically through daily, weekly, monthly and quarterly coaching meetings and grade/content team meetings. In addition to the bi-weekly caucuses that teachers will attend, semimonthly faculty caucuses will be held at the beginning and end of each month. One faculty conference will be designated strictly for the discussion of our school's progress toward the improvement of curriculum and instruction while the other, solely to assisting teachers and other staff members with supporting scholars socially.

CTA teachers will also engage in Professional Learning Communities or study groups, one-on-one coaching, participate in Critical Friends groups, collaborative collegial circles, fishbowl experiences, video study groups, and any other form of effective PD practices that have been proven to increase teacher efficacy and leverage scholar achievement. CTA staff will also participate in four (4) staff retreats throughout the school year. These retreats will be designed not only to build and foster morale, but also to remind staff of our school's mission and resolve to meet and/or exceed our goals together as a team and CTA family.

Teachers' professional improvement and progress from the professional development learning, will be assessed through informal and formal observations, Learning Walks, Feedback Logs and other relevant data that will be collected on a weekly and monthly basis. CTA leaders will use observation and the results of scholars' academic progress to ascertain the effectiveness of professional development at CTA. Interest surveys will be used to create a menu of PD topics, in rank order, which will enable us to offer teachers varied PD on a monthly basis. The PDs will then be tailored to those areas where teachers expressed an interest, as well as, topics that are necessary for teachers to continue to be highly effective at CTA and raise scholar achievement. Thus, we will create a school platform where all staff members can use digital playlists for self-directed learning. Staff who pursue these alternate forms of learning must create a reflection piece where they provide insights into what they learned and share it with members of the CTA community. PD topics will include but not be limited to, supporting SWDs and/or ELLs in the classroom; planning lessons from the CCS to meet the needs of all learners; supporting at-risk students in the ELA and/or Math classroom; etc. This process will be monitored by the CSSS and DCL. It should be noted that these monthly PDs will be in

addition to the other weekly teacher collaboration meetings. (I.e. Data Study Team Meetings, Instructional Caucus, Faculty Caucus, PLCs, etc.) These PDs will be dedicated to providing teachers with “new knowledge” necessary to meet the needs of all of CTA’s scholars.

To minimize the physical amount of paperwork to be done, most of the PD and feedback will be provided via a digital platform such as Canvas or another type of digital application. It is our goal to mirror for our teachers and leaders, the type of learning that we want to have CTA scholars engaged in. PD will be provided using digital playlists, blogs, videos, etc. Staff will be able to engage in self-selected deeper learning based upon which topics are most relevant and interesting to them, as well as gaining the overall learning for our school. During the job-embedded PD times that occur weekly and monthly, teachers will be able to take part in deeper learning. All of these opportunities aid in CTA’s ability meet its goals, realize its mission and evidence the key design elements; specifically developing strong teacher supports, emphasis on strong scholar support and data driven instruction.

**F. FACILITIES**

CTA will be located in East NY, Brooklyn within CSD 19. An assessment of our facilities needs based on our educational program and anticipated enrollment suggests that in Year 1 up until full enrollment in Year 4 of full enrollment; we can utilize space efficiently at approximately 80-85 square feet (sf) per scholar. We thus have calculated our space requirements to be the following:

<b>Space Required at Full Enrollment</b>	
<b>16 classrooms</b> (800 SF each)	<b>3 Specialty Rooms (Music/Art/Language)</b> (600 SF each)
<b>2 Science Labs</b> (1500 SF each)	<b>4 Small Group Instruction Rooms</b> (400 SF each)
<b>2 Computer Labs</b> (900 SF each)	<b>4 Administrative Offices</b> (800 SF each)
<b>1 Library</b> (2000 SF each)	<b>2 Teacher Lounges</b> (900 SF each)
<b>Gym/Assembly Space</b> (5000 SF)	<b>Cafeteria</b> (3500 SF)
<b>Totaling: 36,500 SF</b>	
<b>Space Required in Year 1</b>	
<b>1 Specialty Room</b> (600 SF)	<b>5 Classrooms</b> (800 SF)
<b>2 Small Group Instruction Rooms</b> (400 SF)	<b>1 Science Lab</b> (1500 SF)
<b>1 Computer Lab</b> (900 SF)	<b>2 Administrative Offices</b> (800 SF)
<b>1 Teachers’ Lounge</b> (900 SF)	<b>Gym/Assembly/Cafeteria Space</b> (3500 SF)
<b>Totaling: 13,800 SF</b>	
<b>Estimated Lease Price = \$276,000 + utilities (\$2.50 per SF; 34,500) = \$310,500</b>	

***\*At full capacity of 460 scholars, we estimate that we will need the following spacing accommodations based on our programmatic needs: 80-85 square feet (SF) per scholar x 460 scholars = 36, 000 to 39,100 SF.***

The board does not choose co-locate within an NYCDOE school building. CTA has instead identified a private facility to meet the needs of the school in the first charter term. In Year 1, CTA will occupy the former St. Sylvester’s Catholic School located at 386 Grant Avenue, Brooklyn, NY 11208. The four-story building has approximately 36,900 square feet and can fit up to 20 classrooms in addition to administrative space. It also has a large auditorium/gym space with a mezzanine, and a separate cafeteria space. The building also meets ADA space requirements. The building will undergo moderate renovations to meet the needs of CTA in its first year of operation.

Both the founding team and board members of CTA went through extensive research to obtain a private facility within CSD 19. This endeavor was reflective of the feedback received during several meetings with parents, local elected officials and surrounding schools. That feedback was that the community would be more willing to embrace our school, so long as DOE co-location was not an option for us to incubate and subsequently grow our school. With this information, we worked diligently with CSBM to create a budget that could withstand a private lease, sustain our school financially and have surplus to either build or renovate a stand-alone private facility.

CTA's permanent home will prospectively be located at 231 Junius Street, Brooklyn, NY 11212. This building is being built out by a developer specifically for CTA. The total square footage available in this building is approximately 24,000 square feet. Because this space is currently a one-story building, the developer plans to build the space up so that we can support the growth that CTA will have by Year 4. The building will be ready to occupy the full space by Year 5 of the charter term. The build out will allow for programming space of approximately 105 square feet per pupil. The permanent space will have a recreation area attached to the building. This will allow our scholars to have the adequate spacing that they need to fully participate in various teams, clubs and recreational practices that support our social-emotional development creed.

The rent assumptions in the 5 Year budget are based solely on the Term Sheets for St. Sylvester's School, to which CTA's Board of Trustees have agreed. The total projected rental cost in Year 1 will be \$310, 500, negotiated to be \$20 per square foot for the square footage that the school occupies in each year. To date, discussion are still ongoing, as it relates to pricing, cost effectiveness and other programmatic spacing requirements for the permanent space which is to-be built.

## **G. INSURANCE**

As part of our commitment to excellence and fiscal and operational soundness, CTA will purchase all necessary and NYS required insurance policies to protect the school, its Board and all staff members from claims and liabilities that may arise while operating as a school and/or in the course of doing business as CHOICE TO Academy Charter Middle School. This includes all insurances for property, casualty, liability and workers' compensation. We have consulted with Tina Payne of Austin & Company, Inc. for a proposal for insurance coverage and costs. The coverage costs are estimated as the following:

- ❖ General Liability -- \$1 million
- ❖ Directors and Operators - \$1 million
- ❖ Umbrella Liability -- \$10 million
- ❖ Scholar Accidents -- \$50,000
- ❖ Catastrophic Accident -- \$1 million
- ❖ Scholar Accident Medical -- \$ 50,000/per accident
- ❖ Property, Automotive, Crime, Business Interruption -- \$1.5 million
- ❖ Workers' Compensation -- \$2 million

Please see *Attachment #6* for a more detailed report of insurance costs and subsequent breakdowns of coverage.

## **H. HEALTH, FOOD, AND TRANSPORTATION SERVICES**

### **1. Health Services**

CTA, specifically the Executive Director and/or DO, will work with the NYCDOE and the local Department of Health to ensure that CTA has a registered nurse available for scholars. In the event that the NYCDOE and/or Department of Health fail to provide adequate and appropriate assistance, CTA will contract a part-time nurse to provide health services at the school. The nurse will review all incoming medical records of scholars to assure adherence to all state and federal regulations as they pertain to screening of medical records for admittance in to public schools. The nurse will also maintain those records and be responsible for the disbursement of medication to scholars. If the nurse is not physically on the school premises, then his/her responsibilities will default to the DO. As per the CTA School Safety Plan, all staff members

will be CPR trained and AED certified to use the equipment. However, in the event of an emergency, only those staff members identified as “First Responders” will report to the emergency site or location.

All scholar health records will be stored in a locked and fire resistant file cabinet housed in a secure room. Only authorized staff members will be allowed access into those files. All CTA families must provide emergency contact information and Health Proxy information. The school will and must follow all NYS requirements and will ensure that all scholars’ have up-to-date immunizations and are allowed only 30 calendar days by which to cure such, if the immunizations are not all up-to-date. Any parent who wishes to exclude their child from receiving immunizations may do so according to law, by providing a written request citing religious beliefs.

**2. Food Services**

CTA intends to use the Office of Food and Nutrition of the NYCDOE to provide breakfast, lunch and snack to our scholars. Prior to attending CTA, all prospective families must fill out the School Meals application as required for scholars to participate in the federal free and reduced priced breakfast, lunch and snack programs. CTA assumes that over 80% of its scholar body will be eligible for the program thus allowing for these meals to be provided as assumed. Whether CTA is housed in a co-located or private facility, we will utilize the NYCDOE’s food service provision. Should the private facility not have sufficient food storage and refrigeration equipment, these items will be purchased by CTA to ensure proper food safety and storage. CTA will also ensure complete compliance with all applicable guidelines in regards to nutrition, meal pricing, determination of eligibility, and NYS and federal reporting guidelines.

**3. Transportation**

CTA’s DSO will coordinate the transportation services for its scholars by working alongside the NYCDOE’s Office of Pupil Transportation(OPT), in accordance with Education Law §2853(4) (b) and §3635. On behalf of CTA, the DO will submit a Transportation Request Form to OPT to coordinate sufficient transportation services for all scholars. OPT will also assist the DO with coordinating transportation efforts for those scholars for whom it is mandated as per their IEP; as well as state and federal law. Lastly, CTA will set aside school funds to pay for transportation to and from field trips and any/all school events, programs or functions that are held off school property. Currently, OPT offers the following services as per the NYC Chancellor’s Regulation A-801:

Distance from Home to School				
Grade Level	Less than ½ mile	½ mile or more, but less than 1 mile	1 mile or more but less than 1 ½ miles	1 ½ miles or more
5-6	No Transportation Provided	Eligible for half-fare bus passes only	Eligible for full fare	Eligible full fare
7-8			Eligible for half fare	

**I. FAMILY AND COMMUNITY INVOLVEMENT**

CTA is focused on creating a reciprocal, healthy and nurturing bond between the school and families. CTA is thus committed to empowering scholars and their families by creating a highly engaged culture. The DSC and Family Leader will work to ensure this occurs. In their respective roles, their responsibilities will include, but will not be limited to, interacting with CTA families to engage them with the school, providing them with guidance on leveraging community resources and addressing any family needs or concerns that would assist in promoting and establishing a strong, positive bond with CTA. CTA will build on this through monthly meetings with all members of the school community to solicit feedback toward school improvement, share school news and performance, and enlist volunteers to support CTA’s various school programs.

CTA will encourage the development and maintenance of an active Parent Association (PA). Through the efforts of the Family Leader, Social Worker and DSC, parents will be encouraged to organize. CTA will encourage the PA to maintain open lines of communication, develop and support plans for family and community engagement, fundraise for the school, organize parent volunteers and provide critical feedback for improvement of the program. Additionally, CTA teachers will communicate with the families of CTA scholars on a weekly basis. This will be emphasized through the time allotment that is built-in to the teachers' schedules one period (45 minutes) per week, identified as Family Outreach. This will not be the only time that teachers will be expected to contact CTA families. However, this weekly time slot, will be solely for this purpose to intentionally demonstrate the importance of this practice. Communication may entail, but will not be limited to, the academic and social progress of scholars, share upcoming CTA events and/or topics to be discussed at the monthly CTA meetings, and any other pertinent information.

Under the guise of the School Culture and Climate Committee (SCCC), DSC and Family Leader will conduct workshops for families to allow them to share their opinions on school policies, and overall functions of the school. In addition, the SCCC will create a weekly schedule of workshops for parents to attend during the week. The workshop topics will be derived from Family Interest surveys that CTA families will complete upon acceptance of their child into CTA and continue to receive periodically throughout each school year. The SCCC will evaluate the survey data and set the workshop topics. These workshops will be key in assisting CTA families with parenting issues, coping with adolescent child(ren), financial planning, GED, and/or job training assistance. They also fulfill CTA's mission of empowering children and families so that they can make the best decisions for their family's future, speak to our mission, and 3 Pillars of Excellence of "Challenge", "Inspiration" and "Empowerment".

CTA will actively support the PA by providing space to meet, access to communication tools, and information that parents need to organize activities. CTA will translate printed materials and have bilingual staff to ensure effective communication with all scholars and their families. The SCCC will work alongside the PA and make every effort to attend PA meetings and events, and have an open door policy, fostering a collaborative partnership between CTA and its families. The PA will be expected to facilitate interaction between CTA and its families through social events, meetings, and other events. A representative of the PA may attend Board meetings to offer updates on events and important information. Parents can attend Board meetings and offer input during the public comment period of each Board meeting.

**Community Involvement:** Through our implementation of Empowerment Projects, extra-curricular opportunities, and mentoring programs, our scholars will interact directly with the community and community-based organizations and/or programs. Empowerment projects are projects that CTA scholars will complete to show how they have internalized our 3 Pillars of Excellence: of taking advantage of opportunities to improve oneself and/or the community, inspiration, challenge. These will be mandatory for all scholars, ensuring a direct connection with and involvement in the community. Additionally, this will provide real world application of academic knowledge, as well as, provide opportunities for CTA scholars to authentically develop beneficial community relationships; foster empathy; and, support scholars in developing the understanding that empowerment comes from connection to oneself and the world. Again, this will evidence attainment of the CTA mission and 3 Pillars of Excellence through this key design element of building strong relationships.

CTA has established formal partnerships with several community organizations to support and further the mission of the school. The role of these partnerships is to enhance the school experience for CTA scholars. These partners will provide their expertise to CTA in some of the following ways; (1) developing leadership qualities in CTA scholars; (2) provide research-based clinical support to scholars or families who may be dealing with mental health issues; (3) develop and deliver quality professional development to CTA staff so they are better equipped to deal with families and scholars; (4) assist CTA scholars with acquiring professional work skills and interface with the community in a productive manner; as well as many other ways.

#### **Established Partnerships:**

**\*Montclair State University's Center for Autism Early Childhood Mental Health (CAECMH at MSU) –** This partnership will assist CTA with improving and empowering the lives of children and families, particularly scholars with disabilities and/or scholars or families dealing with mental health issues by educating them about the social and emotional effects of poverty on families. CAECMH at MSU will also provide professional development and support to CTA staff in dealing with those families and scholars using on-site and online education sessions via web conferencing. They will also train CTA staff on educating scholars that suffer from the socioeconomic strains that the

majority of CTA scholars and their families experience. This ties succinctly with our mission and key design element of Overcoming Challenges. (See Section I.B)

**\*The Man-Up Organization--** This partnership will work alongside CTA, specifically the Executive Director, principal and DSC, by co-developing the Empowerment Seminars and crafting the Life Skills/Cultural Awareness programs, to assist in the growth and development of scholars at CTA through avid community participation and self-improvement. Also working with the schools' DSC, they will partner with CTA to develop Cultural After-School Programs, Computer Training, Community Advocacy, Mentoring Programs, an Urban Athletes University, Boys & Girls Summer Day Program, Employment Assistance and Anti-Violence Programs for CTA scholars and families to implement viable and supportive after-school programs that speak to CTA's mission.

**\*Brownsville Youth Association --** This partnership will offer additional community advocacy training, mentoring and sports program participation to our scholars. This partnership directly correlates to our key design elements of Inspiration, Empowerment and Overcoming Challenges in that scholars will have the opportunity to improve themselves, their community, and improve themselves socially as previously noted in our key design element description. (See Section I.B)

**\*Got it Going on Girl! (GIGOG) —** The goal of GIGOG is to partner with CTA to provide training to the DSC and CTA staff in the GIGOG curriculum that is tailored to the specific needs of adolescent urban girls. The curriculum includes the GIGOG Facilitator's Guide, GIGOG handbooks, and will combine issue discussions, with physical activity, presentations, community service, field trips, and special events. Ongoing support will be provided through an online "Community of Practice" where facilitator's participate in an online live forum with a GIGOG founder or guest speaker. This connects to CTA mission and key design elements of Inspiration and Challenge, particularly for CTA's female scholars. It is through this partnership that our CTA female scholars, will improve themselves socially through self-awareness by broadening and elevating their knowledge of what it means to be female in society and how to create a sense of self through empowerment. *Evidence of these partnerships are annexed as Attachment #3.*

**Anticipated Partnerships:** CTA has and continues to do extensive outreach to further engage and involve community stakeholders to be active participants in our school. Some organizations who expressed interest are, but are not limited to; Washington-Koen Media, the National Urban Alliance, Bedford Stuyvesant YMCA, Ingersoll Community Center, Police Athletic League (PAL), United Community Centers, Bangladeshi American, Community Development, Strong Families and Communities (SCO), East New York Restoration, and local businesses in the East New York, Brownsville, and Bedford Stuyvesant communities.

## **J. FINANCIAL MANAGEMENT**

CTA's Board of Trustees will have ultimate responsibility for approving fiscal policies and providing academic, fiscal and regulatory oversight of the school. CTA will hire Charter School Business Management, Inc. (CSBM) to implement day-to-day financial operations, prepare for annual audits and manage CTA's financial responsibilities in close collaboration with the Principal and DO during the school's first three year of operation. As of August 2014, CSBM successfully handles the financial responsibilities for over 100 charter schools in New York City. Their experience includes drafting the NYSED's fiscal guide for charter schools as well as professionally developing charter school boards and leaders around the country on the topic of financial management.

CSBM will work with CTA staff to develop and ensure adherence to the school's fiscal policies and procedures as well as track scholar enrollment and scholar eligibility for programs such as FRPL and special education. CTA will hire an independent auditor each year to review the school's financials and ensure it is operating in a fiscally sound manner. By the end of year 3, CTA will have CSBM identify and continue to train in-house staff to take over the day-to-day financial responsibilities, including preparation of the annual budget. In Year 4, the DO will take on all senior level financial responsibilities with CSBM's training and support. Throughout the charter term, the Board will evaluate and approve the annual budget and review financial reports on a monthly basis, which include year-end projections, cash-flow analysis, and budget-to-actuals reports.

The Board will ensure that the budget is accurate, supports the school's mission and educational priorities, that the financial management plan is comprehensive, and that each CTA Board and school staff member upholds his/her fiduciary responsibilities.

## K. BUDGET AND CASH FLOW

CTA's conservative financial model demonstrates that we can operate successfully in a private facility and deliver core academic programs without funding beyond those received from Federal, State, and City funds. In the budget presented, our revenue estimates are based on attaining 100% enrollment. We believe this is conservative based on the school's plan to account for attrition through over enrollment. The "per pupil" rate has been held at \$14,027 over the 5 year projection. During the pre-planning year, CTA's revenue stream will come from the CSP grant of \$210,000. CTA will use these funds to cover the following costs:

- \* Hire Principal in December 2015 to be on payroll in January 2016. The Principal will focus on staff and scholar recruitment and curriculum development. He/She will also work with the Executive Director to plan for the school year and plan professional development.
- \* Hire Director of Operations in February: Director of Operations will work with CSBM to develop the CTA Personnel handbook, as it relates to operations, and other relevant policies for board review and approval. He/She will also assist in preparing the school facility for opening in 2016.
- \* Hire Director of School Culture in July 2016: the DSC will focus on professional development and planning of year 1 of curricular frameworks as it relates to school culture and climate, Social Caucuses, and Life Skills.
- \* Hire Office Assistant in May: He/She will focus on scholar data and begin working on scholar files.
- \* Accounting cost, working on general ledger, payables, etc.
- \* Training for board members.
- \* Recruitment of scholars and staff.
- \* Purchase of materials for planning of Year 1 curriculum and technology for staff
- \* Insurance, payroll, benefits.

During Year 1 of operation, our revenue stream will come from the CSP grant of \$210,000, Title Funding, DYCD Grant, NYSTL funding and per-pupil revenues. We plan to use these funds to cover the following items:

- \* 60% salaries and benefits (please review our staffing list for positions and number of staff)
- \* 22% facilities (building space)
- \* 17% operational and contracted services: (largest line item is technology which includes computers for staff, computers and/or laptops for scholars, and software expenses (i.e. Power School, Read 180, Microsoft office licenses etc.) Our contracted services include a nurse, CSBM, legal, payroll, and certain Special Education Services. The bulk of our revenue will be received every other month from our per pupil invoice.

During our five year projection, our revenue stream will come from the CSP grant, Title Funding, DYCD Grant, and NYSTL funding. We plan to use these funds to cover the following items:

- \* Salaries with a 3% increase each year.
- \* CTA will have a retirement plan and will contribute a 3% match to each employee.

We will hire an additional office staff member, and school assistant in year two, along with a full time guidance counselor, and a Teacher Leader in year 2. We will hire a full time nurse, and an ISL in year 3. In Years 4-5, we have our biggest increase in staff members due to the increased number of scholars. We are adding an additional positions of ISLs, an additional Social Support Leader, a Scholar Support Coach, additional office staff and an Administrative Assistant. \* Average of 67% will be spent on salaries and benefits

- \* 22% will be spent on facilities
- \* 11% will be spent on operation expenses and contracted services
- \* We will have \$75,000 in an escrow account for dissolution.

This budget assumes only the base amount of the \$500,000 CSP grant; however we believe we are eligible for the entire \$750,000 because we meet the requirements. We have a program designed to meet the learning needs and raise achievement of at-risk scholars who are eligible for FRPL, scholars who may be at least 1 to 2 years below grade level, and we are located in the East New York section of Brooklyn, where there is an underserved scholar population.

**L. PRE-OPENING PLAN**

The following table outlines CTA’s pre-opening plan:

<b>Assignment</b>	<b>Start Date</b>	<b>End Date</b>	<b>Anticipated Resources</b>	<b>Accountability</b>
<b>Officially ratify bylaws and code of ethics</b>	Upon receipt of charter	November 2015	N/A	Board
<b>Begin terms of service for Board Members</b>	Upon receipt of Charter	November 2015	N/A	Board
<b>Recruit new Board members with expertise to fill roles that are currently needed for school start up</b>	Ongoing	N/A	Access to common Board recruitment websites	Board and Executive Director
<b>File for federal 501©(3) tax exempt status</b>	Upon receipt of charter	N/A	Legal forms, filing fee, support from CSBM	Board
<b>Establish school bank account</b>	Upon receipt of charter	November 2015	Support from CSBM	Board and Executive Director
<b>Complete lease negotiations for private facility</b>	November/December 2015	December 2015	Support from Charter School Facilities Organization, secure real estate attorney	Board and Executive Director
<b>Approve all fiscal policies and procedures</b>	November/December 2015	December 2015	Consultation from CSBM	Board
<b>Contract a finance management company</b>	December 2015	N/A	Monetary funds to contract with CSBM	Board and Executive Director
<b>Hire Principal</b>	December 2015	N/A	N/A	Board and Executive Director
<b>Recruit and hire Director of Operations</b>	December 2015	February 1, 2016	Access to public education recruiting websites; funds to advertise positions in local newspapers	Principal

<b>Teacher and Staff Recruitment</b>	January 2016	Until filled	Access to public education recruiting websites; funds to advertise positions in local newspapers	Principal, Director of Operations and Director of School Culture
<b>Scholar recruitment</b>	January 2015	March 31, 2016	Funds for production of flyers, brochures and	Board and all staff

			other print materials available in English and Spanish	
<b>Establish all relevant financial systems (i.e. payroll, billing, etc.)</b>	February 2016	March 2016	Consultation with CSBM, funds for office supplies, digital platforms,	Director of Operations
<b>Conduct Scholar Lottery, notify parents of acceptance and waiting list</b>	April 2016	April 30, 2016	Secure 3 <sup>rd</sup> party auditor, funds for mailings and reproduction of application materials in English and Spanish	Executive Director, Principal, Family Leader, and Director of School Culture
<b>Send transportation and food service information to NYCDOE and OPT</b>	April 2016	Ongoing, as needed	Ensure all incoming scholar application materials are complete, accurate and are inputted in the scholar database; Consult with NYCDOE Charter School liaisons to secure the forms	Director of Operations, Office Leader
<b>Begin planning for staff professional development and training; inclusive of curriculum planning</b>	March 2016	July 2016		Executive Director, Principal, and Director of School Culture
<b>Begin purchasing of furniture and other resources for successful school start-up</b>	April 2016	Ongoing and as needed	Access to school budget and funding resources; consult NYC Charter School Center's vendor list	Executive Director, Director of Operations & Principal
<b>Contract with Insurance companies</b>	May 2016	May 2016	Consult with Tina Payne from	Executive Director, Board and Director of Operations

<b>Send acceptance packets to families for prospective scholars</b>	Mid to late April 2016	Late April 2016	Funds for mailings	Family Leader, Director of School Culture and Office Personnel
<b>Collection of scholar records</b>	Mid-April 2016	July 1, 2016	Funds for mailings, and reimbursement for commuting if records are to be picked up from various locations	Office personnel, Family Leader
<b>Finalize Staff Handbook</b>	July 2016	N/A	Funds for reproduction	Executive Director, Principal and Director of School Culture
<b>Finalize Scholar/Family Handbook</b>	March 2016	N/A	Funds for reproduction	Executive Director, Principal, Family Leader, and Director of School Culture

<b>Ensure all state and federal registrations, certificates, etc. are on file to ensure compliance and successful opening</b>	May 2016	June 2016	Consult Board attorney and other legal expertise to ensure full compliance	Executive Director, Director of Operations, Office Personnel, Board Secretary
<b>Begin organizing and conducting Family/Scholar Orientations</b>	Mid-May 2016	Early July 2016	Funds for light refreshments and reproduction of printed materials	Principal, Director of School Culture, and Board
<b>Complete all staff and scholar schedules</b>	May 2016	July 2016	N/A	Principal
<b>Ensure that all scholars have been entered in digital database to ensure accurate and efficient record keeping</b>	April 2016	June 2016	Ensure all the digital platform is fully functional to hold and secure scholars information	Director of Operations and Office personnel
<b>Contract for security and school nurse</b>	June 2016	N/A	Funds to secure contractual services; consult NYC Charter School Center for list of vendors.	Executive Director, Director of Operations
<b>Arrange accounts for phone, internet and other utilities as necessary</b>	March 2016	June 2016	Funds to secure preliminary accounts for utility lines	Director of Operations

<b>Purchase technology needed for start-up</b>	May 2016	July 2016	Ensure available funds for purchase	Director of Operations
<b>Apply for any and all available grants for additional funding</b>	January 2016	Ongoing	Elicit assistance from CTA Staff members	Board, Principal, Director of Operations and Director of School Culture
<b>Ensure all contracts are executed properly</b>	March 2016	August 2016	Potential legal review of all contracts	Executive Director, Director of Operations, Board Treasurer
<b>Conduct Teacher Institute as per finalized PD plan</b>	Mid-August 2016	End of August 2016	Funds to secure and offsite facility, light refreshments and materials for trainings	Executive Director, Principal, Director of School Culture
<b>Ensure that class lists are completed and all scholar and teacher files are accurate and up-to-date</b>	April 2016	July 2016	Maintain scholar database	Principal, Director of Operations, Office personnel
<b>Scholars Begin</b>	<b>August 2016</b>			<b>All Staff</b>

#### M. DISSOLUTION PLAN

In the event of CTA’s closure or dissolution, the Board of Trustees, upon the termination of the charter, will proceed with dissolution pursuant to the procedures of the charter and direction of the authorizer and the Board of Regents. CTA will follow any and all procedures as required by NYSED to ensure an orderly closure and dissolution process, including compliance with Education Law §219 and 220. **Parent Notification:** Parents will be notified on the following business day, upon notification by the CTA Board of Trustees of the school’s closure via flyers, mail and phone. It will also be posted on the school’s website. The President of the Board of Trustees will host a public parent and community meeting to inform both the parents and the community of the revocation of the school’s charter. The transition of scholars from CTA will be addressed and the list of available alternate local public and charter schools that can accommodate the educational needs of their children will be shared. All CTA staff will assist families with the enrollment transition.

All scholar records will be transferred to the receiving schools and/or school district. Parents will be notified that a copy of such records will be available to each scholar’s parent or legal guardian upon request. The Director of Operations will oversee this process under the supervision of the Executive Director, Board President and the Executive Committee. The Board President and/or his/her designee will contact the appropriate representatives of local public or charter school(s) as mandated by Education Law 2851(2)(t). This will take place no more than 10 days after the revocation of the CTA charter.

**School’s Assets:** In case of CTA’s dissolution, the Board will retain an accounting firm to conduct a complete audit of all school assets after which all outstanding debts will be paid. Within 30 days following completion of a comprehensive audit, CTA will transfer its liquidated assets to the appropriate NYS educational institution or dispose of any and all remaining assets as outlined in CTA’s By-Laws. The Executive Director and Director of Operations under the supervision of the Board President and/or his /her designee will manage this process.

**Escrow Account:** CTA will establish an escrow account of no less than \$75,000 within the first three years of operation, to cover the legal and audit expenses associated with the dissolution of its operations. This commitment will be reflected in the budget in \$25,000 increments during CTA’s first three years of instruction.

**CERTIFICATION AND ASSURANCES STATEMENT**

Proposed Charter School Name CHOICE TO Charter Middle School  
Proposed School Location (District) BROOKLYN, CSD 19  
Name of Existing Education Corporation (for replication) N/A

I hereby certify that the applicant group/prospective Board of Trustees have all read Article 5 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 charter school designed to provide expanded learning opportunities for students at-risk of academic failure or students with disabilities and English language learners."<sup>12</sup>

The applicant group also make(s) the following assurances pursuant to Section 5203(b)(3) of Elementary and Secondary Education Act (ESEA) and the Consolidated Appropriations Act 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

<sup>12</sup> N.Y. Education Law § 2854(2)(a)

required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application;<sup>13</sup>

- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted under this subpart;<sup>14</sup> 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.<sup>15</sup>

*Existing Education Corporation (if seeking to replicate):* I hereby certify that for the above named model school (upon which the new school will be replicated) meets each of the following eligibility requirements.

- Has been in operation for a minimum of five years and is currently open;
- Has received a full 5 year renewal from its charter entity;
- Has provided a program of instruction for the same grade levels intended to be served in the replicated school;
- Has exceeded district averages in the aggregate on the State ELA and Math assessments for all grades tested;
- Has met or exceeded State averages in the aggregate on the State ELA and Math assessments for all grades tested;
- Has met or exceeded the 4- and 5-year State average graduation rate in the aggregate (if applicable);
- Has met or exceeded the State cohort graduation rate of 80% (if applicable);
- Has achieved a State Accountability Designation of at least a school in "Good Standing" for each year of its charter term; and
- Has been in compliance with local, state, and federal laws and its charter contract.

I, Enter name of Proposed Board Chair, hereby certify that the information submitted in this Full Application to establish Enter Name of Proposed 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 Board Chair/Existing Education Corporation/Board Chair:

*Courtney Rodriguez*

Date: 8/1/15

<sup>13</sup> ESEA § 5203(b)(3)(J)

<sup>14</sup> ESEA § 5203(b)(3)(K)

<sup>15</sup> ESEA § 5203(b)(3)(N)

## **Attachment 1 – Admissions Policy and Procedures**

C.H.O.I.C.E. T.O. Academy Charter Middle School (“CTA”) is a public charter middle school that will have open admissions for scholars who live in New York City, with first preference being given to those scholars that reside in East New York, Brooklyn and the surrounding neighborhoods that are designated as being part of Community School Districts 19, 23 & 16. CTA will not discriminate against any scholar based on race, ethnicity, national origin, gender, sexual orientation, or any other basis that would be unlawful for a public school.

Each school year, there will be 115 seats available for all incoming 5<sup>th</sup> Grade scholars with a limited number of seats available in subsequent grades. Parents who wish to have their children attend CTA must fill out an application online. Applications will be available in both English and Spanish. Parents can also contact or visit the school to fill out a paper application to be filled out and returned to the school either in person or via US mail by the posted application due date. Parents must also designate on the application, whether or not their child has an IEP and/or is an English Language Learner.

### **Recruitment**

CTA will target families and scholars from East New York, Brooklyn; as well as the surrounding communities of Brownsville and Bedford Stuyvesant. These areas will be targeted because the percentage of “at-risk” scholars, as identified by NYSED, is over 80%. In order to reach this population, the school will utilize its current and potential relationships with individuals, schools, elected officials and community and faith based organizations that currently work with these families and scholars who are “at-risk” in the East NY area and the surrounding communities. CTA will also utilize its relationships with existing elementary and middle schools; namely its principals, Guidance Counselors and Parent Coordinators, to further recruit scholars. Public outreach and marketing materials will explain the school model, what we plan to offer, and our contact information. Additionally, CTA will advertise its open seats via its website, social media and neighborhood outreach. It will be advertised as a free, public charter school open to all eligible scholars, including those with disabilities and English Language Learners. CTA will also continue to host information sessions in locations throughout East New York and the surrounding neighborhoods of Brooklyn. All materials and outreach will be done in both English and Spanish languages.

### **Enrollment, Admissions and Lottery**

In January 2015, CTA will begin accepting applications for the following school year. All applications must be received by the advertised charter school application deadline (mid-April) of each year for CTA. Subsequently, all applications received will be placed in CTA’s lottery should the number of applications received, exceed the number of available seats. Should the latter exist, CTA will conduct such lottery the last week of April of each year. The lottery will be conducted by a third party auditor.

All scholars selected via the lottery will be notified of their acceptance by May 1<sup>st</sup> of each year. Parents will receive all required documents to fill out and return to the school to secure their child’s official placement in CTA. Parents must also attend one of five available information sessions to receive more specific and detailed information and to ensure all required documentation is completed and on file at CTA, by May 31<sup>st</sup> of each year. If a scholar who was offered placement at CTA, does not acknowledge and accept such placement by completing and returning all required documentation by the expressed deadline, that scholar will forfeit their placement. That scholar will then be placed on CTA’s waiting list for the following school year. The vacant seat will then be offered to another scholar who was originally placed on the waiting list for that school year.

### **Lottery Preferences**

CTA has a lottery preference for scholars who are performing one to (1 to 2) grade levels below their current grade level designation, scholars with disabilities and/or English language learners. It also means scholars who are eligible to receive FRPL.

In the event of a lottery, CTA will grant admission utilizing the following preferences:

1. Returning scholars will automatically have a seat at CTA
2. Siblings of scholars who are already enrolled at CTA
3. Scholars who reside in Community School District 19
4. Scholars who reside in Community School District 23
5. Scholars who reside in Community School District 16
6. Scholars who are designated as "at-risk" by the NYCDOE and/or NYSED
7. Scholars who reside in New York State, but outside of Community School District 19

Once the number of scholars equal to the number of available seats have been selected, the remaining applicants will be drawn and placed on the waiting list in the order by which they were selected. The waiting list will be kept on file for 2 years. Should a vacancy arise during the school year, the next applicant on the waiting list will be offered the space.

## **Attachment 2 – Evidence of Community Outreach C.H.O.I.C.E. T.O. Academy’s Public Outreach Materials**



### **We WILL . . .**

- Commit to NOT being a co-located school.
- Have High Expectations for students, parents and ourselves.
- Implement curriculum based on the NYS Common Core Standards.
- Commit to teaching students the knowledge of “self”, empowering them to know that how you start, does not dictate how/where you finish.
- Have extra-curricular programs that keep our kids off the streets and involved in positive interactions.
- Have students actively engaged in the community through Empowerment Projects.
- Encourage parent and community input on school issues.
- Treat parents and community stakeholders as PARTNERS!!
- Offer parents workshops that enable them to empower themselves economically and personally.

### **We Will NOT . . .**

- Co-locate!
- Turn away students with IEPs or students classified as ELLs!
- Treat parents as an “after-thought”!
- Forget that education is about DOING and not just rote practice!
- Forget that our family and neighborhood community is our “first teacher” and must be empowered to always move forward in a positive way.

**Take our Parent Survey on our website!  
We want to hear from YOU!**



Visit our Website: [Choiceacademy.org](http://Choiceacademy.org)  
Email Us at: [Choiceacademy@gmail.com](mailto:Choiceacademy@gmail.com)  
Like Us on Facebook: Choice To Academy

"Where we make the positive CHOICE TO... make a difference!"

## C.H.O.I.C.E. T.O. Academy Charter

### Middle School

Children Have Opportunities to Inspire Challenge and Empower Themselves and Others

Coming to East New York Brooklyn in 2015!

#### Our Mission

C.H.O.I.C.E. T.O. Academy Charter Middle School intends to change the lives of our community by producing scholars that are prepared for the future; in that they will be better individuals, better family members, community advocates and/or supporters; and, career minded young men and women. We will be a powerful learning community with high levels of academic & social accountability. The core values of our community embrace: Knowledge, Scholarship, Leadership and Empowerment.

#### What We Plan to Offer

- Smaller class sizes
- Daily Leadership/Family Time
- Bi-Weekly Caucuses (advisory)
- Longer school day and school year
- Daily Academic Intervention Support and Enrichment Classes
- Strong Behavioral Expectations
- Weekly Family Check-ins
- Empowerment Projects (Community Outreach)
- Parent Workshops and Classes
- After-School Programs
- Mentoring and Leadership Programs
- "Mini-IEPs" for struggling students
- Specialized Instruction for Students with IEPs and English Language Learners
- And much more...

#### Teams & Clubs

Football  
Soccer  
Baseball  
Softball  
Basketball

Boys to Men  
P.E.A.R.L.S. (female students only)  
Book Club  
Chess Club  
Math Club  
Robotics Team  
Debate Team  
Mock Trial Team  
Drama Club  
Art Club  
Music Club and many more...



A tuition-free proposed public charter middle school. Serving Grades 5 through 8, starting with Grade 5 in Fall 2015. Prospectively located in a private building in the East New York area of Brooklyn!

For more information, contact our Founder, Ms. Kimberly Mackey at [choicetoacademy@gmail.com](mailto:choicetoacademy@gmail.com) or 917-270-8531; or Darlene Jones-Hardwick, School Support Coordinator at 516-361-7469



CTA Flyer that was distributed in the East New York, Brownsville and Bedford Stuyvesant sections of Brooklyn, NY.

### CTA Website

The screenshot shows a web browser window displaying the website for C.H.O.I.C.E. T.O. Academy Charter Middle School. The browser's address bar shows the URL [www.choicetoacademy.org](http://www.choicetoacademy.org). The website has a dark red header with the school's name in white. Below the header is a navigation menu with links for HOME, MISSION AND VISION, INSTRUCTIONAL APPROACH, CONTACT, FOUNDERS, EVENTS, and MORE... The main content area features a large photo of a group of students in a hallway. To the right of the photo is a text box with the following text: "C.H.O.I.C.E. T.O. Academy Charter Middle School is coming to East New York, Brooklyn! WE WILL NOT BE CO-LOCATED!! We plan to open our doors in September 2015 to Grade 5 and add one grade per year. Please check our site regularly for updates." Below this text is a button that says "Take Our Survey!". At the bottom of the page, there is a footer with the school's mission statement: "Where Children Have Opportunities to Inspire Challenge and Empower Themselves and Others...making the positive C.H.O.I.C.E. T.O. make a difference!!". The browser's taskbar at the bottom shows various application icons and the system clock indicating 3:37 PM on 5/27/2014.

# CTA Brochure - English



## Quick Facts About Our Proposed School

Planned Grades: 5th through 8th grades  
 Planned Total Enrollment: 460  
 Student Ratio: 1 teacher for every 16 students  
 School Hours: 8:00 a.m. to 4:30 p.m.  
 Extended Hours: 4:30 p.m. to 6:30 p.m.  
 Breakfast Program: 7:30 a.m. to 8:00 a.m.  
 Enrollment: Application Lottery, Waiting List based on availability  
 School Tours: TBD in 2015

For more information, please contact our Founder, Ms. Kimberly Mackey at: [choicetoacademy@gmail.com](mailto:choicetoacademy@gmail.com).

## The Key Design Elements of C.H.O.I.C.E. T.O. Academy are:

- Standards Based Curriculum and Instruction with a Culturally Responsive Theme
- Strong research based instructional framework
- Targeted Scholar Academic Support or Enrichment
- Strong Behavioral Expectations
- Strong Commitment to Teacher Development and Support
- Cultivating Family and Community Partnerships
- Longer school days and year for more time on instruction and personal growth and development
- Mentoring and Leadership Opportunities
- "Mini-IEP's" to ensure that students with special needs receive the intense instruction and support they require mandated by law.

"Education is the most powerful weapon which you can use to change the world." - Nelson Mandela



## Extra-Curricular Programs

To stimulate social interaction, leadership qualities and personal growth, C.H.O.I.C.E. T.O. Academy will offer students a wide variety of after-school sports and clubs. These include the following:

- Sports Teams:  
 Football  
 Soccer  
 Baseball  
 Softball  
 Basketball  
 Book Club  
 Chess Club  
 Math Club  
 Robotics Team  
 Debate Teams  
 Mock Trial Team  
 Drama Club  
 Art Club  
 Music and many more...



## Our Mission

C.H.O.I.C.E. T.O. Academy's mission is to enable all Children to Have Opportunities to Inspire, Challenge, and Empower Themselves and Others; thus making a positive "C.H.O.I.C.E. T.O..." make a difference in themselves, their families and their community.

For more information, please visit our website [choicetoacademy.org](http://choicetoacademy.org), or on Facebook at CHOICE TO Academy or Twitter @choicetoacademy

We strongly believe that creating a "culture of achievement" and excellence for our scholars, will be key in getting our children to invest in themselves, their education, their families and their communities. Our scholars will begin with being provided a solid foundation of knowledge in core academic disciplines and then challenged to discover and explore these core disciplines, as well as others, to enhance their learning.

We have 4 "Pillars of Excellence" in our school that show our scholars how to achieve personal and academic excellence. They are the following:

1. **Knowledge:** Elevating and broadening their academic knowledge;
2. **Scholarship:** Taking ownership of their learning;
3. **Leadership:** Improving themselves socially and academically by holding themselves to the highest of standards;
4. **Empowerment:** Improving their community, both in school and at home, by taking one positive step every day to better their own lives and the life of another person.

## C.H.O.I.C.E. T.O. Academy Charter Middle School: a proposed charter school

"Intelligence plus character, that is the goal of true education." - Martin Luther King, Jr.



## C.H.O.I.C.E. T.O. Academy Charter Middle School: a proposed charter school



"Where we make the positive C.H.O.I.C.E. T.O., make a difference!"

Proposed Location in East New York/Brownsville, Brooklyn area!

Serving Grades 5 through 8 Starting with Grade 5 in Fall 2015

# CTA Brochure - Spanish



## Nuestra Misión

La escuela charter propuesta Academia CHOICE TO permitirá que todos sus estudiantes a tomen "decisiones" y efectuar cambios positivos para ellos mismos y su comunidad. En última instancia, los niños tendrán oportunidades para inspirar, retar y empoderarse a ellos mismos y a otros.

Para más información favor de ponerse en contacto la fundadora Ms. Kimberly Mackey, [CHOICETOAcademy@gmail.com](mailto:CHOICETOAcademy@gmail.com), o visitarnos al [choicetoacademy.org](http://choicetoacademy.org), or Facebook at CHOICE TO Academy



Creemos firmemente que la creación de una "cultura del logro" y excelencia para nuestros resultados, será clave para conseguir que nuestros hijos para reinventar en sí mismos, su educación, sus familias y sus comunidades. Nuestros resultados comenzarán con se proporcióna una base sólida de conocimientos en las disciplinas académicas principales y entonces desaharán a descubrir y explorar estas disciplinas fundamentales, así como otros, para mejorar su aprendizaje.

Tenemos "4 pilares de la excelencia" en nuestra escuela que nuestros expertos cómo alcanzar la excelencia académica y personal. Son los siguientes:

1. **Conocimiento:** elevar y ampliar sus conocimientos académicos;
2. **Becar:** Tomar posesión de su aprendizaje;
3. **Liderazgo:** Ellos mismos mejorar académicamente y socialmente mediante la celebración de sí mismos a lo más alto de las normas;
4. **Empoderamiento:** Mejorar su comunidad, tanto en la escuela y en casa, tomando un paso positivo en todos los días para mejorar sus propias vidas y la vida de otra persona.

"Carácter más intelectual... Ésta es la meta verdadera de educación!" - Dr. Martin Luther King, Jr.



## Academia C.H.O.I.C.E. T.O. Escuela Intermedia Charter

Una escuela charter propuesta gratis, inicio propuesto para 5 a 8 grados en el 2015



"Donde hacemos la elección positiva para (CHOICE TO)... hace una diferencia!"

Propuso ubicación en East New York/Brownsville, área de Brooklyn Sirviendo grados 5 a través a partir 8 con grado 5 en 2015



## Caída Rápida Hechos Sobre Nuestro Propuesto Escuela

Planeado grados: 5 a 8 matriculación  
 Total prevista: 460  
 Cociente del estudiante: 1 maestro por cada 16 estudiantes  
 Horario Escolar: 8 AM a 4:30 PM  
 Extendido Horas: 4:30 PM a 6:30 PM  
 Desayuno programa: 7:30 AM a 8 AM  
 Inscripción: Aplicación lottery, lista de espera basado en la disponibilidad de las sillas  
 Vista a Escuela: Debe determinarse en 2015

## La Tecla Diseño Elementos a la CHOICE TO Academia son:

- **Estándares basados currículo e instrucción con un culturalmente sensible tema**
- **Fuerte investigación base educacional marco dirigido estudio apoyo académico o empoderamiento**
- **Fuerte comportamiento expectativas**
- **Fuerte compromiso de desarrollo docente y cultivar el apoyo de la familia y comunidad**
- **Más días de escuela y año durante más tiempo de instrucción y crecimiento personal y desarrollo**
- **"Mentoring" y oportunidades de liderazgo**
- **"Mini-IEP's" para asegurar que los estudiantes con especial necesitan recibir la misma instrucción apoyo que necesitan y son necesario para recibir la ley.**

"La educación es el arma más poderosa que puede utilizar para cambiar el mundo." - Nelson Mandela



## Programa Extracurriculares

Para estimular la interacción social, cualidades de liderazgo y crecimiento personal, CHOICE TO Academia ofrecerá a los estudiantes una amplia variedad de deportes después de la escuela y los clubes. Estos incluyen los siguientes:

- Deportes Equipos**  
 Fútbol  
 Fútbol Americano  
 Béisbol  
 Softbol  
 Baloncesto
- Clubes**  
 Niños Hombres libro Club  
 ASESORES Club (Para solamente las chicas)  
 Matemáticas Club  
 Rubricas Club  
 Debate Equipo  
 Mock Trial Equipo  
 Drama Club  
 Música del arte y muchas más...







CTA Community Presentation – First 5 Power Point

Slides

Community Outreach





THE NEW YORK CITY DEPARTMENT OF EDUCATION  
COMMUNITY EDUCATION COUNCIL 19  
COMMUNITY SCHOOL DISTRICT 19  
557 Pennsylvania Avenue- Room 201 - Brooklyn, NY  
PHONE: (718) 240-2743 FAX: (718) 240-2750

## MAY 2014 BUSINESS MEETING AGENDA

Tuesday, May 6, 2014  
6:45pm to 8:45pm

✓ Erica Perez  
President

✓ Dennis Camacho  
Vice President

Angia Brown-Henry  
Treasurer

✓ Gregory Grant  
Parliamentarian

✓ Tonya Barrett  
Council Member

Joyce French  
Council Member

Carlos German  
Council Member

Christina Fisher  
Administrative  
Assistant

Type of Meeting: Business Meeting

Meeting Facilitator: Administrative Assistant Christina Fisher

Call to order: President Erica Perez

Roll call: Council Members in attendance

Report of the President: Ms. Erica Perez

**Presentation By:** New York Lawyers For The Public Interest- Ms. Christina Giorgio- Staff Attorney

**Presentation By:** C.H.O.I.C.E T.O. ACADEMY (Charter middle school) - Mrs. Darlene Jones- Hardwick School Support Coordinator School Support Coordinator

New business

- a) Agenda request for May 20, 2014 Calendar meeting from FACE: Fair Student funding
- b) Saturday Workshops
- c) Council Member questions and or concerns

Announcements

Adjournment

*Ms. Roman*  
*5/29 - Curriculum Meeting for CEC - Learning Leaders*



NEW YORK CITY DEPARTMENT OF EDUCATION  
COMMUNITY EDUCATION COUNCIL 19  
COMMUNITY SCHOOL DISTRICT 19  
557 Pennsylvania Avenue- Room 201 - Brooklyn, NY  
PHONE: (718) 240-2743 FAX: (718) 240-2750

## ***Agenda***

Tuesday, May 20, 2014

Erica Perez  
**President**

Dennis Camacho  
**Vice President**

Courtney Gonzalez  
**Recording Secretary**

Angia Brown-Henry  
**Treasurer**

Gregory Grant  
**Parliamentarian**

Tonya Barrett  
**Council Member**

Joyce French  
**Council Member**

Carlos German  
**Council Member**

- Call to order : President Erica Perez
- Roll of call: Present Council Members
- President's Report: Erica Perez
- Meeting Minutes approval (May 6, 2014)
- Community School District Superintendent's Report: Mrs. Joyce Stallings- Harte
- Campaign for Fiscal Equity: Presentation
- School Food Supervisor: Presentation by Ms. Patricia Kelleher
- C.H.O.I.C.E. T.O. Academy Charter Middle School: Presentation
- Remarks, Motion and or concerns of the council
- Adjournment

**Attachment 3 – Scholar and Teacher Weekly Schedules**

**Attachment 3a. Sample Scholar Schedule**

<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:00-8:20	<b>“CHOICE TO” Academy Morning Meeting and Affirmation Confirmations</b>				
8:25-9:10	<b>ELA Reading and Writing</b>				
9:15-10:00					
10:05-10:50	<b>Math Explorations</b>	<b>Math Explorations</b>	<b>Math Explorations</b>	<b>Math Explorations</b>	<b>Math Explorations</b>
10:55-11:40	<b>Math Computation</b>	<b>Math Computation</b>	<b>Math Computation</b>	<b>Math Computation</b>	<b>Math Computation</b>
11:45-12:35	<b>LUNCH and RECESS</b>				
12:40-1:25	<b>Technology</b>	<b>Enrichment/ Remediation</b>	<b>Social Studies</b>	<b>Public Speaking</b>	<b>Social Studies</b>
1:30-2:15	<b>P.S.R.* (Phys. Ed.)</b>	<b>Life Skills</b>	<b>P.S.R.* (Phys. Ed.)</b>	<b>Life Skills</b>	<b>Enrichment/ Remediation</b>
2:20-3:20	<b>Science</b>	<b>Science</b>	<b>Academic Inspiration Caucus</b>	<b>Science Lab</b>	<b>Social Empowerment Caucus</b>
3:25-4:25	<b>Leadership Seminar (September- January)</b>	<b>Leadership Seminar (September- January)</b>	<b>Leadership Seminar (September- January)</b>	<b>Leadership Seminar (September- January)</b>	<b>Leadership Seminar (September- January)</b>
	<b>“I AM A LEADER” Empowerment Seminar (February- June)</b>	<b>“I AM A LEADER” Empowerment Seminar (February- June)</b>	<b>“I AM A LEADER” Empowerment Seminar (February- June)</b>	<b>“I AM A LEADER” Empowerment Seminar (February- June)</b>	<b>“I AM A LEADER” Empowerment Seminar (February- June)</b>

**3b. Sample Teacher Schedule**

Time	Monday	Tuesday	Wednesday	Thursday	Friday	
8:00-8:20	<b>“CHOICE TO” Academy Morning Meeting and Affirmations/ Confirmations</b>					
8:25-9:10	<b>Class 601</b>					
9:15-10:00	<b>ELA – Reading and Writing</b>					
10:05-10:50	<b>Class 602</b>					
10:55-11:40	<b>ELA—Reading and Writing</b>					
11:45-12:35	<b>LUNCH</b>					
12:40-1:25	<b>Instructional Caucus</b>	<b>Teacher Planning</b>	<b>Leader</b>	<b>Social Studies</b>	<b>Instructional Caucus</b>	<b>Social Studies</b>
1:30-2:15	<b>Social Studies</b>			<b>Family Outreach</b>	<b>Social Studies</b>	<b>Family Outreach</b>
2:20-3:20	<b>ELA Enrichment/ Academic Support</b>	<b>ELA Enrichment/ Academic Support</b>	<b>Academic Inspiration Caucus</b>	<b>ELA Enrichment/ Academic Support</b>	<b>Social Empowerment Caucus</b>	
3:25 – 4:25	<b>Data Study</b>	<b>Data Study</b>	<b>Job Embedded PD</b>	<b>Job Embedded PD</b>	<b>Data Study</b>	

# CHOICE TO Academy Charter Middle School

## 2016-2017 School Calendar

August 2016						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2016						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2016						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2016						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2016						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2017						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2017						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2017						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2017						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2017						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2017						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July 2017						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					



School Closed/  
Holidays



Teacher in-Service/Professional  
Day (No school for scholars)



Summer Academic  
Empowerment



Half Day



First and Last Day of School



Saturday School in  
session



Offices Closed



Summer Institute Days



Family Conferences

September – 19 days  
October – 20 days  
November – 17 days  
December – 15 days

January – 20 days  
February – 19 days  
March – 23 days  
April – 15 days  
May – 22 days  
June – 19 days

Total= 189 days + 27 Saturday School Days = 216 days of school

## **Attachment 4 – Scholar Discipline Policy**

At CTA we wholeheartedly believe in creating and modeling a “*culture of achievement*” (Frey, Fisher, & Pumpian, 2012) based on the research of Nancy Frey and Douglas Fisher. CTA scholars will be taught responsibility and accountability so as to take an active within our school community. Our approach to discipline will be transparent, communicative, and collaborative as we strive to maintain that “*culture of achievement*.”

For scholars, this will taught using the **Responsive Classroom** method specifically through the **Whole Brain Teaching** strategy. This methodology has been proven to be highly effective in urban schools and stimulates children to higher levels of social accountability and high levels of academic self-esteem. This component is essential in building the idea that once we have knowledge of ourselves and others, we then are in a place to inspire, support and empower one another to continue to make better life choices.

The Principal and Director of School Culture (DSC) will take the lead in ensuring that all staff, scholars, parents and community-based organizations will support and nurture the social aspect of the school’s focus on the “culture of achievement.” The DSC will work with the school support staff (Social Workers, Guidance Counselor, and other staff members), Parent Leader, and the Parent Teacher Organization. (PTO) Through these concerted efforts, CTA scholars will develop and demonstrate respect for themselves and others because of the models and examples of the adults within the school community, as well as the integrated and unified teaching of the academic curricular and social-emotional standards of excellence we have set at CTA. In turn, CTA scholars will be responsible, demonstrate high moral character, be accountable for their actions, and be intrinsically motivated to take the necessary steps towards personal and social development. Thus, the goal of creating scholars who are leaders in the community -- inside and outside of the school building, will be realized.

CTA will follow the guidelines set forth in the NYCDOE School Discipline Code and Policy to determine which behaviors are deemed Level 1, 2, 3, or 4 Infractions<sup>1</sup>, and have adapted certain policies and procedures contained herein, from that code. In the event that a CTA scholar exhibits behavior(s) that warrant any CTA staff member to make use of a “teachable moment” through discipline, the following restorative practices protocol will be enacted:

### **Level 1 Infraction**

CTA staff member will ask 3 questions:

1. *Did we talk the talk?*
2. *Did we walk the walk?*
3. *Do we need to change something or do something different?*

These three (3) questions are aimed at getting the scholar to think about what they did, reflect on whether or not the action or reaction was the most ideal, and then they are allowed to correct the error in some way. This reinforces our belief that our scholars need to have strong foundational knowledge of self and others, so that they can begin to make positive choices every single day. One of our culturally responsive mantras to, “Do the next right thing,” will be manifest at this level.

### **For Level 2 Infractions**

The CTA scholar will participate in a **Leadership Circle**. The purpose of the Leadership Circle is to discuss the issue and concerns about the specific incident that the scholar engaged in to precipitate the Level 2 infraction. This is when the broader scholar community sits in the circle to share how the knowledge and/or effects of the incident affects them. The scholar participants are chosen from the offending scholar’s Social Caucus cohort, as they have already built a trusting relationship with one another. Two (2) CTA leaders will

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<sup>1</sup> <http://schools.nyc.gov/NR/rdonlyres/188AF3E2-F12B-4754-8471-F2EFB344AE2B/0/DiscCodebooklet2013final.pdf>

be in attendance (Principal and DSC), as well as the Social Worker. The protocol for conducting the Leadership Circle is as follows:

1. Participation Guidelines will be handed out and briefly discussed to ensure compliance with the guidelines.
2. If one party was harmed by the offending scholar's actions, they will be asked 4 questions to elicit what happened, how the incident caused them harm, how they have been coping since the incident, and what they feel should happen to "make things right."
3. Comments from other members of the Caucus cohort will be heard. Time not to exceed 5 minutes.
4. The offending scholar will then be asked a series of questions to elicit their motivation, thought process, results, and if the outcome was one that was positive for all involved. They then will be asked what they feel they need to do to "make things right", and given the opportunity to make a commitment statement to implement that change.
5. A final meeting between the CTA leaders, offending CTA scholar and his/her family will be conducted to discuss the final decision for disciplinary measures.

### **For Level 3 Infractions and Above**

Scholars who violate and/or continuously violate CTA's Code of Conduct for infractions such as fighting, bullying, hazing, or sexual harassment will receive an in-school suspension.

## **IN-SCHOOL SUSPENSION POLICIES**

### **IN-SCHOOL SUSPENSION (EXCLUSION FROM CLASS)**

Scholars may be removed from class and placed in an alternative resource room, within the school building, as a result of misconduct or disobedience that does not warrant an out of school suspension. These scholars will be provided alternate instruction so that they receive all classroom assignments and are able to make adequate academic progress and participate in any assessments. In extreme cases, such as a violent scholar or a scholar who has brought drugs or weapons to school, an out-of-school suspension may be warranted. In such cases, the CTA family will be notified and a conference with the Principal, DSC, Family Leader, Social Worker and/or Guidance Counselor, and teacher, will be held.

## **SUSPENSION/EXPULSION POLICIES**

Should a CTA scholar warrant an out-of-school suspension, the Principal may suspend any scholar for willful misconduct for a period of one (1) to ten (10) consecutive school days? (*Note: School days are counted as days school is in session.*)

The Principal will follow the proceeding ***Due Process Procedures***:

- No scholar may be suspended without notice of the reasons for which he/she is suspended
- When the suspension exceeds three (3) school days, the scholar and parent/guardian will be given the opportunity for an informal hearing with the Principal, DSC, Family Leader and Social Worker and/or Guidance Counselor.
- A scholar may be suspended up to ten (10) school days following a hearing with the Principal and CTA leaders as designated above.
- Continual suspensions may result in the recommendation of expulsion from the Principal to the Board of Trustees.

- Final decisions for expulsion will be made by a Disciplinary Committee consisting of the Principal, DSSS, ISL, DSC, Family Leader, Guidance Counselor, and a representative from CTA's Board of Trustees.

## **Discipline of Scholars with Disabilities**

Scholars with Disabilities (SWDs) will generally be held to the same standards as general education scholars and will be offered the same supports and interventions within the scope of our existing behavioral expectations and social responsibility guidelines as per our CTA discipline code and scholar creed. However, if a scholar's Behavior Intervention Plan (BIP) identifies specific consequences for certain kinds of conduct, then the scholar will be disciplined according to the plan.

If the specified intervention is ineffective and additional, targeted supports and interventions do not prevent the scholar from repeating the same infractions, then the scholar may be referred to the Committee on Special Education (CSE) for consideration of a change in the plan or change of placement. Scholars who's IEPs do not include any specific disciplinary guidelines, will be disciplined in accordance with the CTA Discipline Policy. For such scholars, if parents request a hearing regarding a disciplinary action, the scholar may be referred to the CSE for a manifestation determination review to determine the relationship between the behavior and the scholar's disability. If a scholar is found guilty of an offense that warrants long-term suspension, CTA will work with the CSE to transfer the scholar to an interim alternative educational setting.

At CTA we believe that SWDs, except for those with the most severe cognitive impairments, can achieve the same level of performance and skill as their non-disabled peers. To help SWDs achieve this goal, CTA will generally hold these scholars to the same standards as general education scholars. In addition to ensuring that SWDs receive the supports necessary to excel at CTA (as is the objective with all CTA scholars) an emphasis will be placed on proactively shaping scholar behavior through the school's emphasis on personal responsibility, bi-weekly caucuses, peer coaching, the formative role of mentors, responsive classroom approach of Whole Brain Teaching (WBT), the "heavy-handed" approach of school leaders and teachers; and, the daily Leadership Seminar. To the extent possible, CTA will avoid punitive reactions to scholar behavior, such as suspension and expulsions, especially in the case of SWDs. Should SWDs exhibit unacceptable behavior despite the supports noted above, CTA will engage in targeted, supportive interventions designed to identify the cause(s) of the problem behavior. Scholars will also be assessed for unidentified disabilities that may give rise to such behavior.

To that end, functional behavioral assessments will be performed to identify the cause of the infraction and potentially effective support mechanisms. The scholar's BIP or Individual Education Program (IEP) will be reviewed annually by the SST to ensure that the plan is up-to-date and accurate. If the scholar's BIP identifies specific consequences for certain kinds of conduct, the scholar will be disciplined according to the plan. If the specified intervention is ineffective and additional, targeted supports and interventions do not prevent the scholar from repeating the same infractions, then the scholar may be referred to the CSE for consideration of a change in the plan or change of placement within the school.

We recognize that it may be necessary to suspend, remove or otherwise discipline scholars with disabilities to address disruptive or problem behavior. We also recognize that scholars with disabilities enjoy certain procedural protections whenever school authorities intend to impose discipline upon them. We are committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining scholars with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

## **Anti-Harassment Policy**

CTA shall provide an environment free from harassment. A key aspect of such an environment is protection from sexual, racial, religious, age, marital status, ethnic, political belief, disability status, ancestral, cultural, sexual orientation or gender harassment for every scholar and employee. Such harassment will not be tolerated by any employee, scholar or vendor doing business with the school.

Harassment is defined herein as: unwanted sexual advances, including request for sexual favors, and/or inappropriate verbal or physical contact; ethnic intimidation; or threats, jokes, or use of derogatory language about any individual, race, religious or cultural group. Examples of inappropriate behavior include, but are not limited to, significant instances of:

- (1) The creation of a hostile, offensive and/or intimidating work/study or any other school related environment;
- (2) Jokes, visual representations, graffiti or vulgar statements or the dissemination of materials that attempt to diminish the worth of any individual or group;
- (3) Requiring sexual favors, either implicitly or explicitly, as a condition for employment, promotion, wage scale, assignment of duties, shift assignment, grade(s) awarded, career and/or educational advancement or evaluation of either scholars or employees;
- (4) Demeaning, sexually abusive, vulgar and/or intimidating remarks, harassment or innuendo in speech, writing or gesture;
- (5) Unwanted touching;
- (6) Unwanted sexual flirtations, advances or propositions in speech or writing;
- (7) Favoritism and/or discrimination.

Individuals who believe they are or have been the victims of or have knowledge or have witnessed harassment must report such incidents as promptly as possible to the Principal, DSSS, ISL, DSC, or the Social Worker.

The reporting of an alleged incident shall remain strictly confidential, within the bounds of any legal and investigative requirements. The confidentiality and rights of the accused shall be similarly respected. All alleged incidents shall be investigated as promptly as possible, but not later than five (5) school days of the reporting of the incident. Where ever appropriate, criminal action may also be taken.

In the case of an alleged scholar-to-scholar incident, investigative procedures shall follow all established guidelines for scholar misconduct. An employee-employee or employee-scholar alleged incident shall be investigated by the Principal or his/her designee, who shall determine appropriate remediation and/or discipline. The School shall maintain full and confidential records of all such investigation, remediation and discipline (if imposed).

Any retaliation by a scholar or employee found guilty of harassment (or friend/supporter(s) of such an individual) shall be handled as a most serious offence by the appropriate level of jurisdiction, including possible referral to the appropriate law enforcement agencies.

All scholars and employees shall be made aware of this policy and their rights to protection against harassment and against any type of retaliation for reporting alleged harassment. They also shall be informed of counseling services, where appropriate.

## **Procedures for Making Complaints**

The scholar or employee may seek either an informal or formal resolution of his/her complaint:

### **A. Informal**

The employee or scholar or his/her parent may request the Principal to intervene by notifying the alleged offender that the specific offensive behavior(s) will not be tolerated. In such case, the Principal, or his/her designee, must discuss the matter with the alleged offender, and if warranted, require that s/he participate in non-disciplinary counseling. The Principal shall document actions taken in writing. Copies will also be forwarded to the CTA Board of Trustees. The accused, if s/he is a scholar shall have the right to have his or her parent present during the interview.

### **B. Formal**

An individual who believes that s/he has been harassed or a parent who believes that his/her child has been harassed can file a complaint requesting an investigation into the allegation. Formal complaints shall be taken in writing and signed by the complainant. A thorough and complete investigation shall be conducted by the Principal.

To the extent possible and allowed by law, confidentiality shall be maintained within the confines of the investigation of the alleged prohibited behavior. All parties will be treated with dignity and due process.

**NEW YORK STATE EDUCATION DEPARTMENT  
CHARTER SCHOOL OFFICE**

**NEW APPLICANT AND PROSPECTIVE  
SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET  
(For New School Applications Only)**

**Applicant Group Members (“AG”):** The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

**Prospective BOT Members (“BOT”):** Service on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, members of the Applicant Group are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department.

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**CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS**

**Member Name:** Kimberly Mackey\_\_\_\_\_

**Proposed Charter School Name:** CHOICE TO Academy Charter Middle School

**E-Mail Address:** \_\_\_\_\_

**Home Telephone:** \_\_\_\_\_

**Home Address:** \_\_\_\_\_

**Business Telephone:** \_\_\_\_\_

**Business Address:** \_\_\_\_\_

*Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.*

## Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé.

Résumé Attached

2. Please provide Transcript from your highest degree granting Institution.

Transcript or Supporting Documentation Attached

3. Please provide THREE letters of reference (from Individuals not associated with Applicant Group).

Letters Attached.

List the Names and Contact Information for each individual providing a reference:

- 1) Lashanda Gilliam - [REDACTED]
- 2) Justine Britten - [REDACTED]
- 3) Lisa Hallioui - [REDACTED]

4. Please indicate how you became aware of the opportunity to join the applicant group.

**I am the Founder of CHOICE TO Academy.**

5. Please affirm that you have 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.

I affirm.

6. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

I affirm.

**Statement of Intent—All Applicant Group Members**

7. Please provide a personal statement regarding the experience and skills that you bring to the table.

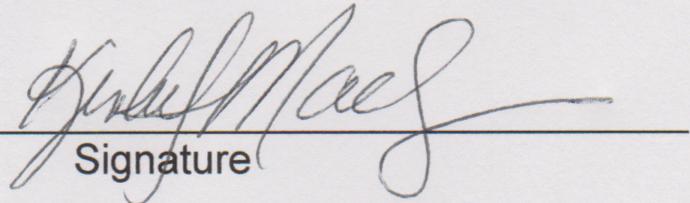
I bring a wealth of experience, expertise and action research in urban education and leadership that affords me the ability to create a plan to ensure access to the students that CHOICE TO wishes to service. With education pedagogy, methodology, instructional expertise, practicum, and deep knowledge of the standards; I have developed the content to support the structure we set to implement. Through my experience as a professional, teacher and school leader, I am able to add thoughtfulness and intentionality to the structures needed to fully develop the school plan.

8. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

As the Founder, my role, responsibilities and commitment in relation to the development and preparation of this application is to ensure that the vision that I have for seeing CHOICE TO Academy chartered is actualized and realized. It is my vocation to be a part of the work in educating urban children to the highest levels possible by creatively and intentionally developing the mission that will be the foundation of the school design and plan to achieve the former.

9. Please provide any other information that you feel is pertinent to the Department's review of your background.

Kimberly Mackey  
Printed Name

  
Signature

2/9/2015  
Date



The Newark Public Schools  
**13<sup>th</sup> Avenue School**  
 359 13<sup>th</sup> Avenue  
 Newark, New Jersey 07103



Phone: 973-733-7045

973-733-7046

Cami Anderson  
 State District Superintendent

Christopher D. Cerf  
 Acting Commissioner of Education

*Viveca Williams*  
**Principal**

*Angela Davis*  
**Vice Principal**  
*Ms. LaShanda Gilliam*  
**Vice Principal**

*February 10, 2015*

Dear Sir or Madam:

It is with great earnest that I am writing this recommendation on behalf of Kimberly Mackey. Ms. Mackey served as Principal for our school from August 2011 until 2013, and I was charged with being her support coach in the Newark Public School District as a veteran administrator. From the initial meeting with Ms. Mackey, I knew that she would be a force to be reckoned with in that she exemplified what true educational leaders for change should be.

Upon her first day in the district, she was given a school that faced its 9<sup>th</sup> year of persistent academic failure. Unfazed by this difficult challenge, Ms. Mackey proceeded to design a plan for cultural and academic change that would ensure a turnaround for students, staff, parents and the community. Her focused leadership and insightful vision, caused students to become reinvested in their own education, teachers being held accountable for the results of their students and parents becoming proud that their children attended the school.

During her time at our school, Ms. Mackey proved herself to be a strong visionary, highly effective instructional leader and dynamic change agent for educational excellence. She was recognized for her achievements by local newspapers and the mayor of Newark. She was instrumental in bringing several noteworthy local officials and high profile persons to our school to celebrate and congratulate the achievements that students and staff were making under her leadership, supervision and tutelage. Two specific examples of this were when our school was selected for a visit by author Walter Dean Myers when he commenced his book most recent book tour. His remarks on our school were written about in the Library of Congress. The other example was when our school was visited by Mayor Cory Booker to congratulate our school for raising achievement in Reading for our students. These are some of the highlights and special events that we experienced under the direction of Ms. Mackey.

In closing, it is my belief, as an educator for almost 20 years, that Ms. Mackey is a superior leader who is destined for greatness. Her passion for children, expertise as an instructional leader, and unwavering passion for excellence in education, is unmistakable and hard to find. She is genuine about her drive and commitment to ensure that all children learn and achieve their very best academically and socially. Her vision is laser-like in focus to ensuring that all within the school community work

*Shooting for the moon....Maybe land among the stars.....Yet still...Out of this World!*

towards achieving this goal. Therefore, I wholeheartedly recommend her for any position for which she seeks. Any school district would be remiss in not affording her the opportunity to demonstrate her abilities and continue to improve the lives of children.

Sincerely,

*Lashanda Gilliam*

Lashanda Gilliam  
Principal Coach/Mentor

Merryl H. Tisch, Chancellor  
NYS Education Department  
State Education Building  
89 Washington Avenue  
Albany, NY 12234

Dear Chancellor Tisch,

I write this letter in attestation to the character and professional abilities of Ms. Kimberly Mackey. I have known Ms. Mackey for more than two years as a professional and have worked together as Educational Consultants. She is a highly respected educator in many states and districts across the United States and held in high regard for her knowledge and expertise in high quality Common Core Standard based curriculum and instruction. She is often the person that our colleagues and constituents look to for guidance and advice, not only professionally but personally.

I cannot say enough about Ms. Mackey's character, her love for children and educating them to the highest levels possible. If anyone should be granted the privilege of opening a school and creating a safe, nurturing and positive learning environment for children, it should definitely be Ms. Mackey. Education is not only her career, but her passion and her calling. Therefore, it goes without saying that her character, knowledge, drive and professional abilities, make her an exceptional person and candidate to move forward with opening a school.

I thank you in advance for your time and attention in this regard.

Sincerely,

O. Lisa Hallioui

████████████████████

Justine Britten



Chancellor Merryl H. Tisch  
NYS Education Department  
State Education Building  
89 Washington Avenue  
Albany, NY 12234

Dear Chancellor Tisch,

I have known Ms. Mackey since she was my 5<sup>th</sup> Grade teacher over 10 years ago. Ms. Mackey has been a major influence in my life and the reason why I am a college graduate and now working in Finance. As one of her students, Ms. Mackey taught me and the rest of the students, to always be our absolute best and be determined to rise above whatever negativity we were faced with. She taught us that nothing holds us back except ourselves and that we could be better than we ever thought we could be.

Ms. Mackey's influence did not stop in the classroom. She would often stay late after school and on weekends to help us or to just spend time with us on a personal level. She also continued to support me, and other students, even as we grew older. She made us a part of her own family and to this day, I call her my mother. Through the years, I always saw her doing the things that she did for me, for other families and children.

I am happy and excited to see that Ms. Mackey is involved in creating a school that will magnify the effect and the influence that I had as one of her students. Having been born and raised in East New York, I know that is needed badly in our community. Our community needed and needs more people like Ms. Mackey in our schools and neighborhood so that more children can experience what I did so that they can have a better future.

Sincerely,

*Justine Britten*  
Justine Britten

Student No: X [REDACTED]

Date Issued: 22-DEC-2008

Record of: Kimberly N. Mackey

Page: 1

Current Name: Kimberly N. Mackey



Issued To: Kimberly Mackey  
8800 Shore Front Parkway  
Apt. 6M  
Rockaway Beach, NY 11693  
United States of America

SUBJ NO. COURSE TITLE CRED GRD PTS R

Institution Information continued:

Summer 2006

EDU 5420	POLITICS OF EDUCATION	3.00	A	12.00
EDU 5571	ADM LEADERSHIP IN SCHOOLS	3.00	A-	11.10
EDU 5701	CURRICULUM-TEACHING & LEARNING	3.00	A-	11.10
EDU 5791	LEG ASPECTS IN MGT & ADM OF SC	3.00	A-	11.10

Ehrs: 12.00 GPA-Hrs: 12.00 QPts: 45.30 GPA: 3.77

Fall 2006

EDU 5632	ORG/ADM ELEM/SEC SCH CURR	3.00	A-	11.10
EDU 5650	SCHOOL BASED DATA ANALYSIS	3.00	A-	11.10
EDU 5651	SCHOOL COMMUNITY RELATIONS	3.00	B+	9.90
EDU 5950	INTERN I IN SCH ADMIN & SUPER	3.00	B+	9.90

Ehrs: 12.00 GPA-Hrs: 12.00 QPts: 42.00 GPA: 3.50

Summer 2008

EDU 5741	ECONOMICS & FINANCING OF EDUC	3.00	INC	0.00
EDU 5761	SCH BUSI ADMIN FOR ADM & SUPV	3.00	INC	0.00

Ehrs: 0.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: 0.00

Course Level: Graduate

Current Program  
Advanced Certificate

College : The School of Education-Grad  
Major : School District Leadership

Degrees Awarded Master of Science in Education 31-JAN-2007

Ehrs: 33.00 GPA-Hrs: 33.00 QPts: 120.30 GPA: 3.64

Primary Degree

Major : School Building Leadership

SUBJ NO. COURSE TITLE CRED GRD PTS R

INSTITUTION CREDIT:

Spring 2006

EDU 5415	INTRO TO EDUCATION ADMIN	3.00	B+	9.90
EDU 5418	ADMINISTRATIVE THEORY	3.00	A-	11.10
EDU 5471	LEADERSHIP IN INSTR SUPR	3.00	A	12.00

Ehrs: 9.00 GPA-Hrs: 9.00 QPts: 33.00 GPA: 3.66

\*\*\*\*\* CONTINUED ON NEXT COLUMN \*\*\*\*\*

\*\*\*\*\* CONTINUED ON PAGE 2 \*\*\*\*\*



*Joseph P. Capobianco*

Joseph P. Capobianco  
University Registrar

This official transcript is printed on security paper and does not require a raised seal.



Student No: X00724651

Record of: Kimberly N. Mackey

Current Name: Kimberly N. Mackey

Issued To: Kimberly Mackey

Course Level: Undergraduate

Comments:

HIGH SCHOOL RECORD

Degrees Awarded Associate in Science 17-MAY-1998

Ehrs: 60.00 GPA-Hrs: 60.00 Qpts: 220.50 GPA: 3.67

Primary Degree

Major : Paralegal Studies (AS)

Degrees Awarded Bachelor of Science 21-MAY-2000

Ehrs: 66.00 GPA-Hrs: 66.00 Qpts: 238.50 GPA: 3.61

Primary Degree

Major : Paralegal Studies (BS)

Minor : Psychology

Honors: Cum Laude

SUBJ NO. COURSE TITLE CRED GRD PTS R

Fall 1997  
CRJ 1016 CRIMINAL LAW 3.00 A 12.00

HIS 1006 HISTORY OF MODERN WORLD 3.00 A 12.00

PHI 1011 MAN AND NATURE 3.00 B+ 10.50

SOC 1001 GENERAL SOCIOLOGY 3.00 A 12.00

\*\*\*\*\* INSTITUTION CREDIT: \*\*\*\*\*

\*\*\*\*\* CONTINUED ON NEXT COLUMN \*\*\*\*\*

Institution Information continued:

Fall 1995  
ENG 1003 COMPOSITION AND RHETORIC I 3.00 B 9.00  
MGT 1001 PRINCIPLES OF MANAGEMENT I 3.00 A 12.00  
PHY 1001 THE PHYSICAL WORLD 3.00 A 12.00  
PLS 1001 INTRO TO PARALEGAL STUDIES 3.00 B 9.00  
PSY 1001 GENERAL PSYCHOLOGY 3.00 B 9.00  
Ehrs: 15.00 GPA-Hrs: 15.00 Qpts: 51.00 GPA: 3.40

Conversion

Spring 1997

ACC 1007 FUNDAMENTALS OF ACCOUNTING I 3.00 A 12.00  
CUS 1107 COM APPLICATIONS IN LAW OFFICE 3.00 A 12.00  
ENG 1004 COMPOSITION AND RHETORIC II 3.00 B+ 10.50  
MTH 1003 INTRO TO COLLEGE MATH I 3.00 A 12.00  
PLS 1004 LITIGATION PRACTICE (CIVIL) 3.00 B+ 10.50  
Ehrs: 15.00 GPA-Hrs: 15.00 Qpts: 57.00 GPA: 3.80

Conversion

Fall 1997

CRJ 1016 CRIMINAL LAW 3.00 A 12.00  
HIS 1006 HISTORY OF MODERN WORLD 3.00 A 12.00  
PHI 1011 MAN AND NATURE 3.00 B+ 10.50  
SOC 1001 GENERAL SOCIOLOGY 3.00 A 12.00

\*\*\*\*\* CONTINUED ON PAGE 2 \*\*\*\*\*



*Joseph P. Capobianco*

Joseph P. Capobianco  
University Registrar

This official transcript is printed on security paper and does not require a raised seal.



# BROOKLYN COLLEGE

of the City University of New York BROOKLYN, NY 11210

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PAGE: 1 OF 1

RECIPIENT :

ASSISTANT PRINCIPAL  
P.S. 385 THE PERFORMANCE SCHOOL  
750 CONCOURSE VILLAGE WEST  
BRONX, NY 10451-3865

STUDENT : MACKEY, KIMBERLY N.

ID NUMBER: [REDACTED]

MAJOR : CH ED TCH LIB ART 1

STATUS : GRADUATED

FALL	2002 G B-8 1-606	CRED GR	COMMENTS (CONTINUED)
EDUC	71222 PEDAGOGY & CURR CEI	3.0 A	F'02 MATRIC CH ED MSED
EDUC	71322 PED&CURR CE 2	3.0 B+	SP03 EDUC 72301 WU->W (PT 8/12/03)
EDUC	7642 S/TCH PRAC: ELED	3.0 A	
TERM CREDITS	9.0 GPA 3.766		***** NO FURTHER ENTRIES THIS PAGE *****

SPRING	2003 G B-1 1-606	CRED GR	
EDUC	72301 PED & CURRIC ENGLISH	2.0 W	
EDUC	7642 S/TCH PRAC: ELED	3.0 A	
EDUC	7261 CH & YOUTH WW/SP NDS	3.0 B	
TERM CREDITS	6.0 GPA 3.500		

SUMMER	2003 G B-1 1-606	CRED GR	
POL	757 RAC&ETHNIC POLITIC	3.0 B	
EDUC	70022 CONXTXT LIT INSTR	3.0 A-	
TERM CREDITS	6.0 GPA 3.350		

FALL	2003 G B-1 1-606	CRED GR	
EDUC	7642 S/TCH PRAC: ELED	3.0 A	
EDUC	70222 SEM APPL THRY/RSCH 1	3.0 B+	
TERM CREDITS	6.0 GPA 3.650		

SPRING	2004 G B-1 1-606	CRED GR	
EDUC	70322 SEM APPL THRY/RSCH 2	3.0 A	
EDUC	7642 S/TCH PRAC: ELED	3.0 A	
MATH	6041 NUM SYS IN EL & INT	3.0 A-	
TERM CREDITS	9.0 GPA 3.900		

SUMMER	2004 G B-1 1-606	CRED GR	
GSCI	6041 PHYS SCI EL TCHR	3.0 A-	
ENG	7752 LIT & SOCIETY	3.0 C	
TERM CREDITS	6.0 GPA 2.850		

-----GRADUATION INFORMATION-----

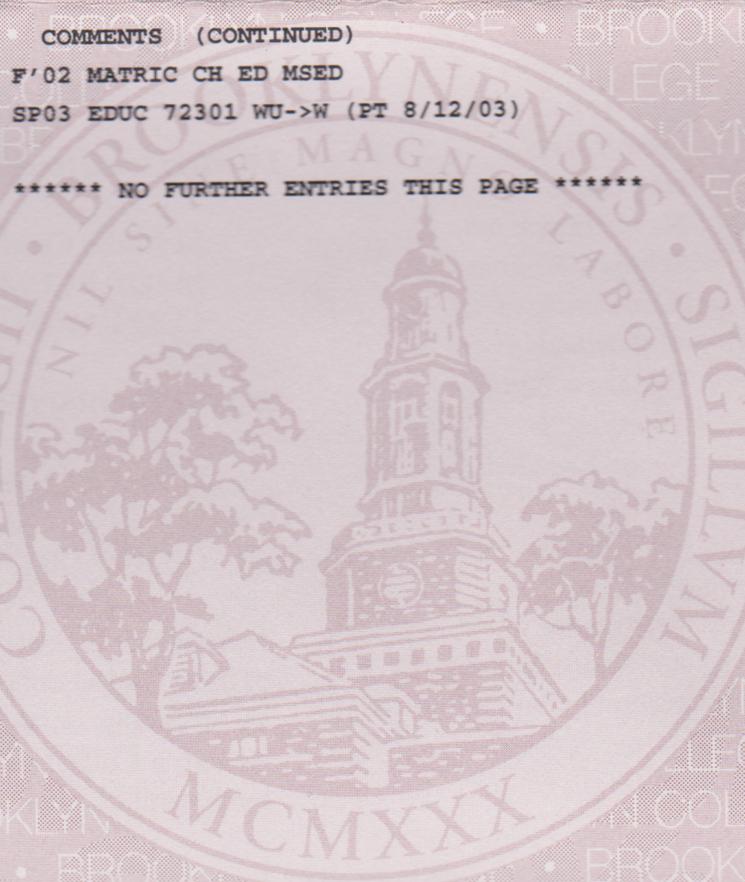
TERM: 06/2004 DATE: 09/01/2004

DEG AWARDED: MAS OF SCI EDUC

MAJOR(S): CH ED TCH LIB ART 1

CUMULATIVE CREDITS 42.0 GPA 3.550

\*\*\*\*\*TRANSCRIPT COMMENTS\*\*\*\*\*



*Lea Honigwachs*  
REGISTRAR



THE NAME OF THE COLLEGE APPEARS ACROSS THE FACE OF THIS 8 1/2 X 11 DOCUMENT

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EXPLANATORY LEGEND AND AUTHENTICITY CONFIRMATION INFORMATION ON REVERSE

**THE BYLAWS OF**  
**CHILDREN HAVE OPPORTUNITIES TO INSPIRE CHALLENGE AND EMPOWER**  
**THEMSELVES AND OTHERS (C.H.O.I.C.E.T.O.) ACADEMY CHARTER MIDDLE**  
**SCHOOL**  
**(A Non-Profit Education Corporation)**

**ARTICLE I**

*Name, Office and Purpose*

**Section 1.01. Name.** The name of the education corporation is Children Have Opportunities to Inspire Challenge and Empower Themselves and Others Academy Charter Middle School (hereinafter referred to as “C.H.O.I.C.E.T.O. Charter School”).

**Section 1.02. Office.** The principal office of C.H.O.I.C.E.T.O. Charter School shall be located at [To be determined.] C.H.O.I.C.E.T.O. Charter School may have offices at other places within or out of the State of New York as the Board of Trustees may determine from time to time.

**Section 1.04. Non-Discriminatory Policy.** C.H.O.I.C.E.T.O. Charter School seeks diversity in its student/parent body, faculty, staff and administration. C.H.O.I.C.E.T.O. Charter School does not discriminate on the basis of race, color, religion, national or ethnic origin, sex, age, disability, marital status, sexual orientation or affectional preference, or any category protected by law, in its educational policies, employment practices and all other school administered procedures and programs.

**ARTICLE II**

*Board of Trustees*

**Section 2.01. General Powers and Duties.** The Board of Trustees shall have control of and manage the operations and affairs of C.H.O.I.C.E.T.O. Charter School, and it shall have all the powers customarily held by a Board of Trustees of a corporation organized under the Education Law of the State of New York. In exercising its powers and duties, the Board of Trustees shall establish and maintain policies and procedures for the operation of C.H.O.I.C.E.T.O. Charter School and shall oversee that such policies and procedures are carried out by the Head of School and such other staff of C.H.O.I.C.E.T.O. Charter School as the Board of Trustees may employ or authorize the Head of school to employ from time to time. The Board of Trustees shall have primary responsibility for seeing that C.H.O.I.C.E.T.O. Charter School is provided with the financial and other resources that the Board of Trustees deems appropriate for its proper operation.

**Section 2.02. Number of Trustees.** The Board of Trustees shall fix the number of trustees of C.H.O.I.C.E.T.O. Charter School from time to time, which shall not be less than five (5) and not more than fifteen (15). The balance of the trustees shall be elected (“Elected Trustees”) pursuant to the provisions of Section 2.04 of these Bylaws.

**Section 2.03. Term of Office.** Unless otherwise provided by the Board of Trustees at the time a Trustee is chosen, term of office each Elected Trustee shall be a period of two (2) calendar years commencing with Regular Meeting following his or her election and continuing until a successor shall have been elected. No Elected Trustee shall serve more than three (3) consecutive two-year terms, unless the Board of Trustees designates otherwise.



The Elected Trustees shall be divided into two (2) classes, known as Class One and Class Two, for the purpose of staggering their terms in office. This will help balance continuity with new perspective. The terms of Elected Trustees shall be fixed so that the terms of one-half of such trustees (as nearly as possible) expire at the close of each Annual Meeting.

**Section 2.04. Election of Trustees.** Elected Trustees shall be chosen by the Board of Trustees as provided in subsections (b) and (c).

- (a) Nomination. Prior to June 1 in each academic year and at such other times as there may be vacancies among the Elected Trustees, whether by expiration of the terms of office, death, resignation, removal or an increase in the number of Elected Trustees, the Governance Committee shall nominate candidates for the vacancies which it recommends be filled and shall specify the number of such vacancies which are to be filled by the Annual Election of Trustees pursuant to subsection (b) and the number which are to be filled by the Board of Trustees pursuant to subsection (c) at an Annual or Regular Meeting or at such other time as may be appropriate. No employee of C.H.O.I.C.E.T.O. Charter School shall be eligible to be nominated or serve as an Elected Trustee.
- (b) Annual Election of Trustees. At an Annual Meeting, or any subsequent Regular or Special Meeting, the Annual Election of Trustees shall take place. The Board of Trustees shall vote on the candidates nominated by the Governance Committee pursuant to subsection (a) to fill vacancies in the Elected Trustees, and each candidate shall be elected by the vote of a majority of the whole Board of Trustees. Voting shall be done by confidential ballot and the ballots shall be counted by the Secretary and confirmed by the President or any Vice President of the Board of Trustees.
- (c) Board Election of Trustees. If any of the Elected Trustees shall die, resign, refuse to act or be removed from the Board of Trustees, or if an Elected Trustee's term of office shall expire, the vacancy or vacancies created thereby shall be filled by the vote of a majority of the whole Board of Trustees acting upon recommendation of the Governance Committee. Any trustee so chosen shall have all of the rights and powers of an Elected Trustee and shall serve for the balance of the unexpired term of the trustee whom he or she replaces.

Upon recommendation by the Governance Committee, the Board of Trustees may create positions for additional Elected Trustees for such term not exceeding two (2) years, as the Board of Trustees shall determine. Any vacancy among the Elected Trustees created by increasing the number thereof shall be filled by vote of a majority of the whole Board of Trustees.

Upon a two-thirds (2/3) vote, the Board of trustees acting upon the recommendation of the Governance Committee may abolish a vacant Elected Trustee seat; provided that the total number of trustees may not be less than that required by law or by these Bylaws; and further provided that the Board of Trustees files a certified copy of such action with the Board of Regents of New York State Education Department.

- (d) Proxy. A Trustee may vote in person or by proxy for any election of trustees at the Annual Election of Trustees under subsection (b) and for any other election of trustees under subsection (c). Each proxy shall be executed in writing by the trustee and delivered to the President or any Vice President of the Board of Trustees in advance of the meeting to elect trustees.



**Section 2.05. Meetings of the Board of Trustees.** The Board of Trustees may transact any business permitted by these Bylaws at an Annual, Regular or Special Meeting as provided below.

- (a) Annual Meeting. Unless otherwise provided by the Board of Trustees, the “Annual Meeting” of the Board of Trustees shall be held in June of each year.
- (b) Regular Meeting. The Board of Trustees may provide for holding of the “Regular Meetings” and may fix the time and place (which may be within or out of the State of New York) of such meetings. Regular Meetings shall be held at least six (6) times per year.
- (c) Special Meeting. “Special Meetings” of the Board of Trustees shall be called by the President or Vice President of the Board of Trustees, at such time and place (which may be within or out of the State of New York) as may be specified in the respective notice or waivers of notice thereof. A Special Meeting shall be called by the President or a Vice President promptly upon receipt of a written or electronic request to do so from a majority of the Board of Trustees. There shall be two classes of Special Meetings of the Board of Trustees
  - (1) Special Meetings, to be held in executive session, to consider matters with respect to employees.
  - (2) Special Meetings to consider any other matter.
- (d) Notice. Notice of the time and place of an Annual or Regular meeting shall be given to each trustee either by messenger, regular mail, e-mail or facsimile at least ten (10) days before the meeting. Notice of the time and place of a Special Meeting shall be given to each trustee either by messenger, regular mail, e-mail, or facsimile not less than three (3) days before the meeting. Notices by messenger, regular mail, e-mail or facsimile shall be sent to each trustee at the number and/or address designated by him or her for that purpose. Oral or telephonic notices of meetings shall not be permitted. Neither the business to be transacted nor the purpose of any Regular or Special Meeting need to be specified in the notice or waiver of notice of the meeting, unless otherwise specified in the Bylaws or required by law. Unless otherwise required requested by statute, notice of any adjourned meeting need not be given.

**Section 2.06. Conflicts of Interest.** The Board of Trustees affirms that the trustees, officers, administrators, faculty and other employees of C.H.O.I.C.E.T.O. Charter School have an obligation to exercise their authority and to carry out the duties of their respective positions for the sole benefit of C.H.O.I.C.E.T.O. Charter School. They should avoid placing themselves in positions in which their personal interest are or may be in conflict with the interests of C.H.O.I.C.E.T.O. Charter School. Where a potential conflict of interest exists, it shall be the responsibility of the person involved or any other person with knowledge to notify the Board of Trustees of the circumstances resulting in the potential conflict so that the Board of Trustees can provide such guidance and take such action as it deems appropriate. Areas of potential conflict of interest include financial interests, inside information, conflicting interests other than financial ones and gifts and favors. The Board of Trustees shall, in its discretion, adopt a policy on conflicts of interest to address these areas of potential conflict.

**Section 2.07. Quorum and Manner of Acting.** At all meetings of the Board of Trustees, a majority of the whole Board of Trustees shall constitute a quorum for the transaction of business. Except as otherwise provided by statute or by these Bylaws, the act of a majority of the trustees present at any meeting at which a quorum is present shall be the act of the Board of Trustees. In the absence



**C.H.O.I.C.E. T.O. ACADEMY**  
CHARTER MIDDLE SCHOOL

of a quorum, a majority of the trustees present at the time and place of meeting (or one trustee, if less than three (3) are present) may adjourn the meeting from time to time until a quorum shall be present.

**Section 2.08. Action by Consent.** Any action required or permitted to be taken at any meeting of the Board of Trustees, or of any committee as provided in Article III, may be taken without a meeting, if written consents are signed by each trustee of the Board of Trustees or each member of such committee, as the case may be. Such written consents shall be filed with the minutes of the proceedings of the Board of Trustees or a committee, as the case may be.

**Section 2.09. Meetings Held Other Than In Person.** Trustees may participate in a meeting of the Board of Trustees, as the case may be, by means of conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other. Appearing for a meeting in this manner *shall* be sufficient for attendance purposes. Members of committees, who are not also trustees, may also appear for committee meetings by means of conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other. Such participation shall, however, *not* constitute presence in person at the meeting, and the committee member will be marked absent for the meeting.

**Section 2.10. Resignations.** Any trustee or committee member may resign at any time by giving written notice of such resignation to the Board of Trustees or the President of the Board of Trustees. Unless otherwise specified in such written notice, such resignation shall take effect upon receipt thereof. If any trustee and or committee member shall fail to attend three (3) consecutive meetings without an excuse accepted as satisfactory he or she shall be deemed to have resigned and the vacancy shall be filled as provided in section 2.04. Three board members, including the President of the Board of Trustees, shall deliberate and make the determination as to whether an excuse provided for an absence is satisfactory. The President will then notify the absent member or trustee about the decided disposition.

**Section 2.11. Removal or Suspension.** Any trustee may be removed or suspended from office by a majority of the whole Board of Trustees. Such action shall be taken only upon written complaint of misconduct, incapacity or neglect of duty submitted to the Board of Trustees. No trustee shall be removed without being provided with at least seven (7) days' notice of the proposed removal and copy of the complaint. If in the opinion of a majority of the whole Board of Trustees such complaint shall have been sustained, the accused trustee may be removed or suspended from office.

**Section 2.12. Compensation of Trustees and Officers.** Trustees, as such, shall not receive any salary for their services as trustees. Nothing in these Bylaws shall be construed to preclude any trustee or officer from serving C.H.O.I.C.E.T.O. Charter School in any other capacity and receiving compensation if the Board of Trustees so decides.

### **ARTICLE III**

#### *Committees*



**C.H.O.I.C.E. T.O. ACADEMY**

CHARTER MIDDLE SCHOOL

**Section 3.01. Standing Committees.** The Board of Trustees shall establish and maintain the following “Standing Committees” Executive Committee, Governance Committee, Finance Committee, School Development Committee and Academic Accountability Committee.

**Section 3.02. Ad Hoc Committees.** The Board of Trustees may from time to time establish one or more “Ad Hoc Committees” with such names powers and functions, as may be determined from time to time by the Board of Trustees.

**Section 3.03. Committee Members:** Members of committees shall be appointed annually by the President of the Board of Trustees, subject to ratification by the Board of Trustees first Regular Meeting of the Board of Trustees held after the appointment. Vacancies in the membership of any committee shall be filled by appointment by the President of the Board of Trustees after consulting with the President, if any, of such committee. Unless otherwise provided in these Bylaws, the membership of committees shall not be restricted to trustees but shall be drawn from the administration, faculty, parent body and community at large, as appropriate. Except as otherwise provided in these Bylaws or by the Board of Trustees, the President of each committee shall be chosen by the President of the Board of Trustees from among the trustee members of the committee.

**Section 3.04. General Powers and Responsibilities of Committees.** All matters that come before the Board of Trustees shall be considered first by the appropriate committee. Any problem, concern grievance or other matter referred to a committee shall be considered by such committee, which shall consult with such interested parties as the committee deems appropriate. A committee to which any matter has been referred shall report on such matter to the Board of Trustees and, to the extent appropriate, make recommendations with respect thereto. Except as specifically provided by the Board of Trustees, each committee’s powers are advisory to the Board of Trustees.

**Section 3.05. Executive Committee.** The Executive Committee shall consist of no less five (5) members, including the President, Vice President, and Secretary of the Board of Trustees and such other Trustees as may be designated by the Board of trustees. The President of the Board of Trustees shall be the President of the Executive Committee. The Executive Committee shall set the policy agenda, coordinate committee agendas, and set the agenda for the full Board of Trustees. The Executive Committee shall operate in place of the Board of Trustees during those times when the Board of Trustees does not or cannot meet. Between meetings of the Board of Trustees, the Executive Committee may take any action on behalf of the Board of Trustees that could be authorized by a vote of the majority of the whole Board of Trustees or is limited to the Board of Trustees by law. An action taken by the Executive Committee may be subject to ratification by the Board of Trustees. A member of the Executive Committee shall record the minutes of each meeting and include a report on any actions taken. Such member shall forward the minutes to the Secretary and the Secretary shall distribute the minutes of such meetings to the full Board of Trustees.

**Section 3.07. Governance Committee.** The Governance Committee shall be composed of at least three (3) persons recommended by the President of the Board of Trustees and elected by a majority of the Board of Trustees. The Governance Committee shall be responsible for evaluating and making recommendations about developing, as necessary, a process for leadership succession; evaluating and making recommendations about the role and responsibilities of the Board of



Trustees; reviewing governance policy and practice; and evaluating and making recommendations about the Board of Trustees' composition, organization and committee structure. The Governance Committee shall evaluate the ability of the Board of Trustees and its members in terms of specific skills, interests, and diversity. The Committee shall also canvass the community at large for potential candidates for vacancies on the Board of Trustees. It shall interview potential candidates, guide them through the application process and make recommendations to the Board of Trustees with respect to various candidates and, in appropriate circumstances, the creation of additional positions for elected Trustees. The Governance Committee shall be responsible for presenting a slate of candidates for election as officers of the Board of Trustees and the orientation of newly chosen trustees.

**Section 3.08. Finance Committee.** The Treasurer or an Assistant Treasurer shall be the President of the Finance Committee. The Finance committee shall be responsible for overseeing the preparation of budgets, financial reports and for supervising the management of C.H.O.I.C.E.T.O. Charter School's finances, including notifying the Board of Trustees of significant deviations from the approved budget. The Finance Committee shall review, analyze and recommend for approval the annual audit. On a periodic basis, the Finance Committee shall review investment policies, objectives and performance. It shall work closely with C.H.O.I.C.E.T.O. Charter School's Director of Finance and Operations and Business Manager, if any, Principal and the Executive Director, if any, in overseeing the performance of the operations staff.

**Section 3.09. School Development Committee.** The School Development Committee shall be responsible for the development and implementation of fundraising goals and programs. Its responsibilities may include setting annual fundraising goals, developing periodic capital campaigns and providing for appropriate parent and alumni communications and continuing cultivation of support for C.H.O.I.C.E.T.O. Charter School. The School Development Committee shall also be responsible for strengthening communication and outreach programs for parents and developing programs to better communicate with and maintain the support of C.H.O.I.C.E.T.O. Charter School's broader community of alumni, neighborhood residents, education and business communities and others.

**Section 3.10. Academic Accountability Committee.** The Academic Accountability Committee shall be responsible for evaluating whether C.H.O.I.C.E.T.O. Charter School is adhering to its state Charter and achieving its goals of attaining high student academic achievement and preparing its students for success in college and active citizenship. It will examine the results from city, state, national and internally developed assessments, which are both criterion and norm-referenced. In addition, the Academic Accountability Committee will meet with the Directors of the school to analyze assessment data. Based on the assessment data, Academic Accountability Committee will make recommendations regarding the allocation of resources in terms of classroom materials, staffing, professional development and outside consultants. Furthermore, the Academic Accountability Committee may make recommendations specific to benefitting the school's special needs population.

**Section 3.11. Removal or suspension.** Any non-trustee committee member, may be removed or suspended from their position with or without cause by the President of the Board of Trustees and majority vote by fellow members of committee should that member be found to have engaged in



behavior, actual or verbal, that may have a deleterious effect on the reputation of C.H.O.I.C.E.T.O. Charter School as an educational institution, or negatively impact its Board of Trustees, employees, or any other person, or entity, who has an affiliation with C.H.O.I.C.E.T.O. Charter School.

## **ARTICLE IV**

### *Officers*

**Section 4.01. Titles.** The officers of the Board of Trustees shall be a President, one or more Vice Presidents, a Secretary, a Treasurer and such other officers as may be appointed in accordance with these Bylaws.

**Section 4.02. Election, Term of Office, and Qualifications.** The Board of Trustees shall elect the President, one or more Vice Presidents, a Secretary, a Treasurer and any other officers annually at the Annual Meeting or Regular Meeting designated for that purpose or a Special Meeting called for that purpose, except that officers appointed to fill vacancies shall be elected as vacancies occur.

**Section 4.03. Subordinate Officers and Agents.** The Board of Trustees from time to time may appoint subordinate officers or agents (including one or more Assistant Secretaries and one or more Assistant Treasurers), to hold office for such period, have such authority, and perform such duties as may be provided in the resolutions appointing them. The Board of Trustees may delegate to any officer or agent the power to appoint any such subordinate officers or agents and to proscribe their respective terms of office, authorities and duties.

**Section 4.04. Resignations.** Any officer may resign at any time by giving written notice of such resignation to the Board of Trustees or the President of the Board of trustees. Unless otherwise specified in such written notice, such resignation shall take effect upon receipt thereof.

**Section 4.05. Removal or Suspension.** Any officer elected or appointed by the board of Trustees or by any officer of C.H.O.I.C.E.T.O. Charter School may be removed or suspended by the Board of Trustees at any time by a majority of the whole Board of Trustees. Such action shall be taken only upon written complaint of misconduct, incapacity or neglect of duty submitted to the Board of Trustees. No officer shall be removed without at least seven (7) days' notice of the proposed removal and a copy of the complaint.

**Section 4.06. Vacancies.** A vacancy in an office by reason of death, resignation, removal, disqualification or another cause shall be filled in the manner prescribed in section 4.02.

**Section 4.07. The President.** The President shall be the chief presiding officer of the Board of Trustees and shall perform such other duties as may be assigned to him or her from time to time by the Board of Trustees. The President shall preside at all meetings of the Board of Trustees and the Executive Committee, if he or she is present. The President shall, when directed by the Board of Trustees, sign on behalf of C.H.O.I.C.E.T.O. Charter School all contracts, securities and other obligations of C.H.O.I.C.E.T.O. Charter School, the authority to sign, which is not otherwise delegated by the Board of Trustees by these Bylaws.



**Section 4.08. Vice President.** The Vice President shall have such power and perform such duties as may be assigned by the President on the Board of Trustees. The Vice President (or if there shall be more than one, the Vice President designated by the President or the Board of Trustees) shall in the absence or disability of the President or at the President's request, perform the duties and exercise the powers of the President.

**Section 4.09. The Secretary.** The Secretary shall keep the minute books of C.H.O.I.C.E.T.O. Charter School, be responsible for the minutes of the meetings of the Board of Trustees, and in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him or her by the Board of Trustees or the President.

**Section 4.10. The Treasurer.** The Treasurer shall have general custody of all money and securities of C.H.O.I.C.E.T.O. Charter School and from time to time shall render to the Board of Trustees, and to the President, upon request, a statement of the financial conditions of C.H.O.I.C.E.T.O. Charter School and all of his or her transactions as treasurer. In general, the Treasurer should perform all duties incident to the office of the Treasury and such other duties as from time to time may be assigned to him or her by the Board of Trustees or the President.

**Section 4.11. Agreements, Contracts, Checks Requiring Signatures of Officers.** All agreements, contracts, checks and other instruments of C.H.O.I.C.E.T.O. Charter School requiring an expenditure or imposing an obligation of more than \$10,000 shall be executed by any two officers of C.H.O.I.C.E.T.O. Charter School or by one officer and the Principal and/or Director of Operations. All agreements, contracts, checks and other instruments of C.H.O.I.C.E.T.O. Charter School requiring an expenditure or imposing an obligation of less than \$10,000 may be executed by the Principal or by the Principal's Designee.

## ARTICLE V

### *Miscellaneous Matters*

**Section 5.01. Corporate Seal.** The corporate seal of C.H.O.I.C.E.T.O. Charter School shall be circular in form and shall bear the name C.H.O.I.C.E.T.O. Charter School and the words and figures denoting its organization under the laws of the State of New York and otherwise shall be in such form as shall be approved by the Board of Trustees.

**Section 5.02. Fiscal Year.** The fiscal year of C.H.O.I.C.E.T.O. Charter School shall begin on the first day of July in each year and shall end on the thirtieth day of the following June.

**Section 5.03. Conflict with Bylaws.** To the extent a conflict exists between any provision in these Bylaws and the Open Meetings Law, the Open Meetings Law shall control. Moreover, to the extent a conflict exists between any provision in these Bylaws and a provision in C.H.O.I.C.E.T.O. Charter School's Charter, the Charter shall prevail and control.

**Section 5.04. Conflict with Charter.** To the extent there are any conflicts between the terms of the charter of C.H.O.I.C.E.T.O. Charter School Charter School, and the terms of these by-laws, the terms of the charter will control.



**Section 5.05. Indemnification.**

- (a) To the maximum extent permitted by applicable law, as is in effect at the time of the adoption of these Bylaws or as amended from time to time, C.H.O.I.C.E.T.O. Charter School shall indemnify any person who was or is a party, or threatened to be made a party, to any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative, by reason of the fact that he/she is or was a trustee or an officer of C.H.O.I.C.E.T.O. Charter School's acting within the scope of his/her normal duties, against expenses (including attorney's fees), judgments, fines, and amounts paid in settlement actually and reasonably incurred by such person in connection with such action, suit, or proceeding. C.H.O.I.C.E.T.O. Charter School, however, will not indemnify a trustee or an officer against any costs incurred, in any action, suit, or proceeding if there is judicial determination that such person failed to act in good faith or that such acts were the result of active and deliberate dishonesty, and were material to the cause of action so adjudicated, or from which the person personally gained financial profit or their advantage to which he or she was not legally entitled. The foregoing right of indemnification shall not be deemed exclusive of any other rights to which a person seeking indemnification may be entitled under the Charter (as may be amended and/or restated from time to time) or any Bylaw, agreement, vote of disinterested Trustee, or otherwise.
- (b) C.H.O.I.C.E.T.O. Charter School may maintain insurance, at its expense, to protect itself and any person describe in subsection (a) against any expense, liability or loss, whether or not C.H.O.I.C.E.T.O. Charter School would have the power to indemnify such person against such expense, liability or loss under applicable law.

**Section 5.06. Dissolution.**

- (a) Revocation of Charter. If, at any time and for any reason, the Corporation's charter is revoked or the Corporation becomes insolvent, all assets of the charter school, after satisfaction of all outstanding claims by creditors, will be distributed equitably by the Commissioner of Education, in accordance with New York State Charter Schools Act (Article 56) of the Education Law, among the participating districts of residence and non-resident district(s).
- (b) Voluntary Dissolution. Should the Corporation choose to dissolve for reasons other than the revocation of its charter or financial insolvency, all assets of the charter school, after satisfaction of all outstanding claims by creditors and governmental grantors, will be distributed to the Founder of C.H.O.I.C.E.T.O. Charter School, or any non-profit organization that assists children and families.

**Section 5.07. Amendments.** These Bylaws may be altered, repealed or amended and new Bylaws may be made by the affirmative vote of a majority of the Board of Trustees. Any proposed alteration, repeal, amendment or new Bylaws shall be provided to the Board of Trustees at least thirty (30) days in advance of the meeting at which such changes in the Bylaws will be voted on.

**Section 5.08. Notice.** Unless otherwise required by law or these Bylaws, notices required by these Bylaws may be given in writing, regular mail, email or facsimile. Text messages and or messages via social media websites do not constitute notice.



**C.H.O.I.C.E. T.O. ACADEMY**  
CHARTER MIDDLE SCHOOL

These By-laws were adopted by the Board of Trustees at its meeting held on \_\_\_\_\_ by a vote of \_\_\_\_\_.

\_\_\_\_\_  
Board Secretary

## C.H.O.I.C.E. T.O. Academy Charter Middle School Code of Ethics Board of Trustees

### I. Mission

The mission of C.H.O.I.C.E. T.O. Academy Charter Middle School (“C.H.O.I.C.E. T.O. Charter School”) is to enable all **C**hildren to **H**ave **O**pportunities to **I**nspire **C**hallenge and **E**mpower **T**hemselves and **O**thers; where they will make a positive “CHOICE TO...” be societal contributors. Our school will embody the words that “. . . *intellect plus character is the true goal of education*”. Our school creates critical, analytical thinkers who make choices that positively impact their academic and social growth through high levels of collaboration, analytical and reflective teaching practices based on data, rooted in standards and embed opportunities for teachers, students and parents; to perfect their practices. Our school community is committed to maintaining a “culture of achievement” where “intellectuals” are celebrated and good character is fostered through academic achievement, personal growth and social empowerment.

### II. Personal and Professional Integrity

Acting under the guidance of that mission, it is imperative that all staff, board members and volunteers of C.H.O.I.C.E. T.O. Charter School act with honesty, integrity and openness in all their dealings as representatives of the organization. The organization promotes a working environment that values respect, fairness and integrity.

### III. Conflicts of Interest

In order to best protect the integrity of the governing body of C.H.O.I.C.E. T.O. Charter School, the Board will report any perceived or potential conflicts of interest to adhere to the designated Board member. Additionally, the Board will adhere to the following guidelines regarding conflicts:

- Board members will disclose when they have a financial, organizational, or personal interest in a matter before the Board.
- Board members will abstain from voting on matters in which they may have a financial, organizational, or personal interest.
- No trustee, officer, individual, or employee of a for-profit corporation, limited liability company, or partnership having a business relationship with the charter school involving the provision of educational management services to the charter school shall serve as a voting member of the Board.
- Board members may not accept gifts in their individual capacity. However, a board member may accept a gift on behalf of the school if that member receives the approval of all board members. Any member who is found to have accepted a gift in his or her individual capacity, is subject to immediate termination.

### IV. Governance

The C.H.O.I.C.E. T.O. Charter School Governing Board is responsible for ensuring the effective oversight of finances, operations and policies of the organization in alignment with

the mission of educating, supporting, challenging and training students for success in college. The tasks and goals of the Board in their oversight capacity are as follows:

- Ensure that all trustees have the requisite skills and experience to carry out their duties and that all members understand and fulfill their governance duties acting for the benefit of the organization and its public purpose;
- Develop policies that ensure that any conflicts of interest or the appearance thereof are avoided or appropriately managed through disclosure, recusal or other means; and
- Ensure appropriate staff provide the governing body with timely and comprehensive information so that the governing body can effectively carry out its duties;
- Conduct all transactions and dealings with integrity and honesty;
- Promote working relationships between board members, staff, volunteers, and program beneficiaries that are based on mutual respect, fairness and openness;
- Ensure the organization is fair and inclusive in its hiring and promotion policies and practices for all board, staff and volunteer positions;
- Ensure that policies of the organization are in writing, clearly articulated and officially adopted;
- Ensure the resources of the organization are responsibly and prudently managed; and,
- Engage in constant evaluation of our membership to the organization has the capacity to carry out its programs effectively.

#### **V. Legal Compliance**

C.H.O.I.C.E. T.O. Charter School will further work to ensure we are compliant with all applicable laws and regulations including Open Meetings Law and Freedom of Information Act.

#### **VI. Responsible Stewardship**

The C.H.O.I.C.E. T.O. Charter School Founding Board will oversee the prudent management of public funds by ensuring:

- A reasonable percentage of its annual budget on programs in pursuance of its mission;
- An adequate amount on administrative expenses to ensure effective accounting systems, internal controls, competent staff, and other expenditures critical to professional management;
- The Staff is reasonably and appropriately compensated;
- The fundraising costs and amounts requested are reasonable;
- The spending practices and policies are fair, reasonable and appropriate to fulfill the our mission of preparing students for college; and,
- All financial reports are factually accurate and complete in all material respects.



## **VII. Openness and Disclosure**

Consistent with Open Meeting Law, The C.H.O.I.C.E. T.O. Charter School Founding Board ensures comprehensive and timely information is given to the public, the media, and all stakeholders and is responsive in a timely manner to reasonable requests for information. All information about C.H.O.I.C.E. T.O. Charter School will fully and honestly reflect the policies and practices of the organization. Basic informational data about the organization, such as the Form 990, reviews and compilations, and audited financial statements will be posted on the organization's website or otherwise available to the public. All solicitation materials accurately represent the organization's policies and practices and will reflect the dignity of program beneficiaries. All financial, organizational, and program reports will be complete and accurate in all material respects.

## **VIII. Program Evaluation**

C.H.O.I.C.E. T.O. Charter School regularly reviews program effectiveness and has mechanisms to incorporate lessons learned into future programs. We are committed to improving program and organizational efficacy and have developed mechanisms to promote learning from evaluative tools. C.H.O.I.C.E. T.O. Charter School is responsive to changes in its field of activity and is responsive to the needs of all members of the academic community.

## **IX. Inclusiveness and Diversity**

C.H.O.I.C.E. T.O. Charter School has a policy of promoting inclusiveness and its staff, board and volunteers reflect diversity in order to enrich its programmatic effectiveness. The organization takes meaningful steps to promote inclusiveness in its hiring, retention, promotion, board recruitment and constituencies served.

## **X. Fundraising**

C.H.O.I.C.E. T.O. Charter School will be honest and truthful in our solicitation materials seeking grants and donations from all charities. We respect the privacy concerns of individual donors, expend funds consistent with donor intent and disclose important and relevant information to potential donors.

In raising funds from the public, we will:

- Inform the donors of our mission to educate, support, challenge and train students for success in college and how resources will be used and their capacity to use donations effectively in support of that mission;
- Identity of those serving on C.H.O.I.C.E. T.O. Charter School's governing board and to expect the board to exercise prudent judgment in its stewardship responsibilities;
- Grant access to the our most recent financial reports;
- Use all gifts and donations for the purposes for which they were given;
- Render appropriate acknowledgement and recognition;
- Protect the confidentiality of donations to the extent provided by law;
- Maintain professional relationships with individuals representing organizations of interest to the donor will be professional in nature;



**C.H.O.I.C.E. T.O. ACADEMY**

CHARTER MIDDLE SCHOOL

- Inform the donors about whether those seeking donations are volunteers, employees of the organizations or hired solicitors;
- Avail ourselves to inquiry and offer truthful and forthright answers to our donors.



## **Attachment 8a – Hiring and Personnel Policies and Procedures**

C.H.O.I.C.E. T.O. Academy Charter Middle School (CTA) is committed to its belief that all persons are entitled to equal opportunity employment. CTA will comply with and follow all state and federal laws which prohibits discriminatory hiring practices and employment procedures. CTA will not discriminate on the basis of race, color, creed, religion, national origin, sex, age (except where age is a factor in the criteria for employment), veterans' status, sexual orientation, or disability. CTA will comply with the Americans with Disabilities Act (ADA) of 1990 and thus will not discriminate against qualified, disabled individuals solely on the basis of their disability. It is also the policy of CTA to provide a work environment free from unlawful discrimination and harassment in any form.

### **Recruitment of Administrators and Teachers**

As a school that takes pride in creating leaders and empowering them to make positive choices in their lives and within their communities, CTA knows that the measure of its caliber is only indicative of its leaders and who chooses to follow them. Therefore, we are committed to casting a wide search net to employ persons that are extremely talented, highly motivated, and dedicated to being in service to our most needy families and youth. Our recruitment methods will include but are not limited to, posting vacancies on national education hiring websites (i.e. Indeed, Idealist, Nemet, and NAACP); attending job fairs; hosting job fairs; contacting and working with the New York City Teaching Fellows project, also known as The New Teacher Project (TNTP); advertising in local newspapers; CTA's website; and, other networking. We will also visit the alma maters of our planning team and CTA Board members to recruit our newest and most eager teachers. Individuals who wish to apply for a position at CTA, will be required to submit a resume and complete a CTA employment application. The Principal, and/or, his/her designee, will review all submissions to determine the candidates' credentials, expertise, and potential to be a good match for CTA's teaching requirements.

### **Hiring Guidelines**

CTA will embark on an extensive hiring process. This is to ensure that we hire the best possible and most qualified persons to be in our school, in our classrooms, and in front of our children as role models and leaders.

Below are the guidelines for interviewing, vetting, and hiring our teachers:

- Resume and Cover letter screening;
- Phone Interview;
- Team Panel Interview;
- Lesson Plan Review and Demonstration Lesson;
- Writing Prompt;
- One-On-One Interview with Principal;
- Reference Checks;
- Recommendation to CTA Board;
- Offer of Employment or Notification to Unsuccessful Candidates.

### **Proof of Work Eligibility**

Upon offer of employment to any potential staff member, they must notify the Principal within 24-48 hours of their acceptance or decline of such offer. Upon acceptance of such offer, staff must complete Federal Form I-9 and show documentation, listed on form, to demonstrate proof of their identity and eligibility to work in the United States.

## **Fingerprinting and Criminal Background Check**

As required by law, all faculty (including per diem staff<sup>1</sup>), staff, and consultants working in the school, must pass a fingerprint and criminal background check, as a condition of employment and/or service. All pedagogues must also have completed any and all other violence prevention, child abuse or other workshops as required by NYS law.

Parents who have a consistent, regular presence in the school and who work with children in an unsupervised capacity must undergo fingerprinting and criminal background checks. It is not the policy of CTA to require fingerprinting and background checks on parent chaperones and volunteers for general community activities with children, as they do not have consistent, regular, unsupervised access to scholars.

This policy and practice is consistent with those required of public schools within the NYCDOE. Instructional volunteers who may have both regular and unsupervised access to children at CTA must be fingerprinted and have a criminal check completed on their backgrounds. There is no exception to this policy. Employment is conditional until clearance is received. All employees are required to notify the Principal within 48 hours of any arrest on a criminal charge.

## **Descriptions, Responsibilities and Qualifications of Key Staff Positions**

**Executive Director:** The Executive Director is committed to improving opportunities for CTA scholars by creating and supporting a high-quality school environment and implementing programs that meet community needs. The Executive Director also represents CTA on various issues such as school quality and the expansion of school choice as a catalyst for system reform and equitable funding; and utilizes a variety of resources to increase the demand for new schools and advocate for strong accountability measures to ensure that all CTA scholars have access to high-quality schools.

### **Responsibilities**

#### Policy

- Make significant policy decisions with far reaching, long-term implications for charter schools, which entails managing and implementing policy changes, and aligning policy with the goal of preparing all students for college and careers.
- Provide policy analysis and recommendations to the CTA Boars on issues such as charter school renewal, siting, finance, and operations.
- Prepare high-level reports and presentations for the CTA Board and any all stakeholders.
- Work to ensure that the policies of other state and local educational offices and divisions support the introduction and operation of charter schools.

#### Advocacy

- Participate in community meetings and political engagement activities related to charter school development in selected areas.
- Advocate for charter schools, and represent the CTA at community meetings and events designed to engage parents, elected officials, and other critical stakeholders.

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<sup>1</sup> "Per Diem" refers to any staff member that is not a full-time employee, a substitute teacher, or working on any other part time or day-to-day basis.

- Work in conjunction with the NYSED authorizer staff.

### *Program Management*

- Troubleshoot, problem-solve, and anticipate issues that affect charter schools in development and ongoing operation.
- Prioritize and define oversight work in a meaningful and actionable manner.
- Facilitate relationship with the SED, and other key constituents.
- Respond to internal and external data requests from the public and the press.
- Manage other sensitive projects as needed.

### **Qualification Requirements:**

1. A master's degree from an accredited college in a field related to the position **and** three (3) years of full-time progressively responsible professional experience in education administration in one or more education-related areas, at least eighteen (18) months of which must have been in a managerial capacity; or
2. Graduation from an accredited college with a baccalaureate degree **and** four (4) years of full-time progressively responsible professional experience, as described in "1"; or
3. A satisfactory combination of education and/or experience which is equivalent to "1" above including teaching experience towards meeting the general experience in "1" above; however, all candidates must have the eighteen (18) months of managerial experience.
4. Experience in new school or charter school start-up.
5. Must be attentive to detail, extremely well organized, able to work under pressure, and meet frequent and changing deadlines.
6. Ability to solve organizational roadblocks.
7. Project management experience and problem-solving skills related to gathering, organizing, analyzing and presenting data.
8. Excellent data analysis and presentation skills.
9. Excellent writing, editing and communication skills.

### **Principal:**

The Principal is responsible for ensuring that the school's mission, vision, annual goals, and terms of the school's charter are achieved. The Principal oversees the day-to-day management and implementation of all school functions including, but not limited to, teaching & learning, financial management, operations, school climate, human resource management including hiring and performance evaluations, family & community relations, school safety, facilities and compliance with all state and authorizer requirements. The Principal reports directly to CTA's Board of Trustees.

### **Responsibilities:**

- Lead the development and articulation of the school's mission and vision to all key stakeholders
- Act as an instructional leader, supervisor and evaluator of staff
- Coordinate the school schedule to promote maximum learning for all scholars
- Develop and/or evaluate programs for all scholars in support of CTA's mission

- Develops, co-develops, and/or researches all curricula to ensure alignment to NYS Common Core Learning Standards, NYS Learning Standards and the CTA mission
- Oversee faculty and staff recruitment, selection, development, evaluation, supervision, retention, and, when necessary, dismissal
- Ensure compliance with the school's approved charter, board policies, authorizer regulations, and with all local, state, and federal policies and regulations
- Build and maintain open channels of communication with parents, scholars, staff, the community and the charter authorizer regarding progress towards the achievement of CTA's goals and objectives and other school accomplishments as well as school practices and policies
- Develop and maintain relationships with the NYS Education Department, State Charter School Office, and National Charter School Network
- Provide for the safety of scholars and staff by ensuring compliance to all safety related policies and procedures
- Represent CTA at all, or most, functions both school and/or community related
- Prepare and present information to the CTA Board of Trustees for the purpose of communicating information, soliciting feedback and adhering to all accountability measures
- Supervise all out of classroom personnel to ensure compliance with all rules and regulations under the purview in which they are responsible for working under

**Qualifications:**

- An understanding of and commitment to CTA's mission, vision, goals, educational plans
- Possess strong leadership and team building skills
- Have strong personal leadership
- Be able to multi-task and handle each with a high degree of effectiveness and efficiency
- Have good moral character, take initiative, and be willing to take criticism
- Demonstrate strong knowledge and understanding of curriculum development, best instructional practices in teaching and learning, adolescent growth and development, research relating to closing the achievement gap, classroom management, and learning assessment and diagnosis
- Classroom teaching experience of at least 5 or more years
- Have at least 3 years' previous experience as an administrator
- Hold NYS teaching and administrative licenses (SAS/SDA or SDL/SBL)
- Hold a Master's Degree from an accredited college/university in School Leadership or its equivalent

**Director of School Culture**

**Description:**

The Director of School Culture (DSC) is responsible for promoting and maintaining a positive and supportive school culture and climate in which scholar learning is optimized, scholars' socio-emotional needs are met, and scholar experiences outside of the core-content courses develop them into productive citizens. This entails managing the school's co-curricular and elective club programs, including the weekly caucuses and Monthly Empowerment Seminar and the mentoring, internship, and community service programs.

The DSC will be supported by the school's Social Worker, Guidance Counselor and Family Leader, whose primary and joint responsibility is to support scholars in becoming empowered leaders in their personal, family and community lives.

**Responsibilities:**

- Build a school culture that promotes a “*culture of achievement*” through high expectations for respect; adherence to CTA’s scholarship creed, its four (4) pillars of excellence, and maintaining an intellectually celebrated environment for both scholars and adults
- Ensure a safe, orderly environment that encourages scholars to take responsibility for their behavior and creates high morale among staff and scholars
- Model effective classroom management practices and demonstrate optimal strategies for interactions with scholars for CTA teachers
- Oversee appropriate implementation of Whole Brain teaching framework and conduct professional development for all staff in compliance with school climate/discipline policies
- Manage behavioral data, Caucus goal data, and Learning Environment Surveys in CTA’s internal database and prepare reports regarding scholar behavior, disciplinary infractions, and results of interventions
- Oversee Mentoring Program and supervise and evaluate its effectiveness
- Coordinate weekly caucuses and Monthly Empowerment Seminars, including logistics, staff training, curriculum, and mentorship
- Cultivate strong partnerships with community organizations in order to strengthen CTA’s clubs, teams and extracurricular activities
- Recruit companies and/or organizations to participate in CTA’s Leadership/Mentoring Program
- Design all Community Service based curricula and organize school wide community service events
- Oversee events organized by SLC, Guidance Counselor and/or Family Leader
- Work with the Principal and other school leaders to create and implement a school-wide advisory program in order to create a positive culture of behavior
- Establish a professional rapport with scholars, staff, and families
- Meet with parents regularly regarding scholar discipline and behavior issues

**Qualifications:**

- An understanding of and commitment to CTA’s mission, vision, goals, educational philosophy and programs, as described in the school’s charter
- Have a passion for the role of DSC, extracurricular activities, community service, and community partnerships in the success of CTA
- Hold a Master’s Degree in Education and or School Leadership and/or its equivalent
- Leadership experience in developing positive school culture, including a deep knowledge of socio-emotional needs of adolescents as evidenced by certifications held and/or research conducted
- Minimum five years teaching experience, with most in a middle school, high school, and/or charter school setting
- Minimum two years’ experience in a staff developer role in a middle and/or charter school setting preferred
- Expertise in community outreach, organizing community service events and other special performance/celebration events for scholars and families
- Expertise in classroom management techniques
- Experience in leading effective teams
- Facility with data analysis and capacity to mentor teachers in reflective practice
- Demonstrated experience working successfully with diverse populations of scholars, parents and families—including ELL and SWD scholars, parents, and families

- Commitment to continuous improvement and learning through professional development

### **Director of Operations**

#### **Description:**

The Director of Operations (DO) is responsible for the successful and efficient operation of the school's non-instructional aspects. This includes managing the school's scholar record and enrollment systems, food and transportation services, facility, and the school's financial management. The DO will report directly to the Principal, however, s/he will have regular contact with the school's contracted financial consultant (or Finance Manager as of year 4), and the Board.

#### **Responsibilities:**

- Maintain and update scholar information and records in the areas of academics, personal contact info, health and emergency info, and parental permissions, using state-required database and school database
- Manage all aspects of the scholar enrollment in accordance to State law, including application, lottery, waitlist, transfer, and withdrawal processes
- Oversee the school's food services program, including managing food services vendor and related documentation, invoicing and reporting, and ensuring compliance with Department of Health standards, as it pertains to food services
- Manage scholar transportation via bus and other modes of transportation for arrival, dismissal and field trips
- Oversee maintenance of the school facility including repairs and maintaining adequate supplies
- Direct the school's emergency exit procedures and schedules and logs fire alarms, in accordance with laws
- Schedule and coordinates coverage/substitutes, track sick leave, vacation and personal days
- Recruit, hire, and train administrative and operations personnel, including technology maintenance, and administrative assistant personnel—in coordination with the Principal
- Conduct annual performance evaluations of administrative & operations personnel
- Plan, organize, and direct all day-to-day fiscal operations in coordination of the Principal
- Work with the contracted financial consultant/Finance Manager and the Board's Finance Committee, outside auditors, and charter authorizer to address operational improvements and recommend actions identified as part of the annual audit
- Submit periodic financial reports prepared by the Finance Manager to Finance Committee and CTA Board of Trustees and submit all financial reports required by the authorizer
- Monitor legislative and policy developments related to fiscal operations, including analysis thereof for legal and administrative compliance.
- Assure that the charter school meets specifically assigned ongoing and annual operational and financial objectives
- Review and advise on all reports that have financial implications and assist with developing and monitoring the charter school's annual budget
- Assist in the completion of CTA's annual reports and in the charter renewal process
- Oversee technology needs and operation and establish strong systems for data management (e.g. enrollment and admissions procedures and records; attendance procedures and records)
- Develop recommendations regarding human resources policies and report such recommendations to the Principal and the Board

- Develop and maintain CTA's operational plan; supervising and supporting all compliance-related reporting
- Oversee operations in a manner consistent with all applicable local, State, and Federal statutes and in compliance with the organization's by-laws, policies and procedures
- Develop, implement, and modify, as necessary, CTA's scholar recruitment and outreach plan in collaboration with the Principal, DSC, Family Leader and Guidance Counselor
- Attend board meetings and work with board members and committees, as required or requested to implement policies
- Perform other operations-related tasks consistent with the goals and objectives of this position

**Qualifications:**

- An understanding of and commitment to CTA's mission, vision, goals, educational philosophy and programs, as described in the school's charter
- Bachelor's degree in accounting, finance, business management, organizational management and/or a closely related field
- Master's degree in finance preferred
- At least two years' experience in financial management, preferably in an educational environment and/or at least two years' experience in an operational capacity in an educational environment
- Knowledge of relevant Education Codes and related laws and regulations, particularly those sections covering school finance requirements, accounting procedures, the audit process, and school operations
- Familiarity with appropriate government programs and grants preferred
- Prior successful experience with principles, practices, and methods of financial management, budget preparation, and control
- Working knowledge of computer applications including accounting software, spreadsheets, databases, and word processing
- Excellent writing and verbal communication skills, and demonstrated ability to communicate effectively to diverse audiences including Trustees, administrators, teachers, parents, scholars, vendors, and community-based resources
- Knowledge of and experience with school facilities

**Director of School Support Services**

**Description:**

As an expert in serving scholars with special needs, CTA's Director of School Support Services (DSSS), oversees the school's special services including, but not limited to, implementing scholars' Individualized Education Programs (IEPs) and coordinating all related services and modifications of curricula with the school's Instructional Support Leader (ISL) and Principal. In addition to working closely with the DSSS, and Principal, the Director of School Support Services also works closely with CTA's DSC in ensuring the appropriate support of scholars' individual needs inside and outside of school. The DSSS reports directly to CTA's Principal.

**Responsibilities:**

- Oversee special education and related services, programs, and grants
- Ensure CTA's compliance with state and federal laws and regulations
- Supervise and evaluate special education teachers and learning specialists

- Provide support, coaching, mentoring, and guidance for general education and special education teachers and learning specialists
- Provide general education teachers, special education teachers, and learning specialists with information and professional development that reflects up-to-date special education policies, laws, and regulations
- Assist with recruiting, screening, hiring, assigning, and training special needs staff
- Assist with the development of the support services budget and management of resources
- Ensure compliance with and implementation of all IEP and 504 plans, including
- all reviews and modifications of academic and behavior goals
- Request new goals from teachers and related service providers
- Ensure that IEPs and 504s are current and that all service providers have current copies
- Update IEP and 504 information in Power School as needed and/or on a monthly basis.
- Prepare reports accurately and submit them in a timely fashion
- Maintain a secure and confidential system for scholar records in compliance with all applicable laws
- Act as primary liaison with Committee on Special Education for scholars' districts of residence and attend all relevant meetings
- Coordinate all special services with NYCDOE/CSE
- Manage the identification of scholars with special needs, coordinating testing and referrals for evaluation
- Serve as coordinator for Scholar Support Team
- Coordinate long and short-term planning and goal-setting for scholars with disabilities through ongoing collaboration with all special and general education staff
- Evaluate progress of scholars with disabilities towards established goals
- Serve as an advocate for scholars as well as a liaison between school and home when appropriate
- Serve as point person for all vendors and providers of special services

**Qualifications:**

- An understanding of and commitment to CTA's mission, vision, goals, educational philosophy and programs, as described in the school's charter
- Master's degree in special education or its equivalent
- Extensive knowledge of the provisions of IDEA, Section 504, and other applicable special education legislation
- Appropriate state certification as a special education teacher and any other required credentials
- Prior school administrative experience or other relevant leadership experience
- At least five years working in classroom and three years coaching educators, preferably in urban schools and/or communities
- Three years of prior experience in special education, preferably in an urban setting
- Demonstrated success in improving scholar outcomes
- Ability to communicate and work effectively with parents
- Ability to evaluate tests and measures of achievement
- Willingness to participate in professional development of special education practices

**CTA Teacher**

A CTA teacher has high expectations of their scholars and themselves, see collaboration as the vehicle to improving their professional practice, understand that teaching is not an *occupation* but their *vocation*; meaning it is not an activity that takes places Monday through Friday, from 8 AM to 3 PM, but a "calling" that involves dedication and time to truly perfect the craft of teaching. Therefore, we look to employ teachers who

appreciate that great gains in scholars can only be achieved through great sacrifices of time, work, nurturing and planning for their success. Our ideal teachers will not only support scholars academically and socially, but support and encourage families as needed.

**Qualifications:**

- MUST hold a valid NYS teaching license in any one or more of the following areas: Special Education, English as a Second Language, Common Branch, Literacy, English Language Arts, History, Math, Science or Physical Education
- Must hold a Master's Degree in Education or its equivalent; or be enrolled in an accredited Master's degree program with the degree conferral expected no later than 2 years from the date of potential hire

**Teacher Responsibilities:**

- Skilled at interpretation of assessment data to drive instruction
- Review data to make instructional decisions to address scholar weaknesses
- Prepare and deliver focused instruction
- Knowledge in intervention strategies and actual implementation.
- Create and monitor scholar progress towards achieving instructional objectives and goals on scholar plans
- Familiar with RTI process and Tiered Instruction
- Communicates effectively within the educational community and with parents on a regular basis
- Collaborate with content area teachers and assigned classroom teacher(s) for instructional planning and delivery
- Collaborate with school leaders for instructional planning and delivery
- Monitor and maintain accurate records on scholar achievement, articulating the progress and success
- Foster a classroom climate conducive to learning.
- Perform other job related duties as assigned by the principal and other school leaders

**CTA Special Education Teacher**

**Description:**

CTA special education teachers are entrusted with providing high-quality instruction for scholars with disabilities, promoting their social and emotional development, and empowering them to succeed as both citizens and scholars. The primary focus of the special education teacher(s) is to provide special education scholars with full access to academic content through effective differentiation and support and to ensure compliance with all appropriate policies regarding special education services.

**Responsibilities:**

- Conduct ongoing training for regular and other special education teachers and instructional staff in coordination with the DSSS, regarding inclusive education practices, curriculum modifications, and behavior interventions for special needs scholars in general education classroom settings
- Assist teachers in adapting and modifying curriculum for special needs scholars, and providing modified curriculum and resources as needed, to classroom teachers
- Assist teachers with developing reports, behavioral schedules and social skills curriculum for special needs scholars in general education classrooms

- Model teaching strategies and techniques for teachers regarding special needs scholars in general education classrooms
- Provide one-on-one and/or small group instruction to scholars whose IEPs require instructional time outside of an inclusion setting
- Provide consultation and support for parents of special needs scholars in general education classroom and help to facilitate positive collaboration between parents and teachers
- Confer frequently with the district of residence special education support staff and administrators to provide needed services regarding inclusive education practices
- Participate in IEP meetings with school staff and the parents of scholars with special needs as required

**Qualifications:**

- An understanding of and commitment to CTA's mission, vision, goals, educational philosophy and programs, as described in the school's charter
- Minimum Bachelor's Degree in Special Education and appropriate state certification as a special education teacher, along with any other credentialing required
- A valid NYS teaching license in general education and special education
- Knowledge of special education laws and requirements
- At least two years of experience in classroom teaching experience with scholars with special needs preferred
- Knowledge of the principles, practices, and trends impacting inclusion programs; organization, planning, and program evaluation strategies; techniques and procedures regarding curriculum and instruction design and delivery systems for both special education and core curriculum; human relationships, conflict resolution strategies and procedures; and team building methods and techniques

**CTA English Language Learner (ELL) Coordinator**

**Description:**

CTA's ELL Coordinator will ensure high-quality instruction for ELL scholars through small-group interventions and push-in services in scholars' general education classroom. The ELL Coordinator will also provide professional development to classroom teachers and service providers to help them develop and implement instructional strategies for ELL scholars.

**Responsibilities:**

- Coordinate program for ELL scholars, including providing direct and indirect instruction to ELL scholars on a push-in and pull-out basis
- Engage in long- and short-term planning addressing individual needs of ELL scholars
- Provide an inviting, engaging, and innovative learning environment for ELL scholars and establish and maintain effective and appropriate classroom management procedures.
- Evaluate ELL scholars' progress on an ongoing basis including ensuring that Home Language Survey, LAB-R, and NYSESLAT are administered properly
- Prepare written reports accurately and communicate and consult effectively with parents, scholars, teachers and administrators
- Serve as advisors to ELL scholars and their families

- Collaborate with classroom teachers to utilize, develop, and infuse developmentally appropriate ELL/ESL techniques, engaging curricula, and instructional materials in order to ensure equal access for ELL scholars
- Use scholar data on an ongoing basis to assess, to plan/modify instruction, and to monitor scholar learning
- Work with content-area teachers to modify curriculum and materials where necessary to meet the needs of the ELL scholars
- Cooperate with the DSSS, ISL and DCI to comply with school rules regarding privacy of scholar records and information
- Perform such additional tasks and assuming such additional responsibilities as are assigned by the Principal and his/her designee

**Qualifications:**

- An understanding of and commitment to CTA's mission, vision, goals, educational philosophy and programs, as described in the school's charter
- A Master's degree or higher in addition to all appropriate state certifications
- Two years' experience as an ESL and/or Bi-lingual teacher, preferably in a middle school setting
- A valid NYS teaching certificate in the aforementioned area of knowledge and content
- An understanding and knowledge of ESL techniques and strategies for different levels of language acquisition for English language learners
- Demonstrated ability to employ various teaching methodologies to accommodate different learning styles and modalities and to differentiate instruction to meet the needs of individual scholars and small groups
- Demonstrated ability to communicate and work effectively with parents, community members, and colleagues
- Demonstrated ability to evaluate assessments and other measures of scholar achievement, develop appropriate and timely goals, and willingness to be held accountable for scholar results
- Dedicated to continuous improvement and learning through on-going professional development
- Bilingual (English/Spanish) preferred
- Experience with oral language assessments, LAB-R, and NYSESLAT

**Director of Curriculum and Instruction**

**Description:**

The Director of Curriculum and Instruction (DCI) is an instructional, operational and strategic leader who sets the pace for pedagogy, instruction, delivery of lessons, and data driven instruction. The DCI will insure that teachers are lesson planning according to instructional guidelines set forth by the Principal; as well as meeting the expectations of the project based learning curriculum work. The DCI is responsible for supporting and guiding teachers in developing units and lessons that meet the mission of the school. The DCI must have strong skills in data analysis for creating targeted lesson to improve scholar performance. The DCI reports directly to the Principal.

**Minimum Qualifications:**

- An understanding of and commitment to CTA's mission, vision, goals, educational philosophy and programs, as described in the school's charter
- A valid NYS teaching certificate

- A valid NYS SAS or SBL certificate preferred
- Master's Degree; minimum five years teaching, administrative experience a plus.
- Experience teaching intermediate and/or middle school grades preferred
- A proven record of successful leadership, coaching, and achievement
- Bilingual a plus

#### **Qualifications:**

- Possess strong leadership and team skills
- Have superb organizational and self-management skills and be able to handle multiple responsibilities effectively
- Training in and implementation of the Common Core State Standards
- Experience with data analysis and using data to target instruction and inform decision making
- Proven track record of closing the achievement gap

#### **Responsibilities:**

##### **Data Analysis and Curriculum Alignment**

- Implement and support curriculum and assessment procedures as mandated by state and federal guidelines
- Use data systems to organize and analyze data to be used by school staff to inform decision making, program modification and planning for targeted, differentiated instruction
- Monitor the pacing and implementation of the education program as outlined in the curricular framework
- Support and train content area teachers to increase their knowledge and level of comfort with data, as well as discuss data trends to inform program implementation, modification and planning for targeted and differentiated instruction
- Maintaining policies and practices for grading, reporting, and promotion
- Suggest methods by which to alleviate educational deficits and recommend resources in the development of academic intervention and academic enrichment services
- Be knowledgeable of special education identification process for scholars being referred to the learning specialist(s)
- Establish priorities and a schedule for school wide professional development framework for all content areas for short term and long term goals
- Work closely with the Principal to determine school-wide professional development needs, as well as the individualized professional development needs of staff members, to meet all network and school related goals.
- Provide a wide variety of instructional coaching focused on data analysis, best practices, and targeted and differentiated instruction, as well as high expectations for scholar achievement and behavior
- Research and provide access to professional development for teachers in order to achieve school-wide academic goals
- Assist teachers in the development and realization of Individual Professional Development Plans
- Establish a culture of constant observation, feedback, constructive criticism and reflection of teaching and learning as a profession

##### **Operational Leadership**

- Assist the Principal in the development of an instructional budget
- Oversee use of materials and resource allocation
- Coordinate all state and school-based assessments
- Implement a test sophistication curriculum school wide

### **Fostering a Culture of High Academic Expectations**

- Support teachers in developing parent workshops in all content areas and include parents in the ongoing process of planning and supporting special programs
- Host events and workshops for parents, teachers, or scholars that promote teaching and learning
- Support the teachers in developing field lessons to enhance the curriculum in all content areas

### **Staff Supervision and Evaluation**

- Assists the principal in the supervision and evaluation of classroom instruction.
- Demonstrate objectivity in personnel evaluation using formal and informal observations
- Recruits, screens, and assists in the hiring, training, and evaluation of teachers
- Complete any other tasks or duties as assigned by the Principal

# KIMBERLY N. MACKEY

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## PROFESSIONAL EXPERIENCE

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### PEARSON EDUCATION – UPPER SADDLE RIVER, NJ

#### Education & Curriculum Specialist

2013 to Present

Focus on accelerating instructional improvement through a thorough knowledge of Common Core Standards and Pearson's literacy products in relation to it. Consult with district personnel and school faculty, to meet identified needs and also implement research-based leadership and instructional strategies. Help to initiate lasting change in districts and schools by delivering professional development, providing individual and group support for district personnel and school faculty to incorporate effective strategies into classroom practice by having strong knowledge of best practices in teaching; strong ability to model best practices and coach teachers; strong content knowledge related to the disciplines, lesson planning and its correlation to being rated "Highly Effective" as evidenced on the Charlotte Danielson Teaching Framework evaluation tool. Deliver high quality In-Service and in-classroom demonstrations to model best practices in teaching instruction.

### NEWARK PUBLIC SCHOOLS – NEWARK, NJ

#### Principal – Thirteenth Avenue School

2011 to 2013

Worked to establish and promote high standards and expectations for all students and staff in both academic performance and responsibility for behavior. Manage, evaluate and supervise effective and clear procedures for the operation and functioning of the school consistent with the philosophy, mission, values and goals of the school including instructional programs, extracurricular activities, and discipline systems to ensure a safe and orderly climate, building maintenance, program evaluation, personnel management, office operations, and emergency procedures. Ensure compliance with all laws, NPS policies and civil regulations. Establish the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the school's philosophy, mission statement and instructional goals. Supervise the instructional programs of the school, evaluating lesson plans and observing classes on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development. Supervise in a fair and consistent manner effective discipline and attendance systems with high standards. Ensure a safe, orderly environment that encourages students to take responsibility for behavior and creates high morale among staff and students. Establish a professional rapport with students and with staff that has their respect. Display the highest ethical and professional behavior and standards when working with students, parents and school personnel. Serve as a role model for students, dressing professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the education profession. Research and collect data regarding the needs of students. Keep the staff informed and seek ideas for the improvement of the school. Conduct meetings, as necessary, for the proper functioning of the school: weekly meetings for full-time staff; monthly staff meetings. Establish and maintain an effective inventory system for all school supplies, materials and equipment.

#### Key Achievements:

- Set a vision for the school community based on four pillars of Knowledge, Scholarship, Leadership and Empowerment.
- Implemented a best practice instructional Workshop Model framework for teachers in Grades PreK-8 to facilitate the incorporation of differentiation to effectuate substantial student progress with all learners as identified from formal data analysis to maximize student progress and achievement
- Instituted a commitment to achieving high levels of student literacy by implementing the "100 Books Challenge" where all students must read at least 100 books before the end of the school year
- Coached and trained teachers on the implementation of NJ Common Core Standards based tasks and cognitive demands in ELA and Mathematics with an inclusion of Social Studies and Science foci.
- Constructed an inquiry-based and experiential learning model in both Science and Social Studies using a variety of literacy and hands-on resources to provide students with opportunities to expand their knowledge of themselves and the world.
- Implemented an Academic Intervention Services (AIS) Program and Read 180 program for students who were identified in the bottom 2/3 of academic achievement in Grades 3-8
- Implemented quarterly benchmark assessments in all subject areas to allow and assist teachers with formulating lesson plans that targeted student needs
- Implemented the use of SMART goal setting with teachers and students to focus the school community around high levels of achievement
- Mentored students to initiate "Dress for Success" Fridays where students arrive to school dressed in business attire to demonstrate their commitment to academic and personal success

### NEW YORK CITY DEPARTMENT OF EDUCATION – 2008 TO 2011

#### Assistant Principal

#### P.S. 385 – 07X385 – BRONX, NY

Developed, monitored and supported the implementation of curriculum initiatives in the school. Supported the building principal in achieving the vision and goals of the school as well as monitored the daily operations of the building. Conducted professional development, administered instructional support to teachers, involved parents in school activities. Planned, prepared, and delivered professional development trainings to support building curriculum and new innovative educational instructional strategies. Wrote curriculum that supported the Gradual Release of Responsibility model, Best Practices and inquiry-based/experiential model of instruction based on the NYS Common Core Standards.

#### Key Achievements:

- Created, designed and developed a balanced literacy Reading Workshop framework for teachers in grades K and 5 to facilitate the incorporation of guided reading to effectuate substantial progress with the bottom 1/3 as identified from formal data analysis.
- Trained teachers in incorporating NYS Common Core Standards in designing Science and Social Studies tasks and projects.
- Worked with teachers in developing experiential and inquiry-based learning curricula to provide students with real-life invaluable experiences that would heighten their awareness and expand their knowledge of the world.
- Supervised and implemented professional development for teachers of the Academic Intervention Services (AIS)
- Chaired the Instructional Support Program through the guise of the Turn Around Program
- Curriculum Supervisor for grades PreK-5
- Supervisor of the core Instructional Team within the school
- Building Testing Coordinator
- Chaired the building Inquiry Team

- Analyzed data and collaborated with teachers and instructional coaches on how to improve instruction to increase student progress and achievement
- Conducted professional development around all core and support instructional programs using “Critical Friends” and fishbowl techniques
- Responsible for implementation of Response To Intervention initiative
- Facilitated workshops around Responsive Classroom and Morning Meeting to encourage and support better school community and respect in and around the school building
- Conducted curriculum workshops with parents and teachers
- Worked with youth and family service providers (i.e. ACS, DOH, NYC and NYS Social Services) to ensure that all families received any and all family health services necessary to encourage the well-being of themselves and their children.

#### **LITERACY COACH – GRADES K-5**

##### **P.S. 82 – 28Q82 -- Queens, NY**

Provided ongoing coaching and modeling to support teachers instructionally. Researched instructional resources to help teachers execute lesson plans more effectively. Instructed and assisted teachers by using the in-class support model, utilizing diverse instructional methods and resource materials to emphasize individual learning capabilities. Coached teachers to employ inquiry-based and experiential learning experiences by changing the constructs of how students are traditionally taught following the Gradual Release of Responsibility model. Conducted informal observations of teachers, Building Walk-Throughs and Learning Walks. Facilitated parent workshops on various topics.

#### **Key Achievements:**

- Mentored new teachers
- Conducted monthly grade and faculty conferences
- Participated in Professional Development Data Team meetings
- Wrote curriculum based on a test sophistication model vs. test prep
- Member of the School Inquiry Team
- Member of the Administrative Instructional Team
- Conducted professional development workshops for teachers based on interest and needs assessment

#### **FREEHOLD TOWNSHIP SCHOOLS – FREEHOLD, NJ**

##### **Assistant Principal/Supervisor of Curriculum & Instruction**

**2007 to 2008**

Developed, monitored and supported the implementation of curriculum initiatives at the building and district level. Planned, prepared, and delivered professional development trainings to support building and district curriculum and new innovative educational instructional strategies. Key player in ensuring and advocating for the success of special education students by facilitating I. & R.S., T.A.C. and Child Study Team meetings in accord with NCLB requirements. Coached teachers to develop professional efficacy using Best Practices, Gradual Release of Responsibility Model and inquiry-based learning.

#### **Key Achievements:**

- Created, designed and developed a balanced literacy Reading Workshop framework for teachers in grades 2 and 4 to facilitate the incorporation of guided reading.
- Researched, evaluated, and recommended a new reading series for district-wide adoption to support current research to improve adolescent reading behaviors for grades 3-5.
- Implemented the integration of character education with multi-cultural learning by establishing monthly mentor texts that were infused into the curriculum for teachers to use in their classrooms.
- Developed a solid cohesive educational team by setting high expectations and encouraging a team approach by mentoring teacher led committees to address school issues and goals (i.e. SIT Committee) to promote collegiality among the entire school community.
- Actively involved in Response to Intervention committee, consisting of a team of administrators, counselors, district special education supervisors, and social workers who meet monthly to discuss “at risk” students; uphold the highest of confidentiality while devising an action plan. (i.e., referrals for special education, testing, or outside placement)
- Assisted with implementing the Positive Behavior Support (PBS) program as a school-wide initiative which has dramatically improved the school environment and morale of the school community.

#### **MAIN STREET SCHOOL – ORANGE, NJ**

##### **LITERACY COACH – GRADES 6-8/ENGLISH LANGUAGE ARTS TEACHER – GRADE 8**

**2006 to 2007**

Evaluated all aspects of the district mandated language arts curriculum and secured successful implementation. Provided ongoing coaching and modeling support for Grades 6-8 teachers. Developed year-long curriculum maps and guides. Researched instructional resources to help teachers execute lesson plans more effectively. Instructed and assisted teachers by using the in-class support model, utilizing diverse instructional methods and resource materials to emphasize individual learning capabilities. Performed informal observations of teachers and building walk-throughs.

#### **Key Achievements:**

- Developed and managed an after-school enrichment program to help students achieve high levels of academic achievement on standardized tests.
- Created a “Testing as a Genre” curriculum using the Curriculum by Design approach which positively impacted test scores in the area of Language Arts school-wide.
- Provided a lab-site classroom for teachers

#### **NEW YORK CITY DEPARTMENT OF EDUCATION—BROOKLYN, NY – 2002 TO 2006**

##### **REGIONAL STAFF DEVELOPER – Grades K-8**

##### **Region 5 – Districts 19, 23 & 27**

Responsible for overseeing proper implementation and federal compliance of NCLB Title 2D funds in low performing schools across the NYC region. Successfully assisted educators at integrating technology cross curricula to enhance their pedagogy. Conducted workshops on technology applications and balanced literacy. Supervised after school programs. Responsible for staff payroll, scheduling and articulation reports on a weekly basis. Conducted weekly professional development sessions with teachers.

#### **Key Achievements:**

- On-site supervisor of the Math Science Partnership Grant program enabling teachers to take graduate courses towards NYS Math Certification.

- Wrote several grants to the state and federal governments; specifically Teaching American History and Learning Technology grants.
- Spokesperson for the NYC Region 5 television show demonstrating proper implementation of the regional literacy prototypes and other regional programs.

**TEACHER – GIFTED & TALENTED – GRADE 5**

**P.S. 346 – 19K346 -- Brooklyn, NY**

Successful at integrating technology cross curricula to enhance the learning and teaching of the “total child”. Professional development facilitator in literacy. Senior Class Activity and Field Trip Coordinator. Coordinator of NCLB Title II-D funded programs to promote technology use in the classroom, school-wide. Nominated as Model and Lead Teacher for the following school year.

**Key Achievements:**

- Lead Teacher of “Model” Classroom
- Lead Teacher of Curriculum and Professional Development
- Facilitator of NCEE America’s Choice Literacy Program/Ramp-Up
- Participated in NYS Learning Experience; received recognition for successful integration of varied technological programs in the classroom to improve literacy and mathematics.
- Received regional recognition for improved student achievement in the classroom using student data and technology to increase and improve instructional practice.

**TEACHER – INCLUSION – GRADE 6**

**P.S. 174 –19K174 -- Brooklyn, NY**

Participated and conducted a variety of new teacher and technology workshops, after school and Saturday school programs and professional development sessions. Implemented technology programs cross curricula in the classroom through the use of a variety of technology programs. Voluntarily dedicated one half hour, three days a week, to tutoring students in need of academic assistance.

**Key Achievement:**

- Created an Academic Intervention Services portfolio for “At-Risk” students used by the principal for the N.Y.S. Audit to show evidence of educators using and implementing data to inform instruction and move student groups academically.
- Received school-wide recognition for the greatest amount of “At-Risk” student academic growth in one school year.

**EDUCATION**

**NOVA SOUTHEASTERN UNIVERSITY** – Ft. LAUDERDALE, FL –  
EXPECTED 2014

**Ed.D. in Instructional Leadership**, GPA 4.0/4.0

**ST. JOHN’S UNIVERSITY** – Jamaica, NY–2007  
**M.S. in School Building Leadership**

**BROOKLYN COLLEGE** – Brooklyn, NY–2004  
**M. S. in Elementary Education**

**ST. JOHN’S UNIVERSITY** – Jamaica, NY-- 2000  
**B. S. in Legal Studies**

**PROFESSIONAL DEVELOPMENT/AFFILIATIONS**

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| <ul style="list-style-type: none"> <li>▪ NYS Common Core Certified Trainer</li> <li>▪ ReadyGEN &amp; Reading Street 2013 – Certified Trainer</li> <li>▪ Trained in RTI</li> <li>▪ Turn Around for Children</li> <li>▪ <i>SMARTboard Integration in all Classrooms</i> Grades K-8 -- Kean University, NJ</li> <li>▪ <i>What’s New in Literacy/Current Research</i> Grades 3-8 -- Monmouth University, NJ</li> <li>▪ <i>Advanced Guided Reading Training -- Grades 3-8</i> Bureau of Education and Research</li> </ul> | <ul style="list-style-type: none"> <li>▪ ASCD</li> <li>▪ International Society for Technology in Education</li> <li>▪ International Reading Association</li> <li>▪ Kappa Delta Epsilon (Education Honor Society)</li> <li>▪ National Council of Supervisors of Mathematics</li> <li>▪ National Council of Teachers of Mathematics</li> <li>▪ National Council of Teachers of English</li> <li>▪ Trained in Columbia Teachers’ College Reading and Writing Project (TCRWP)</li> <li>▪ America’s Choice Ramp-Up to Literacy</li> </ul> |
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**LICENSURES**

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| <ul style="list-style-type: none"> <li>▪ New Jersey State Standard-- <b>Supervisor</b></li> <li>▪ New Jersey State Standard – <b>Teacher/K-8</b></li> <li>▪ New Jersey State Standard – <b>Middle School Language Arts Specialization/5-8</b></li> <li>▪ New Jersey State Certificate of Eligibility–<b>Principal</b></li> <li>▪ New York State Permanent – <b>Common Branch Teacher/PreK-6</b></li> <li>▪ <b>California Administrative Services Credentials – In Process</b></li> </ul> | <ul style="list-style-type: none"> <li>▪ New York State Permanent – <b>Teacher of English/ELA– Grades 7-9</b></li> <li>▪ New York State Permanent – <b>School District Administrator</b></li> <li>▪ New York State Permanent–<b>School Administrator and Supervisor</b></li> </ul> |
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**REFERENCES FURNISHED UPON REQUEST**

NAME OF APPLICANT GROUP MEMBER	EMAIL ADDRESS	CURRENT EMPLOYMENT
Kimberly Mackey	[REDACTED]	Education Consultant, VP of Leadership Development
Courtney Rodriguez	[REDACTED]	Attorney
Mikila Thompson	[REDACTED]	Attorney
Twana Smith-Patterson	[REDACTED]	Business Owner
Ian Arellano	[REDACTED]	Financial Planner
Shaunise Spivey	[REDACTED]	Assistant Director of Human Resources
Maria Arellano	[REDACTED]	Director of School Culture

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

RELEVANT EXPERIENCE, SKILLS, AND ROLE ON APPLICANT GROUP (Key Words)	PROPOSED ROLE (if any) (Trustee, Employee, Consultant, or No Continuing Role)	PROPOSED POSITION ON THE BOARD (e.g., officer, trustee, or constituent representative)	LENGTH OF INITIAL TERM	VOTING MEMBER (YES OR NO)
Kimberly Mackey is the	Executive Director	N/A		
Courtney Marie Rodrigu	Trustee	Vice President	2	Yes
Earlier in her career, Mi	Trustee	President	2	Yes
Twana Smith-Patterson	Trustee	Secretary	2	Yes
Ian currently works for	Trustee	Treasurer	2	Yes
Shaunise has spent her	Trustee	Trustee	2	Yes
Maria has worked as an	Employee	N/A		