

I. MISSION KEY DESIGN ELEMENTS ENROLLMENT AND COMMUNITY

A. Mission Statement and Objectives

Mission Statement: Ellington Preparatory Academy of Arts and Sciences Charter School

--- Ellington Preparatory Academy of Arts and Sciences Charter School (Ellington Prep) mission will prepare all scholars, cultivate scholars and stimulate intellectual development while simultaneously promoting the natural desire for Arts in talented students. Ellington Prep promotes the opportunity to develop scholars artistic skills in conjunction with advancing academic achievement. Scholars learn the concept of overcoming poverty, homelessness, disability are challenges to be triumphed with education.

--- General Overview :Ellington Prep will implement the successful and respected educational practices of Howard Garner and E.D. Hirsch Jr. Ellington Prep will implement Howard Garner's model of multiple intelligences which emphasizes and cultivates the entire student with focus on the Arts, as well as cultivating a strong academic core with the foundation of E.D. Hirsch Combining STEAM, Science technology Engineering Arts and Math with an intricate Project Based Learning program, Ellington prep plans to serve the Buffalo Community with a valid measurable educational program that is highly successful in immediate exhibiting academic success. Ellington Prep's concepts of learning are based on the fascinating certainty that improving education is the key to the survival of the human race. An environment of creativity, inspiration and ambition informed by real-world evidence and experience, where students become lifelong learners and develop 21st-century skills, innovation is the rule, not the exception. And in class experiences provide rigorous project-based learning, social-emotional learning, and access to new technology. Students and parents, teachers and administrators, stakeholders and the people they serve are all empowered with a shared vision to change education for the better.

----Ellington Prep will provide not just the vision for this new environment of learning but the real-world information and community connections to make it a reality. We are dedicated to transforming grades 7 through 12th-grade (7-12) education so all students can thrive in their studies, careers, and adult lives. Ellington Prep will focus on practices and programs that help students acquire and effectively apply the knowledge, attitudes, skills and beliefs to achieve their full potential. STEAM and PBL is the leading voice education and readily measurable in showcasing what works in education. (1.) Immediate Baseline Assessment using National/ State Assessments (2) Remediation Programs explicitly designed to meet the needs of each student (3) Demonstrate through immediate collected data the disparities that exist and show beyond and comparative improvement. At Ellington Prep demonstrate to educators how they can adopt best practices of innovation and continuous learning in the real world. At Ellington Prep we develop and evaluate methods that profoundly impact the course of learning and lifelong achievement, striving for quality, replicability, and measurable success.

----Ellington Prep will push this mission through to inter-reliant programs that reinforce the model of our distinctive school's design.

*Scholars prepare for college/post – secondary education, careers in the arts and sciences. Ellington Prep is offering an intensive STEAM based pre-collegiate program. This program is compulsory; aims to bring nationally renowned scientist, mathematicians, engineers and respected technologist to authenticate learning with Master Classes during guest visits, as well as aid in the furthering in the development of a prolific strong successful STEAM program.

*Scholars will also experience an enriching rigorous academic program which propels every student to understand how Arts and the sciences are co-interdependent and provides enriched learning. The Arts program brings in professionals from the world of Science, Music, Entertainment, Television, Theater and beyond, to cultivate the total human learning involvement.

Ellington Prep scholars will be held to high standards and expectations. Although the Pre-collegiate STEAM programs are rigorous, it will also be exciting, opening a world of authenticated learning with real world connections. Ellington Prep’s staff is dedicated to the support of our scholars in the program.

Ellington Prep’s Objectives & How They Pertain to Education Law 2850(2)

In fulfilling our mission and in accordance with the objectives of the New York State (NYS) Education Law 2850 (2), Ellington product will provide our students with a truly comprehensive and enriching educational experience that increases student learning and achievement. this experience will equip our scholars with the knowledge and skills needed to pursue and earn. Postsecondary degrees, inter professional careers in the Arts, music, entertainment, or obtain gainful employment in their desired skill of expertise. It is through these long – term outcomes that we will measure whether our mission is being achieved.

Ellington Prep will further the objectives of the NYS Education Law 2850 (2). The school will offer various opportunities for learning experiences to achieve Advanced Regents Diplomas, Honor Societies, and various other programs that reach into the family and community of the scholars we serve. Increasing learning opportunities in every possible way for all students and for family to become included in the learning process, is Ellington Prep’s way. Ellington Prep will model numerous best practices, teaching methodology and strong researched pedagogical methods that are innovative, will demonstrate effectiveness create professional opportunities for teachers, and collaborate with local schools and sharing these methodologies. Through Ellington Prep’s positive impact on scholar(s) learning, and active community that is involved, Ellington Prep will become a premier charter school that the community deserves, and a great source of pride within the community.

The cornerstone is to more than sufficiently prepare cohorts with authentic life, social skills in furthering educational attainment. Ellington Preps determination and preparing students to become prolific members in the community as well as global society changing the world with every footprint made and left behind.

B.Key Design Elements Features Enabling Ellington Prep to Achieve Its Mission

Ellington Prep will include a number of key elements that researchers have found to be associated with high-performing successful scholar(s) whom complete secondary and post-secondary education (Steven Pomeroy, 2012) and scholar(s) whom are exposed to a variety of STEAM programs. Ellington Prep will implement the successful and respected educational practices of Howard Garner and E.D. Hirsch using multiple intelligences for the success along with Common Core Knowledge concepts to foster the highest abilities and achievement in every cohort. Each key design elements are described in detail throughout the application, aligns with the academic and co-curricular programs outlined in Ellington Prep’s mission statement:

1. A prescribed proven Academic Program in Science Technology Engineering Arts and Math STEM : Called STEAM

***Starting in Grade 7-12 College Preparatory Curriculum: A pre – collegiate STEAM program,** Science Technology, Engineering Arts and Math – that engages learners early to the advancements of these disciplines. This program fosters scholar(s) creativity, critical thinking, learn independently, and communicate with proficiency to ensure preparedness in their postsecondary studies: (Statics, Computer Programming-C++, Statistics, Linear Algebra, Abstract Algebra, Engineer Statics, Engineering Dynamics, Engineering Graphics, Chemistry, Physics, just to name a few. All students will complete ten week rotations (using the Flipped Classroom Method) for six years to complete the Pre-Collegiate STEAM Program)

***A Focus on Expert/ Master Teaching and Advancement:** An innovative design calls for innovative teachers who are in it for the long haul. Teacher Advancement System and multifaceted professional development offerings that equip talented teachers with ample means to continually develop their pedagogical and management skills while generously recognizing them for their contributions, resulting in enthusiastic faculty of expert educators were masters at their craft and demonstrably successful in promoting student learning (see Evaluation and Professional Development). Teachers will become experts' /in/ professional development (Master Teacher) offering to other public schools the successful practices they possess.

***Quality Learning Time:** Block scheduling with internal compulsory touring/study time and a longer year to provide more time on academic and co-curricular activities than the local district average. In order to deepen engagement, accelerated growth, and prepare students for the intricacy, quality academic experience and successful achievement in advanced courses. (to see Attachment Sample Daily Schedule.

***Intensive Differentiated Academic Support:** Teachers offering customized support for all students, remediation and acceleration by using multiple forms of assessment to inform instruction, as well as have a reference for their own data driven dialogue. Teachers provide individualized support with Roundtable, compulsory touring schedule, and daily skill building exercises.

2. Enriching, Fascinating and Engaging Co- Curricular Program

*Enrichment Courses will offer first year cohorts with in – depth courses in advance Cultures, Community Politics and Urban Design and Philosophy all of which promote applied and interdisciplinary learning and develop 21st Century Skills in: communication, critical thinking, creative thinking and problem solving.

***The Arts Program** which will develop the intuitiveness of not only the awareness of self, but the critical thinking aspect of inter-relationship of The Arts to the meaningful STEAM course selections, visual, performing arts, theater, A/V production, dance, vocal and instrumental music along with the prestigious Ellington Jazz Ensemble and The E's Harmony Vocalist and Ellington Prep Dance Team (EPDT) will aid in the development of cooperative team oriented skills, facilitated from in house Instructors, local, and national artist in their respective field of profession . This experience will provide students with structure, discipline, working for the greater good of the whole, understanding the effects of making good choices and accomplishing goals.

***Active Community Involvement:** The Ellington School Improvement Team and the STEAM Dream Parent Team Organization consist of local stakeholders, family members and Ellington Prep staff; this diverse group is designed to bring about meaningful collaborations, fund raising, open communication with ongoing constrictive dialogue. These organizations purpose is to aid in the further development of Ellington Prep scholar(s), this includes and is not limited to: Externships that provide scholar(s) with real world opportunities to acquire professional skills and engage with the community in communally beneficial endeavors. (See School Culture and Climate and Family Community Involvement)

Collectively, Ellington Prep's key design model will create an educational environment that addresses the diverse academic needs of all scholar(s) in the BCSD in so doing advancing academic objectives of NYS Education Law 2850(2). Specifically, qualitative learning time, intensive academic supports, and enrichment in elective offering will "improve student learning and achievement and increasing student

learning opportunities.” Additionally, the Ellington Prep Teacher Advancement System for teachers and professional development initiatives will “encourage innovative teaching practices and create new professional opportunities.”

Master Classes: Courses/Electives will be taught by professional from the world of Science, Music, Art, Television and Entertainment as well as resident instructors. Professional artist including the Ellington’s are invited in to further enhance the learning experience to motivate the total academic and intellectual experience of the students to engage them in further success in their respective discipline. These Master Classes are organized bi-weekly and recognized as Mastery in Action Learning Concepts (along with Learning Cultures& PBL), as multiple formats are used in order to engage students in PBL, cooperative learning, problem solving and mastery of content. This avails students to become independent and responsible for goal setting, planning and academic collaboration (Also in conjunction to utilizing Sound Business, Inc. Teaching Artists in Residence).

- **Self -Achievement and Awareness (SAA):**allows the integration of psychology of the self and an awareness of social and emotional interaction into the core curriculum. The SAA is a valid measurable way to aid students and teachers to assess measures of growth and development in partnership with behavior regulation and modification with positive reinforcement.
- **Project Based Learning for the 21st Century:** It is mandated that all students participate in 21st Century learning several areas of Writing, Math and Music reading components. All students must participate in this course as the authentication of writing, math and music are combined on a realistic level of the everyday modern world we live in. Students are taught the various levels of discipline of writing for computer programs, music, songs, contracts, law briefs, etc. after being engaged in the various models of expectation and instruction
- **Stars Among Us:** This is an activity that is aimed to increase student attendance and confidence. Students perform/give a five minute presentation every morning in Morning Meeting, parents are invited on their child’s presentation date, along with members of the community to increase parental involvement. Parents, community members, social and civic organizations are encouraged to take part in aiding all students in their presentations helping to communicate that attendance habits are directly connected to employment habits, life habits and character traits for success, that every student is a star.
- **Founders Week:** Founders week is a week where the life, legacy and accomplishments of Duke Ellington are celebrated. This week allows the historic nature of an icon, Duke Ellington, to become a part of the lives of students as well as the Buffalo community while instilling school pride. Artists, entertainers, musicians, and producers from around the world will come and take part in the week as each day we will give honor to one of the progenitors of American Music. Each day of Founders Week will usher in the showmanship of entertainers and artists whose lives were enriched by Duke Ellington. It may provide the students the opportunity to explore a night with people of the caliber of Smokey Robinson, Stevie Wonder and a host of other artist who value education as much as the arts. This week will culminate with seminars including the Ellington’s (April Ellington and Edward Ellington Jr.)
- **Brass & Keys Competition:** This is a music composing / academic school-wide competition. Brass & Keys Competitions allow the academic excellence and achievement of students exhibit itself, as students compete in composing, arranging and writing musical scores and songs while the other half of the team prepares the academic portion to compete in a miniature science, math and historical music Olympiad. The activities are designed to build awareness of academic compulsory standards, comprehend global and employment competitiveness on a smaller scale.

Brass & Keys is designed to engage the holistic approach to academia, talents, teamwork, group initiative and cooperative understanding of the value of everyone. It employs the infusion of talent/academia tournaments into real life experiences to support the further developing of cognitive strategic thinking of self-to-group to a unit of one. The winners of the Competition are honored and recognized during Founders Week.

- **Externship:** Students will have the opportunity at the end of the year to participate in mini externships, availing the exposure to the many careers, communal and globally, under the Arts STEAM Extern program. Students will first have seminars with the intended Lead Externs, the students will then aid in developing their own course requirements as to the amount of education the STEAM field requires for background knowledge, then spend 1-2 weeks on the externship site, allowing cultivation by the specific chosen STEAM field.
- **Lost&Found In Translation:** ELL's will be required to compose three presentations: 1.) Composition on their native land 2.) Comparison piece comparing their life now versus their life in his/her native country 3.) Reflective piece on "Being an American." ELL students must create a presentation using a Modified-Facebook page, website or video based upon their submitted written piece. ELL students will then give final presentations in group activities, as well as share with friends and family during Morning Meeting and family/parent night activities. Students will be required to use multiple forms of social media and forms of communicative efforts to be inclusive of every area of STEAM with historical facts all-encompassing of their research. Students will then reflect with their peers using Socratic Seminars to explain how many words, information and facts have been lost and some newly formed and found in the translation of the work.

In presenting evidence of success on the drawing on an existing school model, the present research and information that supports the efficacy of the proposed Ellington Prep school design can be found in the following information: The Duke Ellington School of the Arts(DESA)in Washington DC is highly successful, one of the nation's first charter schools. Comparatively: the poverty rate of Buffalo New York mirrors that of DESA students with alternate results. According to 2013-2013 U.S. Census Bureau, Buffalo's poverty rate increased 45%-50.6% for children under 18, third highest poverty rate in 75 biggest cities. DESA students, equitable in poverty to their Buffalo students, out-perform Buffalo students by 34% on ELA and Math Assessments. Ellington Prep can convert those gains for the same students in Buffalo Public School District who face the same poverty as those in the nation's capital. BCSD Students faced with same economic disparities presently score well below 61% compared to their counterparts. BCSD struggling graduation rates 56-60%, failing schools, 23-schools slated for State receivership, the state Education Department recently concluded reviews of several district schools in Buffalo labeled as "persistently lowest achieving" and the results are not pretty. The Joint Intervention Team was appointed by Commissioner David Steiner. Ellington Prep understands the issues of poverty and will see a graduation rate of 85-90% rate as the core focus is aligned on national and state curriculum of the NYS Common Core and will consistently develop its educational achievement with the expectations of NYS curriculum, 35%-50% of our students may graduate with Advanced Regents Diplomas as well as having qualifying scores on Advanced Placement College Board Examinations. The Ellington Prep model developed for Buffalo New York is an organized school-wide and classroom system. The Ellington Preparatory Academy of Arts and Sciences Charter School is not a charter replication; however, it is closely related in its duplication to the Duke Ellington School of the Arts in Washington D.C. one of the nation's first charter schools in 1974

C. Enrollment, Recruitment and Retention

Enrollment: Rationale for Enrollment, Growth, and Admission Process

THE ELLINGTON PREPARATORY ACADEMY OF ARTS AND SCIENCES CHARTER SCHOOL

Ellington Prep will grow to serve scholar(s) in grades 7-12 by admitting students via lottery in 7th grade. Due to the rigorous academic program, 7th grade will be the admitting entrance grade into Ellington Prep for the first six years. Ellington Prep will add a grade every year. Table 1.C.1 presents Ellington Prep’s projected enrollment in each year of the proposed 5-6-year charter term, which extends to 7 years to show enrollment projection at full dimensions.

Grades	Year 1 2017-18	Year 2 2018-19	Year3 2019-20	Year 4 2020-21	Year 5 2021-22	Year 6 2022-23	Year 7 2023-24
7	90	90	90	90	90	90	90
8		90	90	90	90	90	90
9			90	90	90	90	90
10				90	90	90	90
11					90	90	90
12						90	90
Totals	90	180	270	360	450	540	540

The rationale for Ellington Prep enrollment plans are as follow:

--Ellington Prep anticipates an annual growth with minimum attrition due to Buffalo public schools being taken over by New York State education Department at present those schools are in wavering/receivership status and have been failing/schools in need of improvement for the past five years.

--Due to schools being taken over by NYSED/ in receivership/school not in good standing, there is minimum secondary schools available for students (students who did not get into specialty schools have limited choices in or must seek schooling in the private schools, suburban schools and seek out homeschooling along with other viable options) lack of secondary school feeders.

--Students who have sought out suburban school options in 2013 through 2015 have high tardy and absenteeism rates (as reported by a suburban principal “many of the urban students do not have transportation and it is causing a ripple effect in lower grades, and unsuccessful academic experience. The students are well behaved but have problems getting to school, and getting to school on time this creates absenteeism at very high levels.”)

--Hundreds of BCSD students’ parents rallied for requests for transfers from failing schools/schools in need of improvement to schools in good standings: Limited number of schools in good standing of secondary level – lack of availability for all transfers.

--Ellington Prep will serve students in grades 7-12, in so doing avoiding the achievement gap, from 8th-9th grades. Beginning at 7th grade will prevent mass remediation that usually happens for most of 9th -grade.

--Ellington Prep proposes to prepare students early with Summer School/Engineering Camp the summer before entering the 7th grade to acclimate students to the proposed Ellington Prep program.

--Ellington Prep may seek to decrease numbers in acceptance as research supports the high school population of approximately 400-450 students, with cohort size of approximately 100- 125 is sufficiently large to provide rich and diverse course offerings yet small enough to retain the feel of an intimate tightknit community therefore Ellington Prep may support this option in the utilizing of projected school growth (Office of Accountability NCS 2000).

---Proposed Plans of Enrollment Serving Grades 7-12 with an Open Admission Policy Verified with A Public Lottery / Application period opens January 1, 2017- April 15, 2017 Application Process/ Lottery Admissions Procedures.

Recruitment: Plan for Publicizing to a Broad Cross-Section

“Beyond valuable academic lessons, diverse schools offer unique opportunities to learn significant life skills. Not only must our students learn how to function in a diverse, global marketplace, they must also be educated participants in our global society (“Kugler) 2015. Therefore, Ellington Prep will use a Public

Lottery preferences to enroll student demographic that reflects the diversity of the district in which it is located. As permitted by NYS Charter School Law, Ellington prep will establish an admissions preference for students eligible for Free or Reduced – Price Lunch (FRPL) by reserving percentage of seats that is equal to the percentage specified in the enrollment and retention targets established by the board of regents for schools in the BCSD in the school year that the admission lottery takes place. This percentage was 76 % as of 2014, furthermore, Ellington Prep will meet the targets for Students With Disabilities (SWD) in the BCSD in (20%) and English Language Learners based on grades 7-12 (5%) by utilizing the comprehensive recruitment and retention strategies described below (See Attachment 1 for further details on admissions, including procedures for administering preference for students eligible for FRPL).

--The Proposed Head of School is a pillar in the Buffalo, NY community, presently attending and a member of a congregant organization of 1000 members, many of those whom have school aged children. The organization has 47 additional affiliated memberships with over 30,000 members. This allows the HOS to recruit with assurance, having direct access to the thousands of children whose parents are in the community and may be a part of the affiliated organizations. The proposed HOS also has strong ties to the Buffalo community as well, understanding the nuances of the diversity of the community, its cultural make-up and demographics. The proposed HOS is a born, lifelong resident of the Buffalo community and advantageously understands recruitment efforts.

--The Ellington Prep Team is committed to continued community canvassing, door to door information drops of city residents and recruitment from city residents who send their children to suburban and private schools.

--Ellington Prep has had extensive conversations with professionals in numerous organizations/industries including Les Trent, National News Correspondent a cohost of Inside Edition to gauge formal sponsorship and possible externship for students.

--Former charter school employees have been interviewed to understand the full scope of reaching parents and making the Buffalo community at large aware of Ellington Prep.

-National Recording Artist, music producers, music directors have all pledged their support for the students of Ellington Prep.

--Ellington Prep has and will continue to conduct an extensive outreach campaign to inform a broad cross – section of families about the school and its academic support for all learners. This campaign will include disseminating informational materials in languages and formats accessible to the community that highlight Ellington Prep’s academic and co-curricular programs and unique school model, as well as services for students with special needs every medial supports (see special student populations and related services).materials have and will continue to be distributed by mail, visiting families’ homes and elementary schools in and around the BCSD. Ellington Prep will also partner with community-based organizations that serve immigrant populations, advocate for students with disabilities, and offer support to low income families as well as services for homeless families. Beyond the dissemination of materials, Ellington Prep has and will continue to hold multiple informational sessions between December and May with the support of local stakeholders. For example, particular stakeholders have agreed to assist in securing a venue for these sessions and to promote them to families residing in the district. As well as local radio advertisements, local newspaper press release, and community centers in the district. Ellington Prep founders will present on the school’s model, key design elements, and programs, field questions and disseminate contact and application information.

--An ongoing element to inspire students in the understanding of community as well as their global impact Ellington Prep scholar(s) will participate in compulsory community service and externships this in relation to organizing. Community service events for health-wellness, financial literacy, and environmental concerns. Participating in these events will not only provide an opportunity to interact with families, but also

communicate families that value Ellington Prep placed on our students and faculty contributing meaningfully to the local community.

--Finally in an effort to reach a broader audience within the BCSD, Ellington Prep has launched an Ellington Prep website (www.Ellingtonprepcharterschool.com & www.Ellingtonpreparatoryacademy.com) and e-mail address Ellingtonprep1@gmail.com Facebook Page for inquires and additional information and Twitter@ellingtonprep for contact.

Retention: Meeting Targets and Ensuring Adequate Enrolment

--Data collected by Ellington Prep indicates that withdrawals, including students with disabilities, English Language Learners (ELLs), students eligible for FRLP and families less informed about available school options fall under many issues related to poverty, and disinterest in school as a useful tool of direct economic empowerment, inadequate academic support, and inequitable discipline policies. Ellington Prep will address the root causes proactively in an effort to ensure adequate enrollment and meet or exceed the retention targets established by the NYS Board of Regents through the following:

--Due to the Buffalo City School District Assessment Policy, the adequate assessments which provide vital data to NYSED are in the 3rd, 4th, 8th grades and beyond. The Ellington Prep methodology proposes early intervention with Remediation/ Response/ Advancement Implementation Strategy. Parents and students will first receive: Orientation on "Understanding Assessments," how they are used and how they can be a good fit for academic gauging, measuring for student success.

a.) Provide immediate Formative Learning Assessment – Ongoing to teach students how to set goals for their learning, to identify their growth towards these goals, to evaluate the quality of their work and to identify strategies to improve.

b.) Formative Diagnostic Assessment- a process of questioning, testing, or demonstration used to identify how each student is learning, where his/her strength and weakness lie, and potential strategies to improve learning, focusing on individual growth.

c.) Benchmark/Interim Assessment- Comparison of student understanding or performance against a set of uniform standards within the same school year. May contain hybrid elements of formative and summative assessments.

d.) Summative Assessment- is a comparison of the performance of a student or group of students against a set of uniformed standards

--Provide a comprehensive support structure for behavior modification based on positive reinforcement, Kolbergs' Stages of Moral Development, equated to Restorative Justice Initiative, to provide scholar(s) with independent learning for self-actualization and understanding critical thinking and making good choices, Character Development initiatives.

--Provide academic support in (i) daily instruction that is directed to individual learning needs and uses Ellington Prep Assessments to continually monitor growth (ii) timely feedback to students and family; (iii) remediation and tutoring services offered through course instruction.

--Cultivate and maintaining strong community relations with family to continuously offer financial literacy through the Parent Teacher Organization (Parent STEAM Dream Team) to promote a strong sense of academic connection between school success and financial empowerment.

--Make School Fun and Exciting --place to call a second home, allow students learning to be centered around them and the experience of learning, exploring and developing with Project Based Learning (PBL)

-- Allow students to take advantage of the profound Music Program within the school and optimize student leadership and student participation.

-- A major component of retention for Ellington Prep is the ability to focus on the whole family's participation in the education process, cultivating the students in every area of their specialty while offering initiatives for college preparedness. **The Stars Among Us**(SAU) program is focused on independent and creating

strong, progressive, emotional connections to school. Through an amalgamation of support from instructors and increasing understanding of multiple methods of ascertaining over time, students will develop a sense of independence, individuality, and accountability. Students will also have the mentorship of numerous artist, entertainers and producers who will aid in navigation of education and its importance. Forging this mentorship between students – parents/mentor will encourage students in attendance along with high graduation rates.

--Ellington Prep offers the collegiate team life connection: **The College PATH Corporation** has offered the Ellington Prep students contracts for its first 90 students. “At College PATH, our main goal is to be a reliable college information source for all students, particularly those who are the first in their families to go to college. Each year, millions of college-eligible students do not go to college because they did not have a family member, friend, or trusted adult to go to for encouragement and advice. It is our hope that the resources on this site will motivate all students to seek a college education and a lifetime of success”. -College PATH Board. <http://www.collegepathusa.org>

--Students will be feeders for several proposed colleges (also recruiting more colleges for this program) Morehouse College Physicist Dr. John Howard is please to come on board and guide the **STEAM program**. Ellington Prep will also aid in students furthering a career with insightful professional connections who desire to pursue routes other than collegiate studies as producer Dave “Jam” Hall” and Grammy Winner Kevin Camp (Buffalo’s own) is pleased to provide expertise and guidance in musical production in future construction of an in-house sound/music production studio. **(Projected percent decreases in public elementary and secondary school enrollment, by state: 2003 through 2015 State Percentage Decrease)**

Table A.

2015	Columbia	Rhode Island	-3.8	-1.2
State	-8.7	-5.1	Wyoming	Alabama
Percent decrease	New York	Massachusetts	-3.8	-0.6
Vermont	-7.9	-4.1	Ohio	Wisconsin
-12.8	Maine	Michigan	-3.6	-0.4
North Dakota	-6.3	-4.0	New Hampshire	New Mexico
-12.6	Pennsylvania	State	-3.6	-0.3
District of	-5.7	Percent decrease	South Dakota	
	Connecticut	West Virginia	-1.3	
	-5.3		Montana	

SOURCE: U.S. Dept. of Education, National Center for Education Statistics (NCES) The NCES Common Core of Data surveys and State Public Elementary and Secondary Enrollment Model.

It is important to offer exciting programs that involve the family to offset the “decrease 5% in the Northeast or New York more specifically -7.9% decrease. Public education losses will be gained by private elementary and secondary enrollment with an increased 23% between 1990-2003 and projected to increase an additional 7% between 2003-2015.” National Center for Education Statistics (NCES).

Assessment of Community Support: Evidence Supporting a Demand for Ellington Prep.

The founding group has engaged with local stakeholders, including representatives from area institutions, elected officials and members of the community organizations and families to gain a deeper understanding of the interest and need for a new school and learns how Ellington Prep might best address that need. In the course of these conversations, stakeholders have consistently articulated the need for additional high school options and articulated express interest in Ellington Prep’s model as Buffalo needs a program that offers what Ellington Prep offers. Representatives on a national and local level have expressed support for the proposed extensive Arts and Music program, with high regards to the proposed pre-collegiate STEAM program and “Take the E-Train” initiative. Finally, the founding team has met with families and focus group sessions, church leaders, holding information sessions, and one-on-one discussions to gain a deeper understanding of their hopes and concerns of public schooling in the Buffalo Public School District. Parents with whom we have met have expressed high interest in having the school that is not under Reconstruction /or/ Need of Improvement, or a Failing School on a list, trying to implement a turnaround plan for their children. Current New York State Evidence (10-20 Buffalo Public Schools in Receivership Status) corroborates this strong interest and demand for quality schools. Ellington Prep

initiative is driven by an interest to improve the city's school options. There are limited Secondary options for the thousands of elementary students who after 5th -8th grades leave for private schooling, suburban schooling or for charter schools, Ellington Prep plans to help provide an additional choice. (See Attachment)

Vacancies/ Withdrawals/Transfers

---Ellington Prep does not expect to enroll students after 7th grade, wait list will be used in case of excess vacancies. Ellington Prep will document its attempts to locate families on the waitlist, if the efforts are not successful in locating students from the waitlist, the next child on the list may be offered admission.

---Families may elect to withdrawal at any time. All withdrawal notifications must be made in writing. Ellington Prep will provide fluidity of assistance in a transfer as possible. If Ellington Prep is officially notified that a student is attending another school, that student, after investigation may be dis-enrolled.

D. Community to be Served

Ellington Prep Desires to Serve the Students of the Buffalo City School District Ellington Prep selected the BCSD based on: (a)the past five years of performance in the New York State mandatory assessments from all grade demographics (b) The NYSED decision to place almost half the BCSD schools on the receivership status based on their failing academic performance. (c) the numerous BCSD schools being taken on and off the Need for Improvement, School Not in Good Standing, and the fluctuation of the list.

--The BCSD is a wonderfully diverse populous with a multitude of non-profit, private, higher education and community based organizations with which to partner with. Additional, the Chairmen of the Board, its founders and stakeholders, are comprised of proud BCSD residents and have vested interest in the district's long term success.

--Ellington Prep's in-depth knowledge of the district long term accomplishments, as well as need for future growth and development makes for a tremendous range of possible success. Discussions held with fellow community members (a) Clergy from large and small congregations with who have expressed confidence in our proposed educational program and emphasis on active community involvement (b) Community Innovators, (c) Cultural and Musical Giants of the Buffalo Community and (d) Retired Educators; the consensus is Ellington Prep can be both a premier school and a great source of pride and within the community.

--Ellington Prep proposes to provide accommodations for future professional development opportunities for the BSCD in efforts to partner with low performing public schools to share best educational practices and educational seminars/workshops on how to implement the Ellington Prep's steps of success.

Student Demographics and Academic Achievement in BCSD

Ellington Prep's proposed setting in BCSD is in central Buffalo, as 76% of BCSD students are FRLP where numerous of its student populous are socioeconomically and ethnically diverse schools. Ellington Prep's research reveals the ability to be an opportunity and a long term asset. Implementing the Enrollment, Recruitment and Retention, Ellington Prep anticipates a student body that is reflective of the diverse populous of the district. Such diversity will ensure that at Ellington Prep students who are proportionate of the 76% FRLP program. Of the approximate 24,288 students in K-12 in BCSD in 2014, 50% are African American, 21% White, 17% Hispanic/Latino and 7% Asian-Pacific Islander, this illustrates the significant student populace. Through Ellington Prep's core academic and co-curricular programs, provisions in abundance of academic opportunities support and enriching activities that students might not otherwise experience. This is equally true for the 21% students with disabilities and 13% were classified as having limited English language proficiency.

In addition to serving students with limited educational opportunities due to financial hardship, and those requiring special service, we also anticipate serving students in need of additional academic support based on comparative assessment of data: ELA and Math respectively.

Figure 1.D.1 demonstrates that on the NYS ELA exams BPS district wide, underperformed in comparison to their counterparts across the state in grades 3-8 in 2013 and 2014.

Figure 1.D.1 percentage of students in grades 3-8 Scoring Proficient on State Assessment in ELA

ELA Unmatched Assessment Results for Students in GRADES 3-8 for the 2013 and 2014 School Year

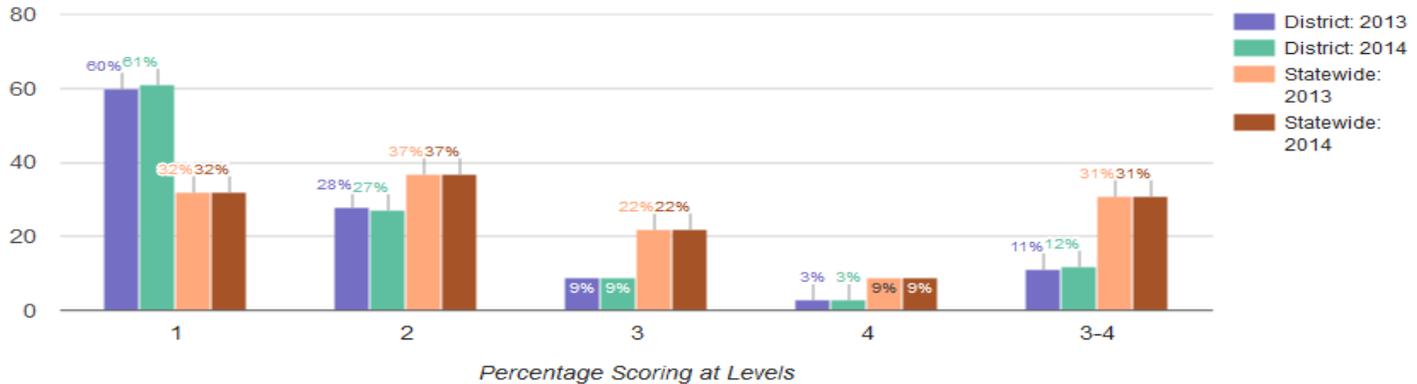


Figure 1.D.2 demonstrates percentage of students in grades 3-8 Scoring Proficient on State Assessment in ELA 2013, 2014

THE ELLINGTON PREPARATORY ACADEMY OF ARTS AND SCIENCES CHARTER SCHOOL

Results by Student Group	2013 GRADES 3-8						2014 GRADES 3-8					
	Total Tested	Number Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Number Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	14,114	8,484	4,009	1,222	399	11	14,263	8,701	3,863	1,308	391	12
Female	6,985	3,798	2,194	731	262	14	7,040	3,885	2,105	790	260	15
Male	7,129	4,686	1,815	491	137	9	7,223	4,816	1,758	518	131	9
American Indian or Alaska Native	184	95	66	21	2	13	175	93	66	14	2	9
Black or African American	7,458	5,037	1,933	416	72	7	7,438	4,984	1,910	463	81	7
Hispanic or Latino	2,276	1,452	646	138	40	8	2,349	1,569	584	166	30	8
Asian or Native Hawaiian/Other Pacific Islander	843	540	192	87	24	13	1,000	622	224	118	36	15
White	3,125	1,250	1,096	533	246	25	2,956	1,245	978	506	227	25
Multiracial	228	110	76	27	15	18	345	188	101	41	15	16
General-Education Students	10,938	5,812	3,575	1,166	385	14	11,230	6,130	3,469	1,249	382	15
Students with Disabilities	3,176	2,672	434	56	14	2	3,033	2,571	394	59	9	2
English Proficient	12,651	7,197	3,847	1,210	397	13	12,607	7,230	3,693	1,294	390	13
Limited English Proficient	1,463	1,287	162	12	2	1	1,656	1,471	170	14	1	1
Not Economically Disadvantaged	2,488	1,068	774	421	225	26	3,168	1,443	945	530	250	25
Economically Disadvantaged	11,626	7,416	3,235	801	174	8	11,095	7,258	2,918	778	141	8
Not Migrant	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	—	—	—	—	—	—	—	—	—	—	—	—

Figure 1.D.3 demonstrates that on the NYS Math exams BPS district wide, underperformed in comparison to their counterparts across the state in grades 3-8 in 2013 and 2014.

Mathematics Unmatched Assessment Results for Students in GRADES 3-8 for the 2013 and 2014 School Year

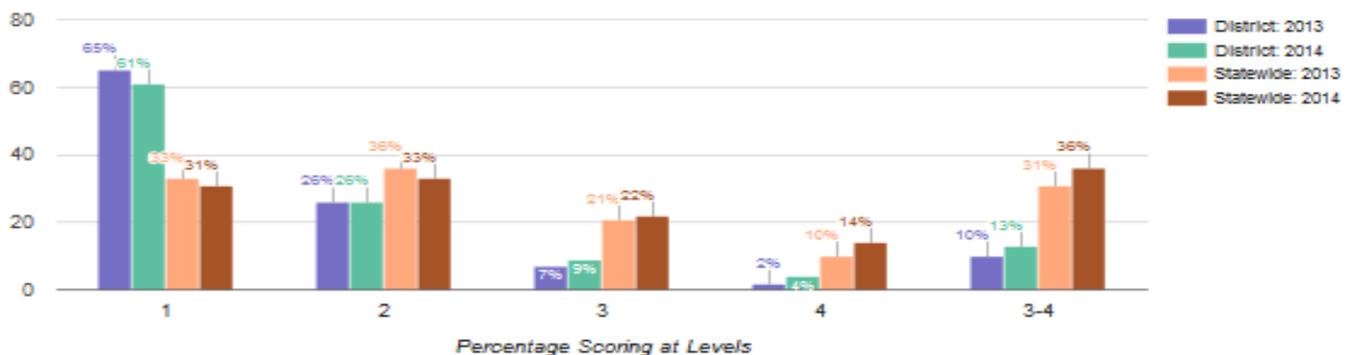


Figure 1.D.4 demonstrates the disaggregated NYS Math scores 2013, 2014 BCSD

Click the selected tab to collapse this section												
Results by Student Group												
	2013 GRADES 3-8						2014 GRADES 3-8					
	Total Tested	Number Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Number Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	14,450	9,349	3,709	1,070	322	10	14,240	8,663	3,713	1,317	547	13
Female	7,147	4,556	1,877	549	165	10	7,024	4,149	1,891	694	290	14
Male	7,303	4,793	1,832	521	157	9	7,216	4,514	1,822	623	257	12
American Indian or Alaska Native	184	107	63	11	3	8	160	83	55	16	6	14
Black or African American	7,511	5,512	1,643	291	65	5	7,314	5,047	1,735	409	123	7
Hispanic or Latino	2,384	1,636	596	126	26	6	2,407	1,617	575	152	63	9
Asian or Native Hawaiian/Other Pacific Islander	986	601	249	106	30	14	1,125	609	300	156	60	19
White	3,154	1,373	1,086	505	190	22	2,896	1,142	940	534	280	28
Multiracial	231	120	72	31	8	17	338	165	108	50	15	19
General-Education Students	11,262	6,673	3,294	990	305	11	11,313	6,270	3,307	1,219	517	15
Students with Disabilities	3,188	2,676	415	80	17	3	2,927	2,393	406	98	30	4
English Proficient	12,645	7,847	3,437	1,043	318	11	12,253	7,054	3,396	1,263	540	15
Limited English Proficient	1,805	1,502	272	27	4	2	1,987	1,609	317	54	7	3
Not Economically Disadvantaged	2,572	1,266	718	407	181	23	3,248	1,582	860	509	297	25
Economically Disadvantaged	11,878	8,083	2,991	663	141	7	10,992	7,081	2,853	808	250	10
Not Migrant	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	—	—	—	—	—	—	—	—	—	—	—	—

The gap in scores between students in the BCSD and NYS were greater among all grades, indicating that students may experience this loss of ground on any level, rather than narrowing the achievement gap by 8th grade. (New York State District Report Card, Accountability and Overview Report 2013-2014.)

Ellington Prep will work to eliminate these alarming disparities performances between students in BCSD in their peers across the state. As students enter in ninth grade there is a tremendous amount of remedial work that must be inclusive in the core education. Ellington Prep will begin entering cohorts in the 7th grade as there is minimal state assessments, which allows for greater quality and quantity of academic support for full core academic achievement. This leads to the removal of the achievement gap and tremendous amount of time spent remediating 9th graders.

Ellington Prep model is designed with the Pre-collegiate STEAM program (Dr. John Howard, Morehouse College and Dr. Evelyn Russell, a Reader for the Gates Millennium Scholarship) that aims to also increase satisfactory SAT and ACT scores, and efforts to become strong feeders for colleges, universities and postsecondary institutions with partial to full scholarships. The Pre-collegiate STEAM program is designed to expose students to prerequisites for every area of STEAM, therefore, creating higher functioning students who successfully complete collegiate STEAM courses, programs, and ultimately graduate with a degree in a STEAM core. The SAT/ACT preparation is built in the school's systemic curriculum and assessments. Students understand the qualifications for college entrance as well as for competitive scholarships and are in preparation stages as early as 8th grade. Students at Ellington Prep understand a family atmosphere but also the competitive nature for collegiate assessments and post-secondary scholarships.

Finally, when examining recent graduation rates the data on the district as of 2013 The graduation rate for Buffalo Public Schools stayed flat between 2013 and 2014, with the most recent data released by the state showing that 55.5 percent of students finished high school on time.

Statewide, the graduation rate inched up slightly from 77.8 to 79.1 percent. Those figures include students who graduated in August, which the state considers on time. Buffalo was the only district among the state's largest systems that saw its graduation rate go down, albeit slightly, from 56 percent of students graduating

by August in 2013 to 55.5 percent last school year (Gee, Lankes & Tan 2014). This persistent gaps in academic proficiency continues to plague BCSD, highly suggest the need for schooling options that address such learning deficits.

The Enhancing the Educational Options in BCSD

Based on the form and data noted above it is clear that families, students and the community would benefit from additional, high – quality, schooling options. To further support this claim, four secondary schools, schools in need of improvement / in State Receivership are low performing schools have been taken over by NYSED; if this is not successful, NYSED may initiate a full takeover of 10- 25 schools. If Chartered, Ellington Prep will extend extensive academic support, including mandatory tutoring, and compulsory Pre-Collegiate STEAM Program unlike any other in the BCSD.

E. Public Outreach

Ellington Prep founders have taken the following steps to inform members of the BCSD of our proposed charter school.

--<http://www.Ellingtonprepcharterschool.com> website to learn more about the school, leave comments, suggestions and provide support

--Facebook@ Ellington Preparatory Academy of Arts and Sciences Charter School, to promote community activities, leave responses, make comments, share thoughts and opinions on presentations, and forums <https://www.facebook.com/Ellington-Preparatory-Academy-of-Arts-Sciences-Charter-School->



-- @Ellingtonprep@ellingtonprep

--Ellingtonprep1@gmail.com everyone was invited to email The Ellington Prep Team after Door to Door, canvassing, and forums with their opinions, suggestions and request for additional information.

--Meeting with Community Leaders: We met with local political leaders and Clergy of numerous churches, each offered valuable insights into the educational needs of the district and agreed to work with us on informing or their constituents about the Ellington Prep school model.

-- Investors from local and national companies and businesses

--National / Local Scholarship Services including but not limited to the United Negro College Fund

--National /Local Collegiate Programs including not limited to College PATH (<http://www.collegepathusa.org>)

-- Community Forums-The Ellington Prep Team has met with local parents: we have presented our school model to many parents of local elementary school students, in addition we have presented the model less formally to parents throughout the entire BCSD.

--Door to Door and Business to Business Canvassing- The Ellington Prep Team walked door to door in Buffalo neighborhoods canvassing, passing out information, answering questions and taking suggestions from the residents of Buffalo along with local businesses and community organizations.

-- Local and National radio stations, (a)NPR, National Public Radio WBFO Press Release and informational packet, (b) Townsquare Media, WBLK Radio Station Community Activities Web/Page

--Local Community circulated newspapers press releases *The Challenger* News Paper, Buffalo New York Public Access Channel (as its targeted demographic is directly associated and circulated naturally to the population of the BCSD)

--Adjusting our model based on parental feedback: we have provided Ellington Prep 's perspective families in the BCSD through focus group sessions, information sessions and local public venues, in individual meetings, we have received feedback on the features of the school that are most important as what aspect of the school's model they would modify. Based on their feedback we found it important to include compulsory tutoring. In addition based on feedback, we revised our intake from 9th grade to 7th grade.

--Enlisting Former Students: The founders have contacted several of their former students who are residents of the BCSD and asked them to reflect on their high school experience and two assists in the designing of the school that meets their criteria for an exciting place to call a second home everyday. We received insightful responses and intended to enlist these students who are now young adults in upcoming recruiting visits to homes of families as well as distributing informational flyers/ brochures and engaging community members in conversation.

-- Public Meetings/ Ongoing outreach: we have presented our school motto at a public meeting held by the Edison Street Community Church. After questioning us about the ability to navigate. Challenges, including securing the facility and promoting achievement of all students, including those below grade level, we were well received with praise. We have arranged for future informational sessions with the parents of The Edison St. Community Church, in Buffalo, New York. A key aspect of our ongoing outreach will be to work through community organizations including those with which we have already established formal partnerships to connect with and invite families to upcoming public town hall style meetings as described in family and community involvement. engaging community members in conversation.

--Ellington Prep was initially presented to the head of the Neighborhood Choice Program organizers as a way to provide residents with continuous stable educational program for their children. Response was overwhelming as the desire to cultivate all area children was what peaked parents, organizers and canvassed community interest.

-Information Sharing/ Soliciting Input Surveys were completed based on the information provided through the Ellington Prep email and website at www.Ellingtonpreparatorycharterschool.com and can also be reached at Ellington's e-mail Ellingtonprep1@gmail.com. The email allows parents, caregivers and others, to keep asking question stay connected and be actively involved in the process every step of the way.

F. Programmatic and Fiscal Impact

Projected Programmatic Impact

The Ellington school believes it will be a positive impact in the BCSD, as many parents are looking for schools in good standing, Ellington Prep intends to share best practices through the two following initiatives to be implemented in the third or fourth year of operation:

----Providing school course and professional development days; on an ongoing basis we will invite stakeholders from neighboring schools, districts, tour our school, we staff, visit classrooms, and learn what makes a successful environment for students. Compensated accordingly, were these visitation/professional development days we will inform/teach best practices about our lessons learned including planning, implementation, and evaluation of these programs early remediation and academic interventions.

----Creating a distinct school connection guild: Ellington prep plans to create a strong communication of public and private schools in order to promote collaboration in the hands the services offered by all. Ellington Prep who continue to make meaningful relationships throughout the BCSD.

Projected Fiscal Impact

Below are the estimated budgets for Ellington Prep per year as a projected assessment of the fiscal impact of the proposed school on other public and non-public schools in the BSCD area.

Calendar Year	Charter Year	Estimated Budget	Department of Ed. Annual Budget	Percent Impact
2017-2018	1	1102950	27,600,000,000	0.01%

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2018-2019	2	2205900	27,600,000,000	0.01%
2019-2020	3	3308850	27,600,000,000	0.01%
2020-2021	4	4411800	27,600,000,000	0.01%
2021-2022	5	5514750	27,600,000,000	0.01%

--- The BCSD has 45 Elementary Schools with an estimated 22,935 students, 5 additional specialty schools (that require application approval, testing, teacher recommendations, auditions) with grades 5th-12th with an estimated 3,874 students and an additional 8 High Schools that are available to the main student population of the 45 Elementary Students. Adult/Alternative Programs: 1 Educational Training Center for Students with Disabilities until age 21, 1 Adult Education Division, 1 Health Care Center for Children- Self-contained for students with medical/physical challenges K-12th and 3 additional Schools for Suspension Program, Alternative Education, Credit recovery for international students grade 7th-12th and credit recovery for overaged freshman. 4 schools being phased out (not taking incoming students including freshman etc.) 4 schools being Phased in- (no grades provided and no enrollment information). There is a need for a quality high school to fill the void of students who leave the BCSD for: private education, suburban public schools and other charter schools in and around the district.

---Ellington Prep will positively impact the student, teachers, local community and schools within the area by supplying a superior education to a community whose schools are consistently on: (a)receivership status (b) failing (c) in need of improvement. Many of the private schools have tuition that is not affordable for the BCSD residents, the public and other non-public schools have limited space, and waiting list.

---Ellington Prep will not divert a significant amount of funding from the BCSD. The BCSD “does not have deficits, and has projected in the subsequent three budget years 2016-17 through 2018-19 surplus that ranges from \$4.7 million to \$11.7 million.” (BSCD Budget Analysis Book 2015-16). Therefore, there will not be any type of fiscal impact of the proposed school on other public and nonpublic schools in the area.

---Ellington Prep seeks to service BCSD which on averages has 34,000 students. Ellington Prep hopes to educate 90 students per year totaling 540 by the end of the 6th year, this equates to less than 1.6% of the BCSD student population.

II. EDUCATIONAL PLAN

A. CURRICULUM AND INSTRUCTION

At Ellington Prep, state standards are the base, not the ceiling. From this base, we work to build our rigorous standards and curricula, which are backwards-mapped against end-of-year standards and vertically aligned to advanced college-readiness standards and beyond.

The Ellington Prep STEAM Dream Team (teachers, Head of Schools, coaches and a curriculum team) works together so teachers have a deep reserve of best practices and high-quality curriculum resources at their fingertips.

“Strong relationships between learning in the arts and fundamental cognitive skills and capacities are indicated.”(The College Board 2005). It is also vital that Ellington Prep understands that, “Scholars at risk of not successfully completing their high school educations cite their participation in the arts as reasons for staying in school. Factors related to the arts that positively affected the motivation of these scholars included a supportive environment that promotes constructive acceptance of criticism and one where it is safe to take risks.” N. Barry, J. Taylor, and K. Walls, “The Role of the Fine and Performing Arts in High School Dropout Prevention”, Critical Links, 2002 and Critical Evidence 2006 (Arts Education Partnership)

Our Instruction

- ***Bite-sized, measurable, standards-aligned classroom aims:*** Every class has a bite-sized, measurable and standards-aligned daily objective. Whether the aim is to predict the plot of a novel or simplify fractions, the aim drives the content in the lesson. Using multiple forms of assessments, teachers track their scholars' mastery of the aim and progress toward their ambitious academic goals.
- ***Project Based Learning (PBL)*** is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge.
- ***Modeled and guided practice:*** Teachers introduce the aim by clearly modeling a process to attack the day's aim. Then, the teacher leads the class into a guided practice of the aim, in which scholars model their own answers and thought processes, the goal of which is to ensure that every scholar is set up for sustained, successful independent practice.
- ***Independent practice:*** Scholars spend the bulk of the lesson in a sustained, successful independent practice, with several "at bats" to practice the aim on their own. In other words, scholars do the "heavy lifting" of the task at hand, getting several chances to flex their academic muscles until they get it right.
- ***Standards-aligned assessments, data-driven analysis and planning:*** Our curriculum is divided into five cycles, each of which culminates in a cumulative assessment where scholars demonstrate mastery of the standards they have learned throughout the year. A school-wide, day-long professional development day—known as a "Data Day"—follows each cycle, giving teachers the data-rich information they need to edit their unit plans, target their instruction and schedule interventions for struggling scholars. This data-driven lens on instruction gives teachers the unique flexibility to cater the curriculum for each individual scholar and anticipate challenges.
- ***Flipped Classroom*** method will be used for instructional practices as well as with the STEAM program to provide scholars with adequate preparation and learning expectations.
- ***Masters Classes:*** Classes taught by professionals from the world of Science, Music, Art, Television and Entertainment will happen on a rolling basis as major Artist are available, and as surprise guess to the Ellington Prep school community.

Provide scholars at Ellington Prep with a strong exceptional STEAM Program that will equip scholars with the knowledge and skills to succeed at the Postsecondary level as well as equipped with professional readiness in the society of the arts. The STEAM program was developed by Physicist, Dr. John Howard of Morehouse College and the proposed HOS, to provide students with early exposure for long term success in the fields of STEAM. Ellington Prep knowledge base for the STEAM Program is adapted from E.D. Hirsch Jr. making educational excellence and equity for all children a possibility by meeting scholars, parents and community of the core of where they combined with the theory of Multiple Intelligences. Having strong effective advocacy grounded in scientific research, Ellington Prep will develop skills by offering universal access to shared knowledge, critical thinking, literacy alignment- achievement, with ardent rigor in core knowledge curriculum with core knowledge sequencing. Along with Hirsch, the program at Ellington Prep is also adapted from Howard Garner's Theory of Multiple Intelligences. All scholars will be exposed to multiple disciplines as to foster their abilities after the educator and scholar both understand the academic need and how to instruct, ascertain retain and assess. By encouraging the full process and product of

differentiation, allowing for multiple means of receiving and demonstrating knowledge Ellington Prep will encourage the use of the multiple disciplines of the Arts to further encourage scholars. In accordance to the core courses, Ellington Prep Scholars will also have community and professional instruction on the importance of fostering success and understanding of the love and future of philanthropy of Arts and Education: This design is to foster development of lifelong love of academia, the institutions attended, and the vitality of giving back. The cohorts at Ellington Prep will develop a tremendous foundation in STEAM with "Mini Collegiate STEAM Program."

The Ellington Prep model has designed an extensive STEAM Program which exposes all scholars for 60 minutes each day in the foundations of Science, Technology, Engineering Arts and Mathematics (STEAM). Coursework will commence with the pre-collegiate coursework that are pre-requisites for all college STEAM foundations. By early exposure and progress, Ellington Prep scholars will be able to enter in and have a higher achievement rate than other cohorts who are entering in collegiate years without the pre-exposure to the STEAM foundations. Courses will run on a ten-week rotation for six years, exposing all Ellington Prep to the compulsory foundations all collegiate programs mandate for every area of STEAM.

Project Based Learning: is a classroom approach in which scholars actively explore real world problems and challenges and acquire a deeper knowledge, this and the "Flipped Classroom" method will be used for the STEAM program to provide scholars with adequate preparation and learning expectations. Skills relevant to strong authenticated STEAM program in the pre-collegiate program introduce scholars to organizing and understanding data, cognitive relationship with logic and reason be able to identify and analyze problems, to design and complete computer programming:

*Introduction to Engineering, Intro to Physics, Intro to Abstract Algebra, Intro to Statics, Intro to Differential Equations, Intro to Computer Programming, Intro to Statistics, Intro to Linear Algebra, Intro to Complex Variables, Intro to Numerical Analysis (These courses may rotate as to how they are presented for the ten week period instructed based on instructional accessibility).

The Arts program is essential to the Ellington Prep model as well. All scholars will have rotations in the fellowship of the Arts program. The Ellington Prep Model is designed to facilitate scholars who are not only serious about studies, but whom are artistically inclined as well (much like the original charter school one of the first in the United States since 1976), Ellington Prep has incorporated serious professional Artist who will on a monthly basis instruct, teach and facilitate Masters Classes. Scholars will have an arts selection/audition process to meet the needs of their core talents, then be placed in the selected program of the Arts. All scholars will learn however, the basic functions and business that is co-interdependent of the foundations of the Arts. Masters Classes taught by professionals from the world of Music, Art, Television and Entertainment will happen on a rolling basis as major Artist are available, and as surprise guests to the Ellington Prep school community. At the classroom level, all classes are taught by their respective teacher and are assessed to insure materials have been ascertained and retained for permanent intellectual acclimation. Professional artist including the children of Duke Ellington, are invited to further enhance success in their respective disciplines. These Master Classes are organized, and recognized as Mastery in Action Learning Concepts (along with Learning Cultures). As teachers further aid scholars to strategically using multiple formats in order to engage in cooperative learning, problem solving and mastery content. This avails scholars to become independent and responsible for goal setting, planning and academic collaboration. (Ellington Prep may also utilize Sound Business, Inc. teaching Artist in Residence.)

Ellington Prepinar Cycle- House Fireside Chats

The Ellington Prep Ellington Prepinar Cycle integrates the math science and three humanities courses required of all Ellington Prep scholars -- literature, history and composition -- into a series of 10 coordinated

cycles throughout the school year. Each cycle requires major collaboration between teachers and moves scholars through the following stages: directed reading and annotation, interpretive Ellington Prepinar discussion, summative writing, and evaluative discussion. Once a month, the process may culminate in an informal or formal, evidence-based assessment essay required from every scholar at the close of each cycle. **Collaborative Teaching** The Ellington Prepinar Cycle Fireside Chats requires significant and meaningful teacher collaboration. Before each new cycle begins, content and composition teachers meet to develop an evaluative question that will guide instruction (e.g., "Was the Civil War inevitable?") along with an exemplar of the essay they expect scholars to produce. They come together again at the end of the cycle, this time to assess completed essays against the exemplar, along with Ellington Prep's interactive writing rubric. Beyond fostering strong teacher-to-teacher relationships and opportunities for professional growth, this process reinforces a focus on scholar outputs, thereby allowing teachers to identify education gaps that might otherwise hinder post-secondary success

Instructional Model

To better prepare scholars for the structure of post-secondary learning, Ellington Prep's STEAM and humanities courses feature Ellington Prepinar-House Fireside Chats style teaching. By shifting from the typical questions asked of high school scholars (e.g., "What do you think about this reading?") to those generally posed to college scholars (e.g., "What are the author's core arguments?" or "How could this be interpreted differently?"), the framework ensures that scholars are able to:

- Use evidence to support their opinions
 - Listen carefully to the ideas of their peers
 - Synthesize multiple points of view into a more complex personal understanding of the text
 - Comprehend and engage with increasingly sophisticated text using skills of focused annotation and habits of critical thinking
 - Construct college-preparatory papers that put forth scholarly assertions backed up by a coherent and compelling body of evidence
-

Coordinated Curriculum

At most traditional high schools, writing is taught by individual subject area teachers and only as time permits. As a result, teachers must choose between covering key content and communicating critical writing skills. Meanwhile, scholars receive conflicting messages as to which strategies to use to develop strong essays. To address this issue, Ellington Prep requires six years of composition instruction for all scholars. This represents one key aspect of Ellington Prep's coordinated curriculum -- a system in which composition serves as the glue between literature, history, STEAM learning. In a given cycle, while literature teachers introduce new material for reading and annotation, history teachers move from annotation to discussion, and composition classes help scholars craft evidence-based essays rooted in the previous two stages. Over time, as history classes move on to new material, literature progresses to the discussion phase and composition turns to literature content. By the end of the school year, each scholar has produced 10 evidence-based essays -- measurable signposts on his or her path to college.

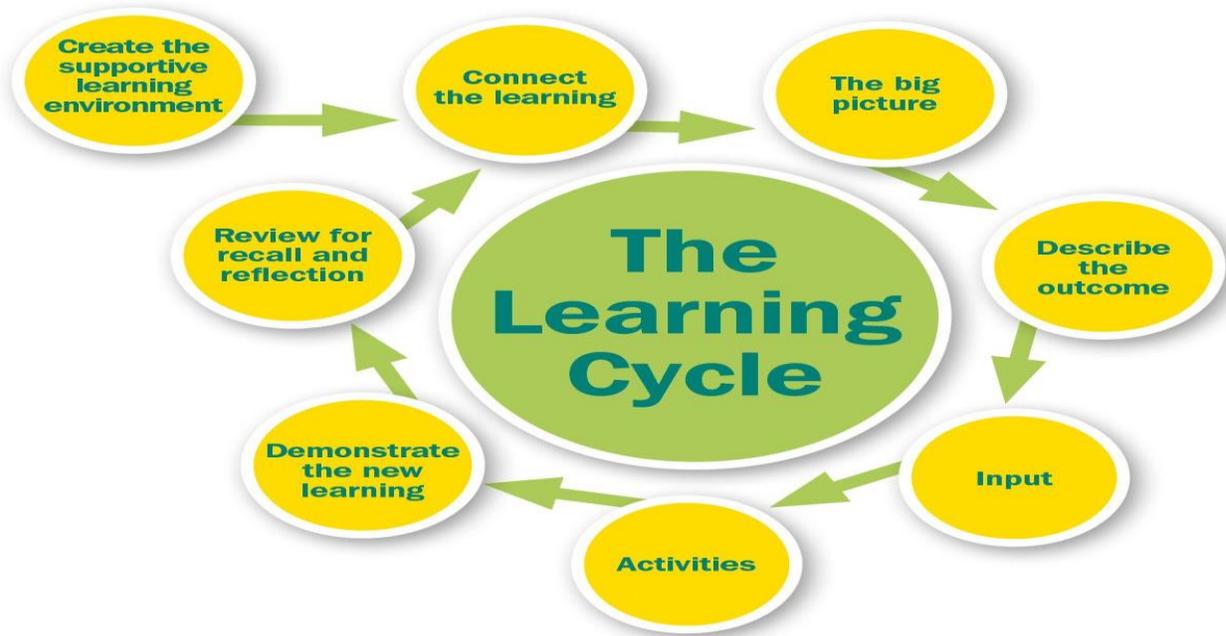
Ellington Prep teachers will work collaboratively in the inquiry process by encouraging professional conversations in curriculum, instruction, and assessment. Using Experiential Education/PBL and continuously desiring and redesigning Curriculum Mapping Professional Development Outcomes:

Aligning curriculum, assessment, and instruction to New York State Standards/Common Core Standards

- Creating a curriculum to support 21st century teaching and learning
- Connecting other school, state, and national initiatives
- Aligning all instructional Curriculum Mapping components including Essential Questions, Big Ideas, Content, Skills, Assessments, Activities, and Resources

The curriculum's framework is designed to align itself, coordinating at times with the New York State

Standards/Common Core Learning Standards. It avails how scholars will be able to read/write and have instructional guided lessons as teachers develop them and explain so that scholars comprehend the expectations as well as the outcomes.



I hear, and I forget
 I see, and I remember I do, and I understand.
 —Ancient proverb

The Previous Figure represents Experiential Education (often referred to as PBL) the graph is representative how growth is constant, co-interdependent steady relationships developed with connections to learning, seeing the big picture, review, recall and maintaining consistent learning experience.

The Ellington Prepinar House Fireside Chat is how growth is constant, co-interdependent steady relationships developed with Reading, Annotating, Discussion and Summative Writing competencies are to Curriculum Scope: read analytically, annotate, use cognitive methods along with science, math and history to analyze data and information. Successively, the skill is mapped to content standards across the disciplines in English, Math, Science, Social Studies with the direct connection to the STEAM program. Scholars achievement may be constantly pursued by written assessment with short multiple choice for competency and mastery.

This is directly related to horizontal and vertical alignment to make interdisciplinary connections. Scholars will be afforded the skills to see how academia coordinates across subject areas to directly reinforce success in learning. Vertical alignment insures related proficiencies are directly related to the furthering growth and expansion for the pathway to collegiate studies. Ellington Prepinar Cycle House Fireside Chat includes but is not limited to Collaborative teaching, Instructional Method, Coordinated Curriculum.

Curriculum Scope:

Curriculum

- Cultivating independent thinkers providing Ellington Prep students with the tools to be intellectually curious throughout their adult life. These are just a few of the benefits of an Ellington Prep education.
- Ellington Prep will provide a comprehensive curriculum that emphasizes STEAM – Science, Technology, Engineering Arts and Mathematics, with maximum opportunities for personal growth and leadership development.
- With a strong focus on college preparation, the curriculum anticipates students' academic goals beyond high school and includes both foundational and advanced courses as well as PBL- Project Based Learning with Externships to enhance and solidify the total learning experience.

“Taking the E-Train” to College Path and early college acceptance/ admission program

- Ellington Prep significance of connecting students to colleges early as 7th grade is key to long term success. “Taking the E-Train” is a national program *College Path USA*, who has adopted Ellington Prep first cohort of scholars, providing them with full guidance into early college acceptance by the end of their Junior year or the beginning of their Senior year of high school. College Path may follow Ellington Prep scholars to aid in Scholarships and grants along with the secured college placement. This is a train ride—no one should miss!
- Expression through the arts and exploration of key health and leadership topics are also integral to the program. Regardless of the subject matter, every course is designed to reinforce the school's mission of empowering Ellington Prep students to be informed and engaged now, and for the future.
- Ellington Prep believes that school is not only a formal education; it is also where character is built. School is where students come to understand what is expected of them as adults. And so, beyond the classroom we provide opportunities for each Ellington Prep student to learn by giving back to school, and the larger community, through extracurricular activities and community service.

WE ARE THE STEAM DREAM TEAM TAKING THE E-TRAIN! FULL STEAM AHEAD!

-*Ellington Prep emboldens educational methods that integrate curriculum and instruction. With the instructional method, cross curriculum allows for any course to address any competency. (i.e. Course selections on history in America, will require writing which engages in the CORE proficiencies of writing) However, Ellington Prep may be aligned with the framework to state standards and graduation requirements. Ellington Prep curriculum will cover content from required courses including English Language Arts, Science, Math, Social Studies/History, Health/Physical Education and /or/ Foreign Language(when not substituted for 4 years of Arts requirement)

-*Ellington Prep instructors are aware of the development of scholars and meet with guidance to insure all scholars have the essentials of what New York State Standards for graduation in addition to the coursework which is compulsory for graduation from Ellington Prep.

----*Curriculum

Passionate learners. Independent thinkers. Scholars will be armed with the tools to be intellectually curious throughout their adult life. These are just a few of the benefits of an Ellington Prep education.

As a charter school, Ellington Prep provides a comprehensive curriculum that emphasizes the humanities, arts, digital literacy, and opportunities for personal growth and leadership development.

----Standards are in the unit plans, lesson plans (flexible lesson plans), assessments and assessment data in an organized format for all subjects for all grades. Using NYS Standards to dictate what we must teach,

what scholars must master, the alignment and its benchmarks will cross curriculum providing clear measurable data for measurable achievement.

---With a strong focus on college preparation, the curriculum anticipates scholars' academic goals beyond high school and includes both foundational and advanced courses in the humanities, the sciences, and physical education. Expression through the arts and exploration of key health and leadership topics are also integral to the program. Regardless of the subject matter, every course is designed to reinforce the school's mission of empowering young scholar(s) to be informed and engaged now, and for the future. Ellington Prep STEAM Dream Team believes that school is not only a formal education, it is also where character is built. School is where scholars come to understand what is expected of them as adults. And so, beyond the classroom we provide opportunities for each Ellington Prep scholars to learn by giving back to school, and the larger community, through extracurricular activities such as clubs, organized sports and community service. Required classes and electives, though not all elective courses are offered each year or trimester.

B. SPECIAL STUDENT POPULATION AND RELATED SERVICES

Identification: The most recent data indicates great percentages of BCSD scholars are English Language Learners (ELLs). In additions to requesting information from parents during scholar registration and enrollment, reviewing the records of incoming scholars, Ellington Prep will use the NYSED protocol for identifying scholars with ELLs providing a questionnaire to incoming scholars, parents or guardians along with other entry diagnostics during enrollment. Once the screening process is completed with indications that the home language is not English or the scholars' native language is not English a staff member will conduct an informal interview.

If the scholar speaks a language other than English and also speaks little or no English, Ellington Prep may administer a Language Assessment . Scholars who score at less than proficient on the assessment will be identified as ELLs/ESL and will be placed in the appropriate level of ELL/ESL services. These scholars will also take additional English language diagnostics in order to determine limited English proficiency. ELL/ESL scholars' designations will not change until they score at a proficient level in the NYS English as a Second Language Achievement Test.

---Instruction and Services: Ellington Prep will adopt a form of sheltered instruction, the Sheltered Instruction Observation Protocol (SIOP) to help ELLs master core content and develop English language proficiency. SIOP Model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States. The SIOP Model consists of eight interrelated components. The SIOP avails high quality instruction for ELLs, clear enunciation, use of visuals and demonstrations; scaffolded instruction, targeted vocabulary development, scholar interaction and adaptation of materials are consistent with best practices of all backgrounds and abilities. SIOP focuses on specific language objectives as a means of improving academic outcomes for ELL/ESL scholars. These language objectives will be presented alongside content objectives for core content subjects. Teachers may participate in professional development in this area during Professional Development Days and throughout the school year in order to establish standards, objectives and best practices across all grades and content areas. General education teachers will share the responsibility for implementing language standards with the ELL Coordinator who will provide alternate support structures inclusive and not limited to push-ins or integrated scholars, support services to the greatest possible extent. While SIOP represents a primary and well developed approach to servicing ELL/ESL, multiple approaches will be provided to target and differentiate supplemental instruction based on each scholars English proficiency, gauging from beginner ELLs to those assessed as former ELLs. The Coordinator will

determine proficiency levels based on a thorough review of records and a host of diagnostics including and limited to MAP, Fountas and Pinnell reading assessments, informal interviews and on demand writing samples, conducted during enrollment as well as the opening days of school. Appropriate support structure will be determined for each scholar to create specific learning objectives and targets based on CCLS and SIOF for each scholar and submit these goals to the Coordinator and Support Services Director. For scholars who require more intensive interventions, pull out service may be provided during the instructional day along with additional intervention services (This is done to prevent loss of regular core content instructional time).

---Evaluation: ELL/ESL program will be evaluated through process similar to those used to assess the school's special education services. This includes and is not limited to (1) reviewing disaggregated data from interim assessment, students performance on the previous and ongoing NYS/ NYSCC Exams and the NYS/NYSCC English as a Second Language Achievement Test. (2) Conduct systemic audits involving the review of internal documentation and qualitative data collected through surveys completed by teachers on the support and training they receive (3) administering surveys to students, parents and families to provide feedback on the quality of the ELL/ESL services provided and (4) establish a compliant process and response protocol as well as conducting interviews with students who exit the ELL program or withdraw from Ellington Prep.

English Language Learners--Lost & Found In Translation: This is a program that is aimed for all scholars, but emphasizes ELL scholars to write/compose short plays, musical scores and scientific research in English, then spend a portion of the school year allowing group and family to have input on the final product. ELL scholars will then give final presentations in group activities, as well as share with friends and family during Morning Meeting and family/parent night activities. All presentations will have an authentic presentation. Scholars will be required to use multiple forms of social media and forms of communicative efforts to be inclusive of every area of STEAM with historical facts all-encompassing of their research. Scholars will then reflect with their peers later using Socratic Ellington Prepinars to explain how many words, information and facts have been lost and some newly formed and found in the translation of the work. *Retention of ELL's:* Understanding ELL's are a highly heterogeneous and complex group of scholars, two key elements ELL's need in order to improve their English-time and practice. Activities are structured to support scholar-to-scholar or group interaction, facilitated by an ELL instructor with scheduled observation and assessment for development in all areas of academic growth. Instructor will contact ELL parents each week to share information on his/her scholar. A bilingual school staff member may assist in making a quick phone call to connect linguistically. ELL parents will be delighted and happy to hear positive news about their child and will feel more comfortable asking questions and visiting the school in the future. Setting high expectations for ELL's overall academic performance, placing ELL's according to academic achievement rather than language proficiency; placement in challenging classes with quality instruction will encourage ELL's to learn more, exhibit awareness of scholars' backgrounds, acknowledging their prior literacy experiences, cultural relevant experiences while building on scholars' linguistic and cultural resources, still focusing on teaching language through content and themes. Scholars should be encouraged to use English (structured immersion), be inspired by scholar centered activities -which include but are not limited to "Lost and Found in Translation" School-Wide. Ellington Prep may feature Integrated Co-Teaching classes for ELL and SWD.--- Ellington Prep will comply with all applicable federal, state and local laws in accordance with federal law including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.

---*Special populous of scholars who are at risk/ Free Reduced Price Lunch Program:* Ellington Prep is scholar centered, with a premise that scholars come to school to experience life in a learning environment that is artistically/academically engaging and supportive which increases retention. Scholars, as well as the

community, will find Ellington Prep an exciting second home where growing is learning. Efforts to maintain and communicate the desire for positive academic experience Scholars will have a multitude of activities geared towards higher attendance, participation and scholar involvement that will draw them to wanting to come to school and not want to go home. Scholars who are academically at-risk will have weekly mini conferences conversations with teachers/instructional staff to keep up with day-to-weekly progress (allowing for scholars and parents to participate in a positive school day), accompanied with the excitement in the ability to have life changing courses will increase attendance. The programs offered by Ellington Prep are designed to positively encourage a cooperative learning experience which becomes captivating and motivating. By reaching the heart, we can change the mind, feed the mind, feed the body and make school a desirable place to sit for a full meal of life. Ellington Prep will also educate scholars on urban gardening, healthy dietary necessities and empower socioeconomically disadvantaged scholars to acclimate themselves to well-balanced realistic healthy choice of attending school.

Support Services for Scholars With Disabilities

Identification: The most recent data indicates that BCSD has a 21 % of scholars with disabilities. Ellington Prep will identify scholars with pre-existing IEP's by reviewing scholar records and relevant screening information tools immediately after scholar registration. The Ellington Prep Support Specialist will with a team evaluate IEP's to determine the availability of services within the realm of Ellington Prep's scope within the guidelines mandated for the specific IEPs and work with parents and support services to modify IEPs if necessary and possible. The RTI system will serve as one way to identify scholars who are suspected of having a disability but have not been evaluated along with the Academic Achievement Intervention Discipline Plan (AAIDP), that will monitor scholars growth or lack of and pinpoint progress by all teaching staff on a three week cycle, therefor strategizing a safety net of preemptive systemic three week point allows early intervention with early identification, evaluation and modified instructional practices.

Instruction and Services: Integrated Co-Teaching and Related Services may be provided for SWDs as the Support Specialist responsible for (1) supervising all special education instruction; (2) managing all documentation and safeguarding the confidentiality of IEPs and all related records in accordance with Individuals with Disabilities Education Act and Family Educational Rights Privacy Act; (3) providing teachers and service providers with copies of scholars' IEPs as well as at a glance summaries that outline the disability, required services, and scholars goals (4) providing teachers with ongoing training on goals, responsibilities, accommodations, instructional strategies and on other topics related to serving scholars with IEPs (5) lead facilitating, liaison attending IEP meetings and annual reviews and elevating scholar progress to determine whether the IEP needs to be modified/ if scholar requires continuous services and (6) arranging for related services in acting in compliance with the scholars IEPs, Ellington Prep will contact outsourcing facilitating when necessary to approved vendors, independent service providers and other mandated services that cannot or may not be provided in house or arranged with the Ellington Prep Support Specialist. Our Social Worker will provide counseling in compliance with the scholars IEPs to ensure mandated facilitation, when necessary Ellington Prep may assist parents in securing related service authorization.

Ellington Prep may provide 1-2 Integrated Co-Teaching (ICT) sections per grade on the anticipated number of scholars enrolled with IEPs and for core subjects automatically. General education teachers may work closely with certified special education teacher to co-plan, differentiate instruction as well as evaluate scholar learning. Instruction in ICT classrooms may incorporate team teaching, shared lessons, one teach/ one observe and help all scholars facilitate. Both teachers in the ICT may participate in professional

development and meet at least once a week to co-plan sessions, address scholars' needs and create flexible groupings. In short, the special education teacher will be responsible for determining appropriate accommodations and modifications ensuring compliance with IEP mandates. Both teachers may be responsible for submitting specific learning goals and targets, based on NYSCCLS, for each scholar with disabilities to the Support Specialist.

Evaluation: Ellington Prep will evaluate the special education program to ensure efficiency as the Support Service Director will (1) regularly review aggregated data from AIDPs, along with other assessments to make sure goals and targets are met and established (2) conduct programmatic audits using the Support Specialist meeting logs and minutes to ensure all services are compliant with the state and school guidelines (3) solicit feedback from teachers regarding the value of the training, materials and resources received in meeting the needs of their special education scholars and (4) collect information from scholars, parents and families through surveys, meetings and other communications about their satisfaction, questions and comments about the quality of the RTS and special education programming. The school will also establish a well-articulated compliant process and response protocol and conduct exit interviews in the event of special education scholars withdrawing from Ellington Prep as well as the motivational progress.

Support Services for Scholars Who Thrive Academically

Scholars identified as academically gifted will have access to advanced learning opportunities, differentiated instruction both in content and in process. Such opportunities may take the form of Honors Course offering when available, flexible educational opportunity, flexible pacing, interdisciplinary learning with independent study incumbent of self-directed learning, accelerated learning, early testing options when available, self-directed learning through technology, and numerous means of modifications in core content as well as provide accelerated AP and college level course work for eligible scholars. Ellington Preps high standards of achievement will have the total student body in the future moving to this higher achieving academic model as it is being modeled to be a school of excellence. Scholars at Ellington Prep will be challenged to reach innovative goals and targets on a regular basis for advanced intellectual growth for all of Ellington Preps population.

Additional Support Services- Ellington Prep Team

All teachers function as A part of the Ellington Prep Team in areas of their disciplines constantly developing in the major areas of: Curriculum, Professional Development, Data Collection/Data Driven Dialogue, Data Day, Teacher Network- Assessment, School Culture, Scholar Support and Parent Networks. The Ellington Prep Team have the tasks of understanding their area of the school to continuously evaluating the needs, implementing growth and development, acknowledging action steps each areas domain. The Ellington Prep Team are responsible for the enactment of advised plans, which are used by administration to evaluate school progress fulfilling school wide decisions, managing scholar behavior and positively reinforcing the Honor Code. The Ellington Prep Team meets weekly to assess scholar progress, examine at risk behavior in premature stages and meet with scholars, communicate with parents. Mentors from the Arts, Entertainment, Movie and Educated Professionals will also aid in the furthering of cultivating support, encouragement and understanding. Ellington Prep has instituted a support structure that is a part of its model to maintain student growth and development on a daily basis as well as communication with parents and families on an ongoing basis.

---No two students have exactly the same skills or learning style. That's why we create an individual learning plan for every student. Each plan will combine direct instruction, small-group work, and one-on-one teacher round table with self-achievement and awareness in a way that works for students.

C ACHIEVEMENT GOALS

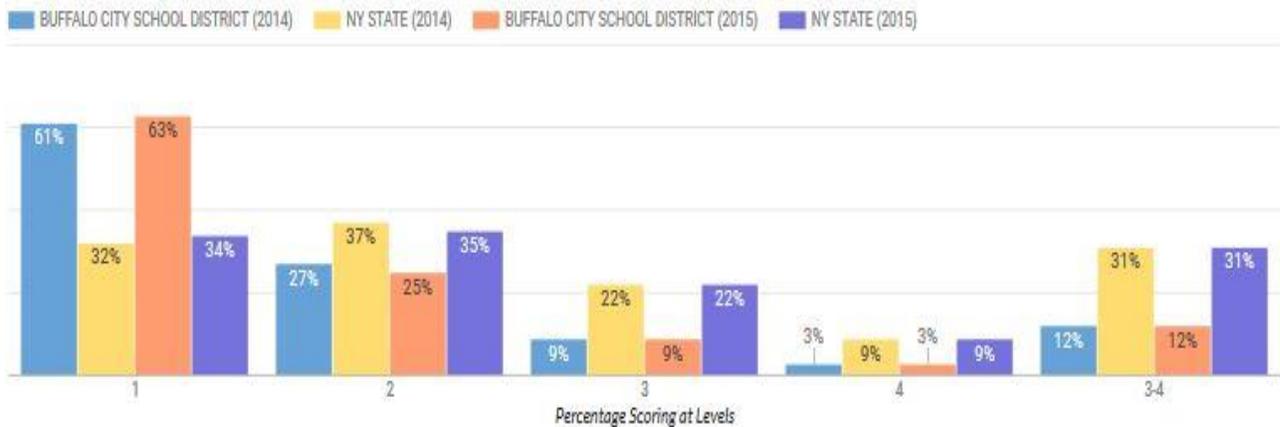
--- The Ellington Prep methodology proposes early intervention with Remediation/ Response/ Advancement Implementation Strategy. Parents and students will first receive: Orientation on “Understanding Assessments,” how they are used and how they can be a good fit for academic gauging, measuring, monitoring the progress towards meeting the achievement goals.

- a.) Provide immediate Formative Learning Assessment – Ongoing to teach students how to set goals for their learning, to identify their growth towards these goals, to evaluate the quality of their work and to identify strategies to improve.
- b.) Formative Diagnostic Assessment- a process of questioning, testing, or demonstration used to identify how each student is learning, where his/her strength and weakness lie, and potential strategies to improve learning, focusing on individual growth.
- c.) Benchmark/Interim Assessment- Comparison of student understanding or performance against a set of uniform standards within the same school year. May contain hybrid elements of formative and summative assessments.
- d.) Summative Assessment- is a comparison of the performance of a student or group of students against a set of uniformed standards

--- Adjustments will be made with early assessing- intervention- remediation and quick response to further student advancement.

---The incoming student population which may include according to data.nysed.gov the BCSD had an enrollment of a total population of 22% SWD 14%ELL and 79% Economically Disadvantaged/ FRPL. For the total BCSD or specifically for incoming Grade 7: 1% Students With Disabilities 1% ELL and 6% Economically Disadvantaged/ FRPL according to the data.nysed.gov 2014-2015 with 2,439 7th Graders who comprise 8% of the total student population of the BSCD. (See Figure C.1.)

Figure.C.1.



---According to the BSCD Assessment information/ data collected, the only growth was in the Level 1 proficiency from 61% to 63% and Level 2 dipping with a loss from 27% in 2014 to 25% in 2015. Covering grades 3-8th ELA Assessment Data.

These data are filtered by: GRADES (7)

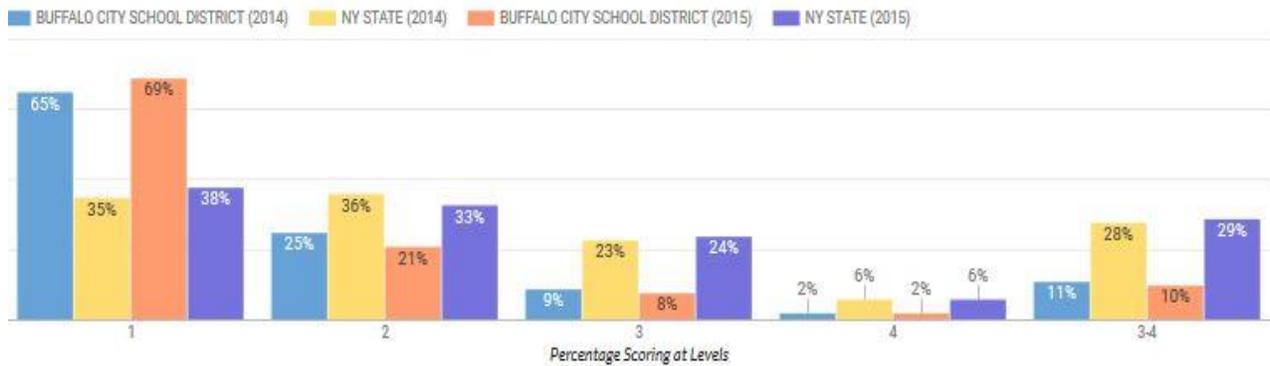


Figure C.2.

Figure C.2. shows the increase in Level 1 from 65% in 2014 to 69% in 2015, a drop in Level 2 from 25% in 2014 to 21% in 2015, another drop from Level 3 from 9% in 2014 to 8% in 2015.

---**Ellington Prep's reasoning is this:** Due to the minimal assessment required by the NYSED mandating a show of a level of proficiency in order to move to the next grade level, there appears to be minimal success for the students very early on. What Ellington Prep proposes is reaching the students early, assessing early to qualify where their baseline is, the make specific educational pathways for achievement based on each student's assessment. Early remediation, quick response and multiple assessment measures of success will aid in qualifying how improvements can be met efficiently. Students are assessed upon entering Summer School/ Engineering Camp, upon completion of camp, and again on the first three days of school and thereafter every three weeks (daily for teachers instructional practices with the use of Formative Learning Assessment – Ongoing to teach students how to set goals for their learning, to identify their growth towards these goals, to evaluate the quality of their work and to identify strategies to improve).

---The chosen methods listed previously and below are due to lack of district mandated assessments for promotion in grades 3-8, therefore providing an early plan of benchmarking, remediation and advancement for 7th graders.

---Parallel to with the mission of Ellington Prep to provide educational rigor in preparing scholars for collegiate success, community leadership and professionals in respective careers; Ellington Prep's design for success is immediate to secure a highly developed relationship using the Conley methodology along with Project Based Learning (PBL) others to create authentic obtainable academic achievement with differentiation in successful completion channels. The realistic achievement goals are congruent for all scholars at Ellington Prep inclusive of English Language Learners (ELL's) and students with disabilities (SWD). Ellington Prep school will link student performance data to the resources and best practices needed to inform instructional changes and improve outcomes. Ellington Prep's curriculum experts will use New York State Standards/ Common Core and College Board standards to develop ambitious academic benchmarks for individual scholar(s) grades and subject areas, and at a school-wide level. By making goals transparent to scholar(s) and celebrating progress toward them, the school promotes buy-in across all members of the community. To ensure ambitious and well-informed goal setting, scholar(s) are assessed at multiple intervals and annually against the academic and non-academic indices. These include multiple measures of scholar achievement, daily attendance, teacher and scholar retention, and parent satisfaction.

---**Data Day** is once a week, using the Academic Achievement Intervention Discipline Plan, school leadership will communicate to all teachers, support staff, students parents and community the expectations, expected

outcomes and goals of proposed assessment, goal setting, and functionality to notate the students progress, deficits and strengths; this form is then given to students, and parents for continued communication on progress and support. **---Ellington Prep will use Process Based Assessments (PBAs)** -- multi-draft, expository, evidence-based essays with formative multiple choice questions-- at the end of every three weeks. Each assessment marks a critical, scaffolded step toward college-readiness by helping scholars develop critical reading, thinking and self-management skills along with key content knowledge. "The evidence is clear: study of the arts contributes to scholar achievement and success. Research confirms that the arts make a significant contribution to helping all scholars achieve success in school, work and life." Sandra S. Ruppert, (Critical Evidence– How the ARTS Benefit Scholar Achievement) The PBA system revolves around American painter Abbot Thayer. "Earl Bakken based his pacemaker on a musical metronome. Japanese origami inspired medical stents and improvements to vehicle airbag technology. Steve Jobs described himself and his colleagues at Apple as artists." Coordinated Arts and STEAM program -- an innovative, six-year, required curriculum in which composition class Arts and Engineering classes serves at the glue between literature, history science and learning. "That component is the Arts. If these advocates have their way, STEM would become STEAM.

Therefore, Ellington Prep’s model has incorporated these goals with the previous knowledge in mind:

❖ **Goal 1 Academic Achievement**

- (a) **80% of students will demonstrate at minimum a proficient level of mastery in all core areas of academia assessed by Ellington Prep’s compulsory competencies, attainments and performance rubrics after a period of 3 years of enrollment.**
- (b) **85% of Ellington Prep students will demonstrate knowledge and skills in the core areas of Mathematics, Science, ELA and Social Studies at or above grade level using Ellington Prep’s Practical Application, Project Based Learning/, Engaging in 21st Century Learning Method and PBL during 3wk regular rolling Ellington Prep assessments after the first 2 years**
- (c) **50% or more of Ellington Prep students average score on state ELA will exceed the average of the score of its home district after the first two years.**
- (d) **50% or more of Ellington Prep students average score on the state Mathematics test will exceed the average score of its home district after the first two years**
- (e) **At the completion of a scholars third year, 80% of scholars will have passed compulsory Ellington Prep assessments**
- (f) **At the completion of a scholar’s fourth year, 75% of scholars will have demonstrated college and career readiness by passing five New York State Regents Exams required for graduation with a score of at least 65.**
- (g) **Each year 50% of English Language Learners (ELL) will improve on the New York State English as a Second Language Achievement Test (NYSESLAT).**
- (h) **For students that do not meet the achievement criteria above, s/he will develop their own along with the one previously completed, personalized plan that clearly articulates his/her path to a timely graduation from Ellington Prep.**
- (i) **100% Participation in the STEAM Programs -- Students will produce a musical score/ perform in residence and provide a written treatise in the learning process for Mid and End year assessments to receive an overall proficient rating based on presentation rubric designed for the STEAM Program.**

❖ **Goal 2 Strong Graduation Requirement / Graduation Rates / College Readiness**

(a) 80% of scholars who enter in Ellington Prep's 9th grade cohort will graduate within four years.
(b) 90% of Ellington Prep students who enter in the 9th grade will graduate within five years.
(c) All students identified as SWD will achieve their IEP goals as determined by Annual Review.
(d) 100% of Ellington Prep All scholars will gain acceptance into college. and college readiness, through additional time, extended learning opportunities and other external supports. (Or) for Scholars who have chosen to enter the professional world path in the professional Arts and Entertainment Industry.
❖ Goal 3 Strong Annual Attendance and Enrollment
(a) 85% Attendance for students over the first 1 to 2 years with growth over the next four years consecutively. (Daily Attendance Records)
❖ Goal 4 Provide school with safe learning environment with social, moral and ethical responsibilities, resilient communicative Team Building & Community Service
(a) 90% of the Ellington Prep Students governing themselves and behavior based on Kohlberg Stages of Moral Development (w/ Weekly Grade Level Meeting to assess progress).
(b) 90% of Ellington Prep Scholars will participate in Community Service Programs/Projects. Goal
(c) 100% parent involvement of Ellington Prep Parents./ and parent participation with community volunteerism.
(d) 90% of Ellington Prep Scholars will participate in Founders Week (Actually Month long event named Founders Week
(e) 75% of the Community/ Parents will participate in Founders Week (Actually Month long event named Founders Week
(f) 85% of all Ellington Prep scholars participating in Externships in the STEAM disciplines.
(g) 100% of Ellington Prep Students will participate in the Annual Brass & Keys Competition a
(h) 90% of Ellington Prep Students will participate in Masters Classes
(i) 95% of Ellington Prep Students will participate in Stars Among Us Morning Meeting Presentations.

D.

ASSESSMENT SYSTEM

The Ellington Prep model will utilize assessments as a fundamental way to gather accurate and timely information so that informed decisions and appropriate actions may be taken to maximize scholar learning. The process is critical to provide scholars with a rigorous however, supportive academic experience. Teachers will use assessments in its many forms to revise pacing, differentiate lessons, remediate and or enrich skills or content group scholars, select for interventions or referrals, assess professional growth and progress, and communicate with scholars, parents and families. Instructional leads will use assessments to design, review and revise curricula, evaluate teachers and instructional methods, making decisions about professional development and assess its effectiveness. Ellington Prep may use one or a variety of measures, to use overall scholar assessment data to evaluate the performance of the HOS, evaluate school policies and procedures, and monitor progress towards achieving the mission and accountability, goals and other purposes. Assessments data will aid in informing decisions about scholars promotion while determining school progress towards scholar achievement goals. Strategic Use of Ellington Prep will link scholars' performance data to the resources and best practices needed to inform instructional changes and improve outcomes. At times this can rally around three basic components:

Goal Setting: Ellington Prep curriculum experts may use New York State Standards, Common Core and College Board standards to develop ambitious academic benchmarks for individual scholars grades and subject areas, and at a school-wide level. By making goals transparent to scholars and celebrating progress toward them, the school promotes buy-in across all members of the community. To ensure ambitious and well-informed goal setting, scholars are assessed annually against the academic and non-academic indices. These include measures of scholar achievement, daily attendance, teacher and scholar retention, and parent satisfaction.

Scholar Assessments: All Ellington Prep scholars are expected to master these state-aligned standards at each grade level so that success in one grade can be seamlessly built upon in the next. To this end, grade-level curriculum is divided into cycles (every three weeks) each of which culminates in a cumulative interim assessment designed to follow scholar progress toward goals, determine which standards require further instruction and identify scholars who need interventions.

Staff Evaluation and Coaching: After each interim assessment, teachers and Head of Schools dedicate a "Data Driven Instruction Day" to review results by classroom, scholar, standard and question using Ellington Prep's custom-built, in the future web-based interim assessment platform. Teachers then use the data to adjust unit plans, target instruction and design interventions for struggling/advanced scholars. This regular monitoring of scholar progress gives high school teachers the information and flexibility they need to continually modify lessons to align with scholar needs. Ellington Prep design supports instructional planning activities by guiding teachers through the development of data-driven instructional plans, including the prioritization of standards for whole class re-teaching and cumulative review, structured small-group instruction, and one-on-one interventions.

Formative Learning Assessments / Formative Diagnostic Assessments

All incoming Seventh Graders will complete an adaptive assessment administered to generate baseline in data about scholars' ELA and mathematics skills. This assessment will be conducted upon enrollment. Scholars will also complete a survey to collect information on non-academic dimensions, including work habits, learning styles, attitude towards school, and extracurricular pursuits. Ellington Prep teachers will review diagnostic data at length during the beginning of the school year (and continuously) to create a data profile for the incoming cohort in aggregated and disaggregated forms to identify areas of strength and skills deficits as well as scholars who may be at risk of academic failure. This information along with the

previous year's state test and other available data will also be used to make necessary adjustments to curricular frameworks, establish goals and create groups for academic interventions, and develop instructional targets and supports for the coming year. During the year, diagnostic assessments, Benchmark Interim Assessments or Summative Assessments, will be administered prior to units of study as needed to gauge scholar prior knowledge, modify or accelerate pacing, and as a means of measuring scholar growth.

Formative Assessments:

Ellington Prep places authentic emphasis on formative assessment practices that inform daily instruction. Multiple formative assessments will be embedded within teachers' daily lessons, that may or can but not limited to the Do Now, Medial Summary, Exit Tickets, and other junctures when assessing scholar understanding is paramount. Ellington Prep faculty will also incorporate a host of teaching techniques that promote active scholar participation and generate information about what scholars are learning in order to enhance learning. These techniques include a number of those outlined in Ellington Prepinar Cycle, Round Table Discussion, Evaluative Discussion, Doug Lemov's Teach Like a Champion, such as "Normalize Error," "Stretch It," "Everybody Writes," "Ratio," and "Take a Stand," Flipped Classroom work, among others. Spiraled homework will be assigned daily and assessed to provide teachers and scholars with additional evidence of the degree to which scholars are mastering course content over the long term. Assessment data from observations, scholar classwork, and exit slips will guide targeted re-teaching on an individual, small group, or whole class basis. Ellington Prep teachers may conduct formative assessments in a variety of forms at regular intervals within each unit of study including quizzes and tests, process rubrics for projects and labs, or on demand writing assignments, teacher conferences or observations depending on the concepts and skills being assessed. These assessments will provide a wealth of data that will inform decisions about how to best support scholar learning.

In addition to serving as a diagnostic, Ellington Prep will administer interim assessments throughout the year; with the benchmark and core basis fundamentals to gauge Ellington Prep scholars to those in the surrounding cities, towns as a means of New York State Metric measures for data about scholars performance and readiness for on grade or above grade level academic independence. The Ellington Prep will use the data for measurable methods of growth that will be provided results within 24 to 72 hours after administering assessment. Teachers, scholars, parents and families will also have access the information. During full days, and or afterschool, or during professional development sessions, along with weekly grade level meetings, HOS and instructional staff will meet to develop action plans based on scholars performance. Ellington Prep will analyze data for Board of Trustee Members and stakeholders to allow the Ellington Prep community to address any gaps in learning, identify scholars growth, acknowledge refinements in instruction and Ellington Prep's remediation action plan (which includes but is not limited to re-teaching of skills, Parent-Homework-Hotline, and tutorial services).

Ellington Prep teachers will use summative performance assessments at the end of units of study in a variety of forms, including published pieces, written exams, laboratory reports, presentations, and other standards aligned, project based performance tasks. With all comprehensive performance tasks, scholars will be provided with both detailed explanations of the assignment and appropriate scaffolds and supports, including clear rubrics, exemplars, and study materials, to assist them in meeting transparent yet rigorous academic expectations. To conclude each trimester, scholars will take internally devised and NYSS-aligned

examinations. Ellington Prep scholars will also be evaluated based on NYS exam results, including the NYS English as a Second Language Achievement Test along with Instructor designed Final Assessments at year's end, each Ellington Prep scholars will conduct her/his Roundtable presentation. During Roundtable or Morning Meeting, scholars will present Self-selected assignments or "artifacts" reflecting their learning over the course of the year to an audience of the/ and or school staff members, peers, and community members who assess the presentations using an established rubric. Assessment will be based on the scholars ability to provide detail on artifacts presented, including an understanding of the purpose of the assignment and the skills and knowledge gained through its completion as well as the scholars ability to provide in-depth, thoughtful responses to questions posed by audience members. Scholars who do not demonstrate proficiency in these areas will be given the opportunity to schedule a second Morning Meeting or Roundtable presentation. During the year, Morning Meetings and Roundtables scholars will compile and record artifacts of their learning within their portfolios. Scholars will select and reflect upon these artifacts during Advisory and receive support with the technological aspects of managing their portfolios. Starting in year four, Ellington Prep will begin to offer Advanced Placement courses and administer Scholastic Aptitude Tests, including SAT I, ACT, SAT II exams in four years. At the conclusion of each AP course, scholars will have the opportunity to demonstrate their mastery over the course's subject matter and potentially earn college course credits in the process Ellington Prep scholars will also participate in midterm exams and final projects in these courses.

Reports

Full academic reports are sent home at the end of each trimester; interim reports are sent in the middle of each trimester. Reports include comments and grades from each teacher, indicating the scholar's accomplishment, effort, and attitude. Interim reports are brief evaluations of the scholar's academic situation at mid-trimester with or without specific grades. In addition to the formal reporting system in the middle and at the end of each term, teachers relay information about a scholar's academic progress, both good and bad, to the adviser, parents and scholar.

E Performance Promotion and Graduation Standards

The following are the requirements as of present to be a graduate of the Ellington Preparatory Academy of Arts and Sciences Charter School. * (Requirements: scholars successfully completing grades 7th-12th in that therein these standards along with the school's full set of promotional academic standards for its core-content an elective courses are adapted from the New York State P-12New York State Standards / Common Core Learning Standards (NYSP-12CCLS).

Graduation Requirements

High Academic Standards at Ellington Prep Requirements for graduation at Ellington Prep coincides with that of NYS Board of Regents. Below is a very brief summary of the minimum high school level that ALL scholars are required to successfully meet as a part of our school environment*(Please note that under NYSS SWD whom have elected to develop credentialing for graduation pursuant NYSED regulations may obtain course requires requirements utilizing those elected pathways).

Small Sample of some Course Expectations

Honors sections are offered in all disciplines.

Advanced Placement courses include: English Literature, English Language and Composition, United States History, European History, World History, United States Government, Human Geography, Spanish Language, Calculus AB/BC, Statistics, Biology, Physics C and in Chemistry will be offered in 3 to four years. However 7th and 8th graders may take regular/Honors/Advanced coursework allowing them to take NYS Exams earlier in those grades as well.

Due to Ellington Prep Beginning at 7th grade, there will be ample opportunity for the highest possible Regents Diploma and Ellington Honors Diploma.

Seventh Grade **Grades 7 and 8:**

All students shall be provided instruction designed to enable them to achieve, by the end of grade eight, State intermediate learning standards through:

- English language arts, two units of study; / Honors /Advanced
- Social studies, two units of study; Honors / Advanced
- Science, two units of study; Honors/Advanced
- Mathematics, two units of study; Honors/ Advanced
- Technology education, one unit of study;
- Home and career skills, three-quarters of a unit of study;
- Physical education as required by section 135.4(c)(ii) of Commissioner's Regulations (basically, every other day);
- Health education, one half unit of study as required by section 135.3(c) of Commissioner's Regulations;
- The arts, including one half unit of study in the visual arts, and one half unit of study in music;
- Library and information skills, the equivalent of one period per week in grade seven and eight;
- Languages other than English pursuant to section 100.2(d) of Commissioner's Regulations;
- Career development and occupational studies.

Flexibility Available to All Schools with Middle-Level Grades in Section 100.4 of Commissioner's Regulations (Model A)

- Unit of study (seat time) vs. unit of credit (achievement). Units of study, not units of credit, are applicable to the middle grades (specifically, grades 7 and 8).
- Unit of study requirements for the middle grades are to be met "by the end of grade 8."
- The unit of study requirements for technology education and/or home and career skills may be initiated in grade 5, provided that such subjects shall be taught by teachers certified in those areas.
- The unit of study requirement for languages other than English may be initiated in any grade prior to grade 8 (documentation provided).
- Students who have been determined to need academic intervention services may have the unit of study requirements for one or more of their subjects reduced (but not eliminated).
- A student may meet the required half unit of study in music by participation in a school's band, chorus, or orchestra, provided that such participation is consistent with the goals and objectives for the school's music program for grades 7 and 8.
- The half unit of study requirement for health education may be provided in grade 6, provided that such subject shall be taught by teachers certified in health education.

- Library and information skills instruction provided the equivalent of one period per week in grades 7 and 8.
- Students in grades 7&8 shall have the opportunity to take high school courses in mathematics and in at least one of the following areas: English, social studies, languages other than English, art, music, career and technical education subjects, and science courses. STEAM will begin in 7th grade.

Graduation Requirements

---60 Hours of Community Service

---Subjects must be taken each year in grades 7-12

---Evidential 65% minimum on the New York State Regents examinations as required by NYS.

---Passing course average of 75%-year end average in each course/subject.

---Required classes and electives courses must be met with 75% passing average*

(*= Students with designated IEP's and or learning pathways have exemptions when documented for promotion)

Types of Regents Diplomas:

Advanced Regents with Honors –average of 90 on 8 regents exams taken.

Advanced Regents Diploma – passing 8 regents, exams with at least of 65.

Regents Diploma with Honors –average of 90 on five regents exams taken

Regents Diploma at least 65 on ELA, Global, US History, 1 Math, 1 Science.

Note: *Ellington Prep graduation requirements build in the expectation that all scholars will arrive at an Advanced Regents Diploma or greater. Scholars must carry full course schedules to graduation. Retaking Regents Exams A scholar(s) is required to re-take any exam for which s/he does not receive a score of 65 or higher. However, Scholar(s) will be expected to retake a Regents examination when it is offered again to raise the score. The Guidance Department should be notified of exam retakes by November 1 for January testing and February 1 for the June testing. Scholar(s) register for Summer School for August testing.

Types of Advanced NYS Regents Diplomas and Requirements

*A Quick Guide for Scholars and Parents

Regents with Advanced Designation

Credit Requirements: 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 LOTE, 2 Physical Education, 3 ½ Electives. In addition, a scholar must earn an additional 2 units of credit in LOTE (Language Other Than English).

These credits can be included in the 22 required credits.

Assessment Requirements: 8 Regents exams with a score of 65 or better as follows: 3 Math, 2 Science, ELA, Global History and Geography, US History and Government; and Checkpoint B LOTE Examination with a score of 65 or better.

Regents with Advanced Designation-Mastery in Math

Credit Requirements: Same as Regents with Advanced Designation. Assessment Requirements: Meets all assessment requirements for the Regents with Advanced Designation (see above) and, in addition, earns a score of 85 or better on each of the 3 Regents Examinations in Mathematics

Regents with Advanced Designation-Mastery in Science

Credit Requirements: Same as Advanced Regents Designation. Assessment Requirements: Meets all assessment requirements for the Regents with Advanced Designation (see above) and, in addition, earns a score of 85 or better on each of the 3 Regents Examinations in Science

Regents with Advanced Designation with Honors Credit Requirements: Same as Regents with Advanced Designation. Assessment Requirements: 8 Regents exams with a computed average score of 90 or better as follows: 3 Math, 2 Science, ELA, Global History and Geography, US History and Government; and Checkpoint B LOTE examination with a score of 65 or better.

The New York State Education Department defines “Mastery” on individual Regents examinations as a score of 85 or greater with the exception of the English Language Arts exam for which scholars must earn a 90 or greater to attain mastery status.

(Please note: Ellington Prep’s requirements for graduation are additional credits, although the Regents requirements may be met, all of Ellington Prep’s requirements must be met for graduation).

F. SCHOOL SCHEDULE AND CALENDAR

Ellington Prep’s School Day: The commencement of every day will begin with breakfast commencing at 7:15 am- 7:45 am daily. Ellington Prep will follow in steep tradition in a ceremonial mandatory Morning Meeting for the entire cohort body from 7:50 am to 8:05 am daily (Stars Among Us Activities, briefings). Acknowledging particular studies which identify schools with later day starts, Ellington Prep’s unique programs are designed to aid in the development of real world collegiate and centralized real world employment times. This aids in the further development of time management, self-awareness and academic maturation. Daily course Scheduling will commence with a school day from 7:45 am to 3:35 pm

*Core Instructional Courses: Monday Wednesday Friday 8:05 am – 1:25 pm

*Mandatory STEAM Program: Monday Tuesday Wednesday Thursday 1:30 pm -2:30 pm

*STEAM Program / Electives Tuesday and Thursday 8:05am – 1:30 pm

*Mandatory Tutoring/ Instrumental Practice/ STEAM Extensions Monday, Tuesday, Wednesday, Thursday 2:35-3:35pm

*Teacher Professional Dev./Grade Level Meetings-Planning /Intervention/Practical Application/STEAM Dream Team: Mon. Wed. Fri.

*Teacher –Scholar Roundtable Tutoring/Mentoring/Self Achievement Awareness: Mon. Tues. Wed. Thurs. To be scheduled during lunch times- after required lunch time is utilized between 11:20–12:20 and tutoring times from 2:35pm – 3:35pm

Morning Meeting is developed to maintain a cohesiveness of the total Ellington Prep body as a unit. Morning Meeting provides opportunities to keep abreast of activities, is aimed to increase scholar

attendance and confidence. Scholars will hear daily announcements, perform/give a five-minute presentation every morning in Morning Meeting. Parents are invited on their child's presentation date, along with members of the community to also increase parental involvement. Parents, community members, stakeholders, social and civic organizations are encouraged to take part in aiding all scholars in their presentations helping to communicate that attendance habits are directly connected to employment habits, life habits and character traits for success, that every scholar is a star.

Ellington Prep will also have school on designated Saturdays and it is considered compulsory. The Ellington Prep model has designed an extensive STEAM Program which exposes all scholars for 60 minutes each day in the foundations of Science, Technology, Engineering Arts and Mathematics (STEAM). Coursework will commence with the pre-collegiate coursework that are pre-requisites for all college STEAM foundations. By early exposure and progress, Ellington Prep scholars will be able to enter in and have a higher achievement rate than other cohorts who are entering in collegiate years without the pre-exposure to the STEAM foundations. Courses will run on a ten-week rotation for six years, exposing all Ellington Prep to the compulsory foundations all collegiate programs mandate for every area of STEAM.

Project Based Learning: is a classroom approach in which scholars actively explore real world problems and challenges and acquire a deeper knowledge, this and the "Flipped Classroom" method will be used for the STEAM program to provide scholars with adequate preparation and learning expectations. Skills relevant to strong authenticated STEAM program in the pre-collegiate program introduce scholars to organizing and understanding data, cognitive relationship with logic and reason be able to identify and analyze problems, to design and complete computer programming:

*Introduction to Engineering, Intro to Physics, Intro to Abstract Algebra, Intro to Statics, Intro to Differential Equations, Intro to Computer Programming, Intro to Statistics, Intro to Linear Algebra, Intro to Complex Variables, Intro to Numerical Analysis (These courses may rotate as to how they are presented for the ten week period instructed based on instructional accessibility).

Ellington Prepinar Cycle- House Fireside Chats

The Ellington Prep Ellington Prepinar Cycle integrates the math science and three humanities courses required of all Ellington Prep scholars -- literature, history and composition -- into a series of 10 coordinated cycles throughout the school year. Each cycle requires major collaboration between teachers and moves scholars through the following stages: directed reading and annotation, interpretive Ellington Prepinar discussion, summative writing, and evaluative discussion. Once a month, the process may culminate in an informal or formal, evidence-based assessment essay required from every scholar at the close of each cycle. **Collaborative Teaching** The Ellington Prepinar Cycle Fireside Chats requires significant and meaningful teacher collaboration. Before each new cycle begins, content and composition teachers meet to develop an evaluative question that will guide instruction (e.g., "Was the Civil War inevitable?") along with an exemplar of the essay they expect scholars to produce. They come together again at the end of the cycle, this time to assess completed essays against the exemplar, along with Ellington Prep's interactive writing rubric. Beyond fostering strong teacher-to-teacher relationships and opportunities for professional growth, this process reinforces a focus on scholar outputs, thereby allowing teachers to identify education gaps that might otherwise hinder post-secondary success

THE ELLINGTON PREPARATORY ACADEMY OF ARTS AND SCIENCES CHARTER SCHOOL

Ellington Prep will commence with Summer school for every incoming 7th grade cohort and continue becoming a part of the school's annual schedule.

Summer of 2017 Summer School/ Engineering Camp Grade 7th	90 Students
Summer of 2018 Summer School/Engineering Camp Grade 7th	90 Students
Engineering/Tech Camp Grade 8th	90 Students
Summer of 2019 Summer School/Engineering Camp Grade 7th	90 Students
Engineering/Tech Camp Grade 8th	90 Students
Music & Production Camp Grade 9th	90 Students
Summer of 2020 Engineering Camp Grade 7th	90 Students
Engineering/ Tech Camp Grade 8th	90 Students
Music& Production Camp Grade 9th	90 Students
Dance & Theater Camp Grade 10th	90 Students
Summer of 2021 Engineering Camp Grade 7th	90 Students
Engineering /Tech Camp Grade 8th	90 students
Music & Production Camp Grade 9th	90 Students
Dance & Theater Camp Grade 10th	90 Students
National Engineering Camp/ Externship Preparation	
SAT/ACT Preparation Grade 11th	90 Students
Summer of 2022 Summer School/ Engineering Camp Grade 7th	90 Students
Engineering/Tech Camp Grade 8th	90 Students
Music & Production Camp Grade 9th	90 Students
Dance & Theater Camp Grade 10th	90 Students
National Engineering Camp / Externship Preparation	
SAT/ACT Preparation Grade 11th	90 Students
College Application/ Scholarship Intake Program &	
Audition Process Grade 12th	90 Students

Proposed Plans of Enrollment

Serving Grades 7-12 with an Open Admission Policy Verified with A Public Lottery

January 1, 2017- April 15, of 2017 Application Process/ Lottery Admissions Procedures

-Schedules: Ellington Preps scholar schedules are personally designed to meet the academic and artistic needs of every scholar. Cohorts rotate on a block schedule basis to give the teaching advantage of completing assigned task. Scholars are mandated to meet with teachers to insure the Kolberg Stages of Moral Development are used for self-directed scholar positive reinforcement scholar governing.

Scholars schedules are designed for the Pre-Collegiate STEAM Program daily with Flipped Classroom teaching method for higher interest and success.

-Teacher Schedules: Ellington Prep allows all teachers to compulsory participate in STEAM Dream Team which all teachers function as lead in areas of their disciplines constantly developing in the major areas of: Curriculum, Professional Development, Teacher Network, Assessment Design, School Culture, Scholar Support Parent Network and Educational Coaching. The Team has the task of understanding their area of discipline with updated expertise, the school and continuously evaluate the needs for implementing growth and development, acknowledging action steps in area domain. Team is responsible for the enactment of

advised plans which are used by administration to evaluate school progress fulfilling school wide decisions. This professional time will also allow for meetings for SWD/ IEP's/ Intervention / Practical Application along with scholar progress.



SCHOOL CULTURE AND CLIMATE

G. Exciting, Motivating, Innovative, Serious, Enthusiastic classroom tones: Walk into Ellington Prep classrooms and feel the profound, urgent love of learning. Every one of our scholars have dreams to fulfill. With an atmosphere of positive correction, teachers and scholars incorporate enthusiasm, respect, achievement and serious work ethic in everything they do. The year begins with a two century old tradition placing all scholars into their respective houses.

House of Duke: The House System is unique among schools in America and has been an important part of life for more than two centuries. In the first weeks of school, all scholars are placed into two houses- The Brass House or The House of Keys, most notably called, "Brass & Keys."

Each House is a small group within the larger School community that fosters pride, responsibility, and respect for the contributions of others. The Houses are divided by levels, and these differ in degrees of freedom and supervision. All scholars are assigned to a House.

Brass & Keys Competition: This is a music composing / academic school-wide competition. Brass & Keys Competitions allow the academic excellence and achievement of scholars exhibit itself, as scholars compete in composing, arranging and writing musical scores and songs while the other half of the team prepares the academic portion to compete in a miniature science, math and historical music Olympiad. The activities are designed to build awareness of academic compulsory common core standards, comprehend global and employment competitiveness on a smaller scale. Brass & Keys is designed to engage the holistic approach to academia, talents, teamwork, group initiative and cooperative understanding of the value of everyone in the 21st Century learning atmosphere. It employs the infusion of talent/academia/technology tournaments into real life experiences to support the further developing of cognitive strategic thinking of self-to-group to a unit of one. The winners of the Competition are honored and recognized during Founders Week.

Founders Week...&The Family and Entire Community: Founders week is actually a month long celebration where the life, legacy and accomplishments of Duke Ellington are celebrated. This week allows the historic nature of an icon, Duke Ellington, to become a part of the lives of scholars as well as the Buffalo community while instilling school pride. Artists, entertainers, musicians, and producers from around the world will come and take part in the week as each day we will give honor to one of the progenitors of American Music. Each day of Founders Week will usher in the showmanship of entertainers and artists whose lives were enriched by Duke Ellington. It may provide the scholars the opportunity to explore a night with the likes as Smokey Robinson, Jazz Pioneers, Musical Giants, local Grammy Winner and a host of other artist who value education as much as the arts. This week may culminate with Ellington Prepinars that may including the Ellington's (April Ellington and Edward Ellington Jr.) and a host of other artist/entertainers who believe deeply in education (Activities actually a month long event).

Ellington Prep is a remarkable school that in its design has implemented programs aimed directly to keeping scholar attendance high, academics rigorous but met with enthusiasm and optimal parent and community involvement. Ellington Prep is special that in its design, multiple professional Scientist, music producers, Artist, Entertainers and Choreographers, Buffalo's own Grammy Winner Kevin Camp and Derrick McCallister who workes with the likes of Be'yonce, K. Michelle, Usher, Keri Hilson, Will.i.am, Diddy Dirty Money, Zac Brown Band, Fantasia, as well as producers who have appeared on The Today Show, Good Morning America, The Tonight Show With Jay Leno, VH1, Jimmy Kimmel Live, The Wendy Williams Show, The Tom Joyner Morning Show, Saturday Night Live and of course the children of Duke Ellington, as well as many others all have a part in the design of the Arts program at Ellington Prep. With this design that has incorporated Master Classes, special guest appearances, "Fire-Side Ellington Prepinars," "Mentor-Master-Ship" along with other programs that will coordinate with performances with special guest and scholar collaborations, scholars will be excited about learning, excited about school and understand how important it is to have high academic achievement to get to the next level for professionalism as well as for collegiate studies. "Research findings show that the performing and visual arts challenge scholars to use reasoning skills—both concrete and abstract—to draw conclusions and formulate ideas." Theorists and teachers have been quick to defend the necessity of arts programs in education. Hamblen (1997) stated that arts are a means by which scholars become involved, active learners rather than passive, bored scholars. Another identified benefit of arts was that scholars are enabled to construct their own meaning because they are actively involved in learning (Catterall 1998). According to Burton, Horowitz, and Abeles (2000), arts promote the following outcomes in scholars: •creative thinking; •fluency in thought; •originality; •focused perception; •imagination; •risk taking; •task persistence; and •ownership in learning. Hamblen (1997) added that in addition to creative behaviors, arts provide critical thinking and self-awareness. Arts also are considered a means of communication and expression (Grallert 1991; Eisner 1992; Berghoff et al. 1998; Hatfield 1998; Dillon 2006) Ellington Prep scholars ad parents will understand that education is valuable, and truly an honor to be at such an institution that is designed for safety, supporting the highest achievement of educational goals.

---Ellington Prep has adopted the approaches to scholar behavior management, for both general scholars' population and for scholars with special needs are very similar *(SWD will be assessed on behavior based on requirements, needs, formulated for the best possible outcome based on scholar IEP and will directly involve parental notification at every opportunity, all other scholars will be uniformed in consequences).

Self-Achievement and Awareness: Using Restorative Justice and Kolhberg's Stages of Moral Development for the scholars of Ellington Prep, along with several other methods, allows the integration of psychology of the self and an awareness of social and emotional interaction into the core curriculum. Scholars have constructed into their academic environment the opportunity to see themselves as a part of society, a part of a whole/entity to understand their emotional stages of growth and development discipline and educational cooperation. This implementation allows for cohorts to socialize on various levels of awareness of self, their ability to develop discipline and measure maturation in a variant of forms. Scholars and teacher regularly engage in self and peer assessment an SPA with efforts to exhibit the growth development and comprehension of the progress and monitoring in conjunction with connecting to academic growth and development. The SPA is a valid way to aid scholars and teachers to assess measures of growth and development in partnership with behavior regulation and modification with positive reinforcement.

STEAM Dream Team: All teachers function as a Team in areas of their disciplines constantly developing in the major areas of: Curriculum, Professional Development, Data Day, Data Driven Dialouge,Teacher Network, Assessment, School Culture, Scholar Support and Parent Networks. The Team has the tasks of understanding their area of the school to continuously evaluating the needs, implementing growth and development, acknowledging action steps each areas domain. The Team is responsible for the enactment

of advised plans, which are used by administration to evaluate school progress fulfilling school wide decisions, managing scholar behavior and positively reinforcing the Honor Code. The Team meets weekly to assess scholar progress, examine at risk behavior in premature stages and meet with scholars, communicate with parents.

Scholars also have what is defined as the Ellington Prep Honor Code:

Academic Honor requires respect for the intellectual and artistic property of others. The Honor Pledge should be written and signed by scholars on all class tests, papers, examinations, and other work which a faculty member designates as an honor assignment. Violations to the Academic Honor System include but are not limited to:

- Giving or receiving information in advance of a test when individuals or class sections have taken the test earlier
- Giving or receiving any aid during a test
- Giving or receiving notes, textbooks, or other sources during a test unless authorized by the instructor
- Representing another's work or ideas as one's own. Plagiarism is an especially serious offense. "Cut and paste" from websites is not acceptable (even when cited). Copying text, even with changing or rearranging works is plagiarism.
- Permitting another scholar to copy work
- Removing any materials from the library, the computer lab, studios, or classrooms without properly signing them out or obtaining permission for their use

Social Honor: requires treating ourselves and the other members of the community with respect, communicating honestly with one another, valuing our differences, and representing our school in a positive way. Violations to the Social Honor System include:

- Abusing, harassing, deliberately intimidating, or physically harming another person
- Displaying any form of racial, cultural, sexual, or religious prejudice
- Lying, cheating, stealing, vandalizing, and other lapses in social integrity
- Possessing, using, or selling alcohol or illegal drugs on campus or during any school sponsored event, including being present at school or school activities while under the influence of alcohol or illegal drugs
- Smoking on school property
- Being absent or leaving school without appropriate permission
- Taking any action that may be judged prejudicial to the school, whether at school or elsewhere, or bringing discredit or embarrassment to the school through inappropriate public behavior

Embedding Character: Ellington Prep regards character and good citizenship as vital elements of post-secondary success. Accordingly, we set high expectations for scholars and work to demonstrate a clear, compelling link between these expectations post-high school success.

This centers on:

- Transparent and well-defined standards of behavior;
- *A shared language of expectations and consequences;*
- Clear, predictable and logical consequences for the violation of community norms;
- Intentional recognitions and rewards for scholars demonstrating good character;
- Uniform application of rewards and consequences
- Consistent application of school routines;
- Genuine communication between scholars, teachers, parents, staff and leadership;
- Teachers who model good behavior in their personal interactions and demonstrate citizenship beyond the classroom

- Dual purpose lesson plans that celebrate caring and strength of character while transmitting critical skills and content knowledge.

“According to the Civil Rights Data Collection, black scholars are suspended and expelled at a rate three times greater than white scholars, while scholars with disabilities are twice as likely to receive an out-of-school suspension as their non-disabled peers.” Ellington Prep will offer alternative discipline measures to avoid at all cost, suspension and expulsion- when avoidable.

Ellington Prep offers

“Parent Walk-Alongs,”- where a parent/caretaker/legal guardian must walk to each class with their son/daughter for the course(s) that he or she is in need of behavioral modification.

“See Myself?? Here?”- Scholars who have multiple infractions are taken (with parental permission) on supervised trip to visit a sitting judge, to follow along and listen to the judge, listen to what the judge did that was right to have such a good job / role in society as a judge (Positive Reinforcement).

“I Was Just Like You!”- Scholars are provided with a mentor who was much like them when they were the same age, to aid in development and help scholars see the big picture on maturation, life, school, society

Scholar Services: When necessary a compliance scholar study lounge for scholars to refocus have counseling with school counselor, peer mediation, conflict resolution and other positive reinforcement methods teachers and professionals can authentically relate to practicality. Ellington Prep aggress with the U.S. Department of Education and the U.S. Department of Justice (Departments) in dispensing the management to secondary schools in meeting commitments under Federal law to administer scholar discipline without discriminating on the basis of race, color, or national origin. In understanding the Departments recognizing the commitment and effort of educators to provide scholars with an excellent education, it is the fundamental beliefs of Ellington Prep, guidance on how to identify, avoid, and remedy discriminatory discipline will assist in providing all scholars with equal educational opportunities. Ellington Prep also strongly supports the efforts to create and maintain safe and orderly educational environments that allow our scholars to learn and thrive. Ellington Prep has “adopted comprehensive, appropriate, and effective programs demonstrated to: **(1)** reduce disruption and misconduct; **(2)** support and reinforce positive behavior and character development; and **(3)** help scholars succeed.” Ellington Prep’s successful programs may incorporate a wide range of strategies to reduce misbehavior and maintain a safe learning environment, including conflict resolution, restorative practices, counseling, and structured systems of positive interventions. While Ellington Prep recognizes the use of disciplinary measures as part of a program to promote safe and orderly educational environments, all efforts will be instituted to avail positive scholar outcomes with less suspension in-school and out.

Stars Among Us: This is an activity that is aimed to increase scholar attendance, parent involvement, community involvement and scholar confidence of their place in society. Scholars perform/give a five minute presentation every morning in Morning Meeting beginning the third week of school. Ellington Prep will strongly encourage scholar’s family and the community to participate; as parents are invited on their child’s presentation date, along with members of the community to increase parental involvement. Parents, community members, social and civic organizations are encouraged to take part in aiding all scholars in their presentations helping to communicate that attendance habits are directly connected to employment habits, life habits and character traits for success, that every scholar is a star.

Ellington Prep Parent Association will become a viable part of the school family as to aid in the nurturing of strong scholars with a direct relation to success in school and at home.



III. ORGANIZATION AND FISCAL PLAN

A. Applicant(s) / Founding Group Capacity
Background Information, Development of School and Planning Process

The founding group of Ellington Preparatory Academy of Arts and Sciences Charter is encompassed of local and national renowned Educators, Scientist, Entertainment Professionals, Education professionals, Union Leaders some whom in the past have had connection to one of the nation’s first charter schools “The Duke Ellington School of the Arts,” located in Washington D.C. Due to there being state regulatory variances, the concept was initiated to create a separate model of the Duke Ellington School of the Arts. Dr. Henry Taylor along with the Ellington Prep Founding Team worked diligently with Dr. John Howard of Morehouse College, April Ellington and her brother Edward Ellington (children to the late Duke Ellington,) to engage professionals from the world of Arts, Entertainment, Science and Education. Although there is a model in existence in the nation’s capital, Ellington Preparatory Academy of Arts and Sciences Charter School seeks only to reproduce the success Duke Ellington School of the Arts holds, and not the total school model itself. Therefore, a strong prototype is already in existence as a long standing model of a successful charter school for the past 40 plus years. Dr. Henry Taylor has served in the capacity of building communities as director of Urban Planning for more than 20 years his expertise is sound. Over the past five years the Ellington Prep Team worked to compile research, tracking the Buffalo Public School’s System progress and subsequent take-over contentions of receivership by NYSED of up to 25 of the BCSD schools in 2015. With this research and a wide range of professionals whom many were educated in the BCSD themselves, the implementation of the Ellington Preparatory Academy of Arts and Sciences furthered its initiation. The applicant group corresponded daily, held meetings as Dr. Taylor led the applicant group with sound confirmation of realism and expectations. Dr. Taylor, with his years of expertise, provided consultation extensively as he is a seasoned devotee of education, participated in a Q&A informative session.

The Ellington Prep Team has various experiences in areas of expertise that are unique to the school model however, critical to successfully establishing and operating a high-performing charter school in the BCSD.

B. Board of Trustees and Governance

The Ellington Preparatory Academy of Arts and Sciences Charter School Board of Trustees will enter into a charter agreement with the Board of Regents for Ellington Preparatory Academy of Arts and Sciences Charter School and is responsible for oversight and accountability of the school. The Board will govern as a single corporation that will hold the charter. Ellington Preparatory Academy of Arts and Sciences founding Board of Trustees whose roles and qualifications are detailed in Attachment 5A has deep momentous expertise, experience with which to carry out its duties. These duties are including, not limited to familiarity with the model history and design, charter operations and governance, business and organizational leadership, and education policy and practice. The board has an initiative to always maintain a younger member who is collegiate age, this Board member can relate to the youth and speak to the board on positive structure and programs that should be implemented that connect to the young. The Board member is Hispanic/ Latina and comes with a wide range of diverse cultural experiences as a product of the BPDS community. The importance of a young voice , especially whom has recently

graduated from high school with a perspective of the youth is vital to keeping an awareness of youth movement and trends.

Board Roles and Responsibilities

Ellington Prep Board members understand that it is collectively responsible for the implementation and success of The Ellington Preparatory Academy of Arts and Sciences Charter School. The Ellington Preparatory Academy of Arts and Sciences Charter School answers to the New York State Board of Regents. However, Ellington Prep does not answer to outside entities except the Board of Regents. Nor will the Board of Ellington Preparatory Academy of Arts and Sciences Charter School allow outside organizations to have a majority representation on the Board. Board members will uphold their duty and principal functions is to set policies consistent with the public mission of the organization, select managers who can carry out the mission, and monitor the performance of the organization so that public welfare is maximized in a manner consistent with the specific mission of the organization. The Ellington Prep Board of Trustees duty, therefore, is to maximize public, not private, welfare. Due Diligence in integrity of all processes.

- ❖ Adhere to the mission, values and purpose of Ellington Prep
- ❖ Contribute an area of expertise that will advance the mission of the school
- ❖ Advocate for the school's best interest and exercise independent judgement void of outside influences.
- ❖ Conduct all Board activity in an ethical, legal manner.
- ❖ Adhere to the Ellington Prep by laws and policies
- ❖ Adopt, review and revise Ellington Prep's educational goals, policies and annual budgets
- ❖ Hire, evaluate, terminate staff pursuant to contractual obligations.
- ❖ Address all complaints in a timely manner
- ❖ Attain a quorum at monthly meetings and adhere to the Open Meetings Law
- ❖ Provide ongoing support and guidance for the executive; review his or her performance
- ❖ Ensure effective organizational planning
- ❖ Ensure adequate resources
- ❖ Manage resources effectively
- ❖ Determine and monitor the organization's programs and service
- ❖ Enhance the organization's public image
- ❖ Serve as a court of appeal
- ❖ Assess its own performance

Review, evaluate reports. Data including scholar performance, financial organizational and compliance data to verify Ellington Prep is achieving its academic standards, its mission and accountability of goals, authentic to its charter and adhering to laws and regulations.

The Ellington Preparatory Academy of Arts and Sciences Charter School is comprised of a small Board of Trustees. This efficient design is to insure quick processing of information, timely decision making and firm effective implementation of program(s) alterations for direct success. The Chair, Treasurer, Secretary whom are the Executive Committee, designated to set meeting agenda. Community Relations Committee to focus on community engagement and institutional partnerships. Finance and Management Committee to monitor the school's finances and lead the Board in development activities, Artist Management Committee, Education Accountability Committee to focus on implementation of the education plan and achievement of accountability of school goals.

- ❖ Ellington Preparatory Academy of Arts and Sciences Board members will serve up to three years terms: the terms of the founding Trustees will range from one to three years in order to limit a large simultaneous turnover. The Board will maintain its diverse composition that all possess its range and depth of skills and expertise. New Board members will be directly elected by sitting Board members. The sections criteria for current and new Board members will be based on the following qualifications:
- ❖ Commitment to the mission and design of Ellington Preparatory Academy of Arts and Sciences Charter School
- ❖ Ability to attend or communicate in relation to communicative device meetings and participate in Board work outside of meetings
- ❖ Experience and expertise in a relevant field such as education, business, management, finance/accounting, union governance/law, personnel, public relations, fundraising and or community relations or organizing.
- ❖ Experience with Data Driven Dialogue/decision making and accountability.
- ❖ Interpersonal skills and comfort with a consensus process
- ❖ At least 18 years of age.

Upon opening in the fall of 2016 the Board of Ellington Preparatory Academy of Arts and Sciences Charter School may conduct its monthly meeting on the campus of Ellington Prep, and or will either utilize all methods of communicative devices in every opportunity to make suitable provisions for all Board members to have viability of communicating when geographically challenging. Board members may use relay services, with certified/notary documentation if needed. All meetings dates, agendas may be publicized in advance, Board and committee meetings may be open to the public when possible, and Board members will go into private executive session for appropriate reasons deemed necessary by the Board, for private matters, contract negotiations and personnel matters. The Head of School/Executive Director will report to the Board. The Board and its committee will be ultimately responsible for the academic, fiscal and regulatory oversight of the school. Board oversight consists of approval of all school policies and monitoring of the school's academic, non-academic and financial performance. Academic and Non-Academic Performance Assessment: The school's academic and non-academic goals will be divided into subcategories relating to (i) student participation and satisfaction;(ii) academic scholarship;(iii) co-curricular activities and (iv) enrichment and citizenship. The academic and non-academic goals will include school performance indicators relating to performance and measured by performance on statewide assessments and school developed academic assessments and measures of scholar(s) participation in co-curricular activities in additions to presentations, attendance rates and scholar(s) enrollment numbers.

Trustees will have access to certain data regarding school performance on a real time basis through a prescribed program which will provide up-to-date statistics on the school, including current enrollment, average daily attendance and various demographics, discipline and academic statistics in both aggregate and disaggregate form the latter are the latter by subgroup engender. Moreover, the Head of School and other staff will present will monthly findings of data from data driven dialogue and present it with detailed reports on able ongoing basis. Such reports will be available in to give detailed information by grade level. Fiscal oversight: the Board will work with the Head of School and other staff to develop fiscal guidelines and policies as well as tools for annual budgeting fiscal oversight and reporting on the school's fiscal health. The Head of School will meet with the Finance and Management Committee monthly to report on where the school stands in the meeting if the budget and fiscal goals, and to review the budget for the subsequent year. In addition the audit and finance committee will meet periodically with the schools internal and external auditors regarding audits of the schools financial performance and fiscal soundness.

Other responsibilities of the Board: the Board's other responsibilities include (i) electing/removing Trustees; and (ii) appointing and removing the schools leadership and agents and fixing their compensation; (iii) managing the schools affairs and implementing regulations with respect thereto; (iv) approving such contracts as necessary or desirable for this school, this can also be approved by the Head of School with Board oversight and information;(v) overseeing the school's operation; (vi)causing the school to become exempt from federal income taxation; (vii) monitoring the schools operations and applying surplus resulting from any business activity in which the school may engage;(viii) acting as Trustee under any trust incidental to the schools purposes; (ix) acquiring holdings/disposing of property for the school; and (x) indemnifying in maintaining insurance the schools Trustees, employees, and agents (subject to the provisions of the not-for-profit Corporation Law and the limitations under the school's bylaws).

Proposes Governance Structure of Ellington Preparatory Academy of Arts and Sciences Charter School

The Board of Trustees (Board) of Ellington Prep will be structured as follows:

Number and Term: There will be no fewer than five and no more than 11 Trustees. Trustees' term will generally be three years. Any Trustee elected to fill an unexpected term will serve until the next election.

Qualifications and Election: Proposed Trustees must be nominated by then-serving Trustee. No school employee or other person who has a conflict of interest prohibited under Section 801 through 806 of the General Municipal Law may serve. The Board will seek to elect Trustees such that at all times (i) at least two Trustees are residents of the BCSD and (ii) not more than 40% are employees or members of a single organization. In addition, the Board will seek to have at least one Trustee (who will serve on the Audit and Finance Committee described under Board Committees) may and who will qualify as a "financial expert" within the meaning of item 407(d)(5)(i) of the Securities and Exchange Commission's Regulation S-K. In addition the Audit Finance Committee member must satisfy the "independence" requirements under the Sarbanes-Oxley Act of 2002. Trustees will be elected by majority vote of the Trustees then in office. Elected Trustees will assume office subject to any additional legal requirements.

Meetings: Board meetings will be held monthly at the school / or noted designated place. The Board may also schedule additional meetings as it determines necessary, including for matters such as accommodating specialist whom are contributing, and or other arrangements deemed necessary for meeting. Notice of all Board meetings will be given and all Board meetings with the exception of the prior listed under Board roles and responsibilities and governance, will be conducted in accordance with the Open Meeting Law and other applicable law. Except otherwise permitted by law (i) no Board quorum will meet privately to decide or deliberate on any matter, (ii) no executive session will be held until: (a) the Board first convenes in an open session for which requisite notice has been given; (b) a majority of the Trustees at such meeting vote to go into executive session; (c) the vote of each Trustee is recorded on a roll call and entered in the minutes; and (d) the Chairperson cites the executive session's purpose and states whether the Board will reconvene after such session.

Board Committees: The Board will have an Executive Committee, Audit and Finance Management Committee, Community Relations Committee, Education Accountability Committee, Artist-Entertainment Management Committee and other committees formed at the direction of the Board. Each committee will be comprised of one or more Board members.

- ❖ **Executive Committee:** The Executive Committee comprised of no fewer than two members will transact such school business as the Board as a whole directs. It is anticipated that the Executive Committee will interact with the Head of School regarding the school's academic, financial and administrative performance at intervals between scheduled Board meetings and/or where action is immediately obligatory.

- ❖ **Audit and Finance Management Committee:** The Audit and Finance Committee will operate on an advisory basis and will provide recommendations to the Board for its reviews and acceptance. It will (i) review and provide recommendations regarding the school's annual budget; (ii) review and provide recommendations regarding the school's financial performance; (iii) provide recommendations regarding the appointment of the school's external auditor; (iv) meet with the external auditor prior to commencement of the audit; (v) review and discuss with the external auditor any risk assessment of the school's fiscal operations developed by the auditor; (vi) receive and review the draft annual audit and accompanying draft management letter and working directly with the external auditor, assist the Trustees in interpreting such documents; (vii) make recommendations to the Board on accepting the annual audit report; (viii) review corrective action plans developed by the Board to assist in the implementation of such plans and (ix) assist in oversight of the school's internal auditor's function including providing recommendations regarding the internal auditor's appointment, reviewing the internal auditor's significant findings and recommendations, monitoring implementation of such recommendations, and evaluating the performance of the internal audit function.
- ❖ **Community Relations Committee:** The Mission of the Community Relations committee is to actively engage with members of our community to foster trust, openness, and shared communication on behalf of the school. to increase the law school's presence in the surrounding community and promote positive relations with the community at large. The Community Relations Committee will sponsor events that benefit the community surrounding the school—such as, but not limited to, volunteer programs, community social gatherings, and public fairs — throughout the academic year. The Community Relations Committee's role is to ensure the Board builds strong and strategic relationships with stakeholders through the integration of the organization's education, public relations, and public policy activities. It achieves this by: Working with staff to develop a community relations plan that identifies formal and informal mechanisms to dialogue with the community. Working with staff to develop key messages articulated to stakeholders; Promoting the organization's services to the community. Serving as a conduit for communicating with various media outlets; Working with staff to draft policy positions to share with elected officials; Developing criteria to identify and select collaborative partners; and Evaluating stakeholder relationships. The Community Relations Committee is also committed to raising funds and is responsible for overseeing the organization's overall fundraising and, in particular, the fundraising done by the Board. To accomplish this, its responsibilities are: To work with staff to establish a fundraising plan incorporating a series of appropriate vehicles, such as special events, direct mail, product sales, etc; To work with fundraising staff in their efforts to raise money; To take the lead in certain types of outreach efforts, such as chairing a dinner/dance committee or hosting fundraising parties, etc; To be responsible for involvement of all Board members in fundraising, such as having Board members make telephone calls to ask for support; and to monitor fundraising efforts to be sure ethical practices are in place, donors are acknowledged appropriately, and fundraising efforts are cost effective.
- ❖ **Education Accountability Committee:** Education Accountability Committee will operate on an advisory basis and will provide recommendations to the Board for its review and acceptance. It will (i) monitor the development of the school's academic programs by the school's professional staff. (ii) develop reporting requirements for the Head of School and other staff. (iii) receive and review reports from the Head of School and (iv) interact with the Head of School and other staff if the school fails to meet its academic achievement goals and oversee adoption and implementation of a

remediation plan in such case seek to enhance a strong STEAM and college feeder program (see Evaluation for further details on how the Head of School is evaluated).



Artist-Entertainment Management Committee: The Artist-Entertainment Management Committee is comprised of Trustees who understand the complexity of local, national and world renowned Artist and Entertainers. This committee serves to develop and maintain professional long lasting relationships with the specialists to enhance the educational programs of Ellington Prep. Scientist, musical directors, Mathematicians, Performers and the likes will have an opportunity to visit Ellington Prep under the guidance of the Artist- Entertainment Management Committee. This committee will also serve to protect the privacy of the visiting guest, as well as provide security, and anonymity until a prescribed and permissive press release is allowed to the general public outside of the Ellington Prep Community. Specialist will have the opportunity to make Ellington Prep their school of choice for various forms of support.

Recruitment, Selection and Development of the Board of Trustees

In recruiting future Trustees, Ellington Prep will seek individuals with exceptional professional, community service, or other experience to ensure that all school stakeholders are appropriately represented. The schools seek individuals with the range of background and expertise.

The Board's Executive Committee will organize new Trustee orientation. Each new Trustee will be provided information about the school(including the charter and financial statements) and will tour the school in the staff. During orientation, the Board will discuss will discuss the expectations for trustees and will particularly discuss (i) new trustees specific personal and or professional skills in relation to the Board's needs; (ii) applicable legal requirements with respect to Board service and (iii) Trustees' fiduciary responsibilities in the event a new trustee is appointed to a Board committee the committee chairperson will assist the new committee member with learning the information relevant to the committee service, recommend training opportunities as well as set aside time for training doing Board and committee meetings.

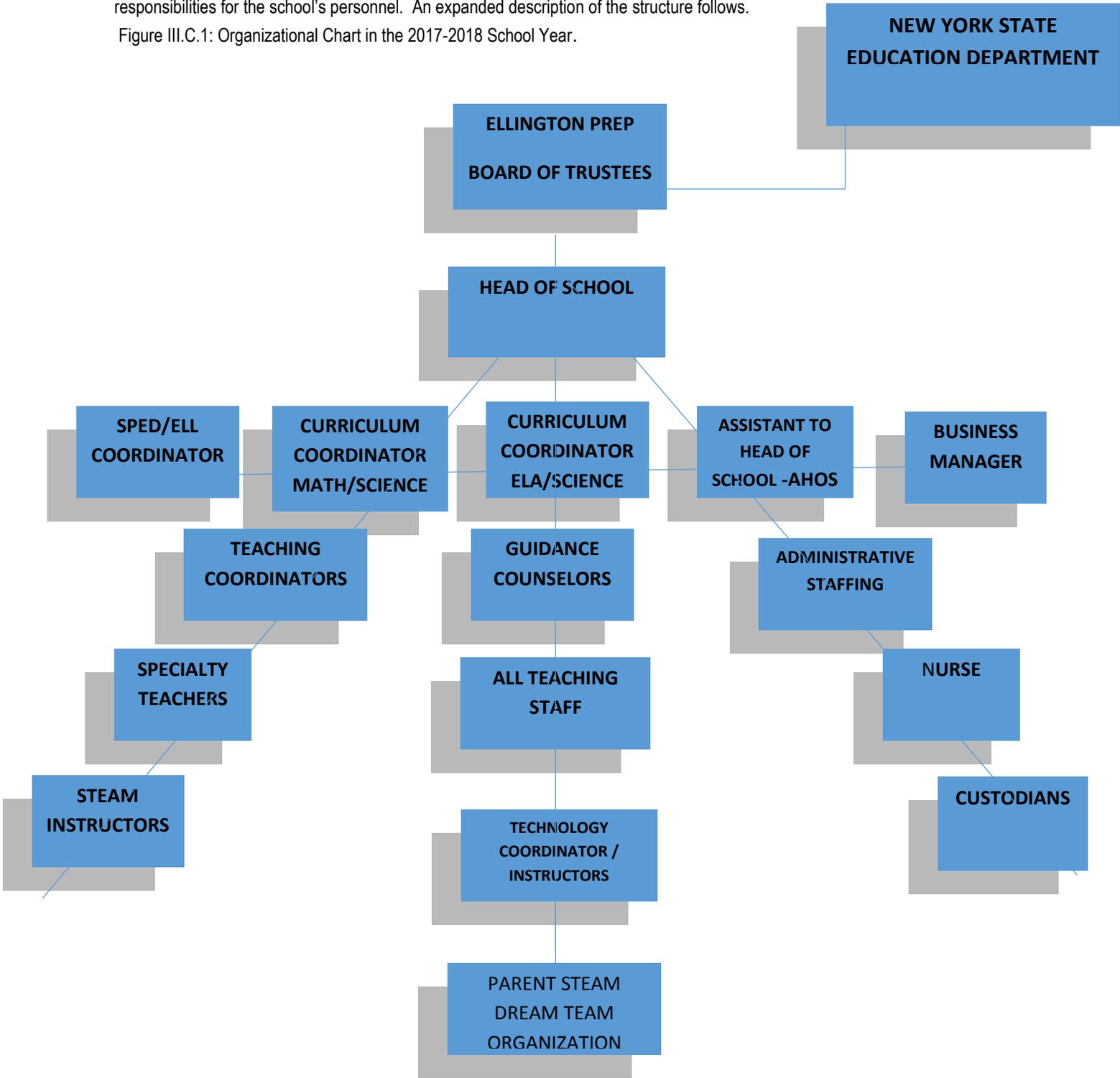
Training will take into consideration the needs of individual Trustees of the Board. The Board Chairperson will maintain a directory of training events and topics which may be operated into the Board annual retreat as described in Professional Development the Chairperson may acquire information about training opportunities from various sources and may provide an update schedule of training events at each Board meeting.

Reporting of Information for Advisory Purpose to the Board will take place on an ongoing basis and the first years are crucial, the Head of School will report to the Board of Trustees on an weekly to bi-weekly-to monthly basis to provide subject matter, expertise or field experience in matters such as pedagogy, management, operations, fundraising, real estate, community relations, special needs programs, and programs to assist students with identifying and preparing for their post-of the secondary school education and careers.

C. Management and Staffing

Ellington Preps organizational chart below is an example sets out the management structure and may report the responsibilities for the school's personnel. An expanded description of the structure follows.

Figure III.C.1: Organizational Chart in the 2017-2018 School Year.



The roles and responsibilities of the Board of Trustees and Head of School described in depth in Governance. The Head of School, who is hired by and reports directly to the Board of Trustees will be responsible for ensuring that the school adheres to its mission and that the schools yearly and long-term goals are achieved. The Head of School along with the Coordinator of Support Services, Coordinator of Curriculum, and Instruction and Assessment and Coordinator of Cultural Enrichment, whose roles and responsibilities are outlined below and detailed in an attachment will comprise Ellington Prep's Leadership Team. Each Coordinator will report directly to the HOS Kris Douglas has been identified as Ellington Prep's founding Head of School. A resume detailing her experience and qualifications is provided in Attachment. As a founding member, the creative design, educational philosophies are at the core of who she is, as she embodies the concept of the Ellington Prep School Model.

The Head of School will be responsible for hiring/removal of school staff/employee.

Will also ensure Ellington Prep's operational soundness, fiscal health, and legal compliance and may oversee and evaluate the following staff members, (i) Administrative Assistant, who may assist with administrative duties;(ii) Technology Coordinator who may manage the schools technology resources and (iii) custodians who will be responsible for the school cleanliness and maintenance.

The Coordinator of Support services (missing from chart) may be responsible for directing the school's Special education services including, but not limited to implementing students IEPs. The coordinator of support services will oversee and assist with evaluating the following staff members (i) social worker who will be responsible for mental health and counseling services preventative programming crisis management and coordination of delivery of special education services; (ii) ELL coordinator, may oversee the school's academic program to ensure that it meets the needs of EL ELL students and (iii) the learning support coordinator will coordinate the school's academic remedial services.

The coordinators of curriculum (Math/Science/ELA/Social Studies) and instruction assessment may be teachers, the co-instructional leader and of the school to oversee the development and implementation of curriculum, and assist in evaluating teachers in conjunction with the Head of School.

The coordinator of culture and enrichment (missing from chart) may be responsible for promoting and maintaining a supportive school culture in which student learning is optimize. The court in your of culture enrichment will also help to develop a support system for students in achieving character development, the goals set forth by Ellington Prep, as into it and one that the school disciplinary policy. She/he will oversee the schools co-curricular programs and evaluate in conjunction with the Head of School the following staff members;(i) family and community partnership coordinator, who may coordinate communitywide events, maintain open communication with local stakeholders and establish partnerships between the school and community members including students families and (iii) mentoring coordinator, responsible for peering students with adult mentors will commit to maintaining regular contact and acting as role models into advocates for their mentees.

Staffing Plan for the First Five Years of Operation

To have sufficient time to collaborate in planning and reviewing lessons in unit plans, to focus intently on their areas of expertise Ellington Prep staffing plan is constructed so that teachers may teach in block scheduling daily permitting teachers to create lesson plans to accommodate a block scheduling manner. In addition, teachers may facilitate on going skill building throughout the course and may co-facilitate a health and fitness class or one elective when needed/ or one elective also when needed. (See Attachment for a sample of teacher schedule)

In Ellington Prep's initial growth years, in the areas of school coordinators (with the exception/but may if so desired the Head of School) may teach 1-2 sections of a particular course in addition to their administrative duties Table III.C.1 below may illustrate administrators and teachers' time allocations using

full-time equivalent (FTEs). For this purpose each class Equates to 0.2 FTE. A number of the administrative personnel listed will be full-time employees and where the table may reflect that such personnel spend less than 1.0 FTE on their administrative duties the remaining time will be spent teaching in the content that they are highly qualified to teach (for example----- the coordinator of culture and enrichment in year one will devote 0.5 FTE to administrative functions and 0.5 FTE to teaching (which corresponds to teaching two courses). In addition the value 1.5 corresponding with mathematics teachers in year one indicates that Ellington Prep will offer six sections of mathematics, four of which are taught by one full-time teacher and two of which are taught by administrators splitting the time between their part-time administrative duties in their part-time teaching duties caution will be used in these circumstances to ensure that administration is and does have ample time to devote to their administrative duties and teaching responsibilities this may also be the case for other subjects as needed and will be used only when necessary for development of the cohesive schedule. The is a proposed operation and may have necessities of alteration due to budget and or any other unforeseen event. As Ellington Prep may rise to scale and hires additional full-time teachers, administrators may relinquish their teaching loads so that they may devote additional time to their administrative roles.

Table III.C.1: Staffing Plan for the First Five Years of Operation
Full Time Equivalence Staffing FTE

POSITION	Year 1	Year 2	Year 3	Year 4	Year 5
Head of School	1.0	1.0	1.0	1.0	1.0
Curriculum Coordinator	-	.5	.5	.5	.5
Assistant	-	-	1.0	1.0	1.0
Teaching Coordinator	-	-	-	1.0	1.0
Technology Coordinator/Specialty Teacher – Audio/Video Production	0.5	0.5	1.0	1.5	2.0
SPED/ESL Coordinator	0.5	.5	1.0	1.0	1.0
CFO	-	.5	.5	.5	.5
Business Manager	.5	.5	.5	1.0	1.0
Administrative Staff	1.5	1,5	2.0	2.0	2.0
Teacher – ELA	1.0	2.0	3.0	3.0	3.0
Teacher – MATH	1.0	2.0	3.0	3.0	3.0
Teacher – SCIENCE	1.0	2.0	3.0	3.0	3.0
Teacher – SOCIAL STUDIES	1.0	2.0	3.0	3.0	3.0
Teacher – SPED	1.5	2.0	3.0	3.0	3.0
Specialty Teacher – ART	1.0	2.0	3.0	3.0	3.0
Specialty Teacher – VOCAL	1.0	2.0	2.0	2.5	2.5
Specialty Teacher – INSTRUMENTAL/MUSIC	1.0	1.5	1.5	2.0	2.5
Specialty Teacher – DANCE	1.0	1.0	1.0	1.0	1.0
Substitute Teacher	1.0	1.0	1.0	2.0	2.0
Guidance Counselor	0.5	1.0	2.0	2.0	2.0
Nurse	0.5	1.0	1.0	1.5	1.5
Custodian	1.5	2.0	2.0	2.0	2.5

In determining Ellington Prep’s staffing needs the school’s founding team considered the demographics of the BCSD. The information collected through community surveys, community outreach efforts including conversations with retiring teachers, educators, families, and other local organizations. The staffing plans and will of other BCSD that serve the same rate and Democratic as Ellington prep will serve as a slight

model. The decision to include a learning support coordinator who also works as an under the title of/guidance counselor along with the School Improvement Team in the school’s first year was informed about this analysis. The number of teaching positions across each of the subject areas is based on projected enrollment each year couple with the schools desired average class size. The average class size projected enrollment for each grade level that will be added each additional year,(See Enrollment Recruitment and Retention for further information on our involvement in class-size plan). Ellington Prep foresees students needing greater support in their initial years as the Ellington Prep model will begin at 7th grade and have a graduating cohort of 12th grade. This model is aimed to combat Freshman students who are normally behind and spend 50% of the Freshman year catching up in grade competencies. Commencing with seventh grade allows for a more rigorous educational experience that will safeguard against educational deficiencies at the high school level. Ellington Prep has a model that is tailored to specialty school education, keeping the learning community intimate, but yet focused on growth and development with strategic educational programming. As Ellington Prep expands each year the number of staff will increase to ensure that students’ academic and nonacademic needs are fully and effectively addressed. With that being the case, the following positions will be added over time: and externship coordinator to oversee the schools externship program and to facilitate student scheduling within the realms of the externship program along with other staff as necessarily deemed.

Note: the details regarding Ellington Prep’s are hiring and personnel policies and procedures including qualifications to be used in the hiring of teachers, administrators, and other staff members, and responsibilities assigned to all staff members, are found in attachment 8A. Also included are Ellington’s plans attract and retain highly effective staff members.

D. Evaluation

Table III.D.1 Provides an example of Ellington Prep’s Yearly Evaluation Timeline for a small portion of year may look 1 operation

Table III.D.1: Yearly Evaluation Timeline

Note: Teacher observation and debriefs may take place over the entire school year.

Month	Evaluation Task Subtask	Responsibility
Mid August	Annual school goals set (w/feedback from staff and Board)	Head of School
End of August	Individual goal/self-assessments created	Head of School
End of August / November	Curriculum and planning evaluation for first	Coordinator of Curriculum Instruction and Assessment
Feb/March	Administrative Responsibilities	Head of School
Early April	Spring Quality Review	Head of School
Early June	Student perception survey	Coordinator of Curriculum / Head of School
Late June End of Year Evaluations	End of Year Self Review	Coordinator of Curriculum/Head of School

Additional Evaluations will happen throughout the year and will have immediate debriefing over the entire school year.

Evaluation of the School: School Quality Reviews

A school quality review (SQR) will take place twice annually in November (final review) and in May (spring review) to evaluate the school's effectiveness in educating students in meeting its goals. Reviewers will be modeled after the School Works SQR process and focus on five domains: leadership and organization, climate and culture, teaching and learning, academic and nonacademic supports, and finance and operations (The model of School Works SQR is an educational consulting group based in Beverly, Mass).

The following review will occur over 2.5 days while this spring review will take place over 1.5 days. Areas in need of growth that identified in the fall review will be the focus of the spring review. Both reviews will be administered by 5 to 6 experienced educators acting as critical friends who are members of the founding teams professional network, including but not limited to school leaders, administrators, teachers, as well as school improvement team, community support out-reach individuals. Team members will have expertise in areas such as school finance and support services including special education.

Evaluation of Teachers

The school's teacher evaluation framework will provide direction on what means to develop into and Ellington Preparatory Academy of Arts and Sciences Charter School Distinguished Teacher. Ellington Prep has assembled a faculty of master educators who have different teaching styles but a shared objective: to demonstrate how to improve student engagement, increase academic rigor, and create a school climate and culture that leads to success for all learners. In other words, Ellington Prep will strive to create an environment that exemplifies everything Ellington Prep's beliefs that a school should be. (in the future, open our doors as a model to share our methods with others in hopes that they, too, will do the same) Our entire staff is committed to fostering a dynamic, passionate learning environment where every child is valued, challenged, loved, nurtured, fully understood and devoted to the philosophy of the Ellington Prep Method.

Providing ongoing feedback to teachers on their performance and informed decisions on teachers' contract (each teacher may have a separate distinct contract) renewal each year as well as promotion in the long term through a developed Teacher Advancement System. On an annual basis a teacher will be evaluated across two major domains:

- ❖ Domain 1: Effectiveness and meaning student learning: a teacher's level of active nests will be assessed through three measures (i) a series of classroom observations conducted by the Head of School and members of the leadership team using the school's classroom observation instrument on which teachers have trained (see below for more information); (ii) annual student academic roles (when possible to assess growth with reasonable confidence); and (iii) student evaluations using tools such as the developed student surveys, perception surveys modeled after Dr. Ronald Ferguson at Harvard University, with which students communicate about their classroom experiences with teachers. Student surveys will be conducted on three occasions annually (factors taken into account teacher-student relation along with possible misconduct by a student will not have a bearing on such incident of student survey of teacher).
- ❖ Domain 2: fulfillment of professional responsibilities and expectations: a teacher's fulfillment of his/her professional responsibilities and expectations will be based on two measures: (i) the quality of the teacher's curriculum and lesson planning and contributions to the school's planning process and assessed by the Coordinator of Curriculum Instruction and Assessment; and (ii) the fulfillment of her/his administrative responsibilities and the quality with which they are fulfilled, evaluated by the Leadership Team (and informed partly by family satisfaction surveys which will include feedback on individual teachers).

- ❖ A teachers' formal annual evaluation will be based on roughly equal weighting approximately 20% across each of the five items on the two domains after compiling and analyzing teacher data across the seven items according to the established rubric a HOS, in consultation with members of the leadership team will rate teachers asked highly effective, effective, developing or ineffective. These ratings will determine whether a teacher's contract is renewed. Teachers receiving an ineffective lower rating will not be eligible for renewal.

Components of Ellington's Prep Annual Teacher Evaluation Process

Each teacher will complete a self- assessment in August using the school's self- evaluation form. This self -assessment process is designed to inform and focus the areas in need of grow, ensure that the teacher and the teacher's designated instruction coach (HOS and Coordinator of Curriculum and Instruction and Assessment) are in agreement regarding the teachers area of growth in allow for the monitoring of progress in these areas. The school self- evaluation forms will fall across the domains and include the teachers annual goals (which will focus on outcomes) and corresponding benchmarks and his/her long – term goals, which are aligned with the Teacher Advancement System. Designation to which he/she aspires (see below for the description of the TAS designations). The self-evaluation form will be formally reviewed by the teacher and instructional coach and updated in November and again in March when contract renewal decisions are undertaken. Board teachers who contracts are renewed, and end of year review will be conducted in June to reflect on the past years dormant and plan for the next school year.

I.Classroom Observations: as a part of the evaluation process each teacher will be evaluated formally by his/her instructional coach or HOS at least nine times per year (i.e., once every 3-4 weeks This does not include observations conducted by Coordinator of Support Services, School Improvement Team, peer teachers, and outside observers. When including these additional observations, teachers will expect to have visitors in their classrooms and providing formative be back on a weekly bases, on average). At least three observations will last a full class. While six or more observations will last approximately up to 15 – 20 min. Observations will be based upon agreed-upon benchmarks and standards established in advance by the teacher and his/her instructional coach during each observation, the instructional coach will focus on three standards in the areas of instruction and classroom management– one selected by the teacher and choose selected by the evaluator. Such standards will emphasize the quality with which lesson plans are implemented in the classroom, as well as the effectiveness with which a teacher manages his/her class in order to maximize learning time and achieved the lessons given objective (s). So standards will merit attention for several observations in a broader sense in the observation process. In addition the instructional coach or HOS will check for nonnegotiable items such as student attentiveness, the posting of an agenda, daily outcomes, best practices, homework, and every visit.

After every observation, the instructional coach will provide the teacher with written descriptive (what I observed) and normative (what I thought) comments on the three standards focus on duration of the observation. The teacher and instructional coach within Head of School; two days for up to 15 min. to debrief the observation and discuss recommendations, which are entered and archived in the database and can be accessed by the instructional coach and teacher.

Over the course of the year, the instructional coach will be responsible for shifting the focus of each evaluation so that each of the instruction and management standards has been a staff by the time the formal evaluation is completed in March. Based on observations over the course of the year, teachers will either meet or not need each standard. As described above, in the event that teachers do not meet each standard, they will create a performance improvement plan with their instructional coach which will include goals and strategies to improve teacher practice.

II. Student Growth: annual growth of student achievement will be one factor used to evaluate teachers (for content areas in which measuring student growth if possible). Measurements used for this aspect of teacher evaluation will include a teachers annual value added score, or a teachers student growth percentiles for, if value – added scores are not available. In courses in which this information is not available student mastery of standards will be used in determining a teachers level of effectiveness in a given year.

III. Student Perception Surveys: students will complete perception surveys in the last month of each trimester, (November, February, in May). The surveys will, among other things, offer feedback for teachers. The teachers and his/her instructional coach will review a summary of the feedback provided to each teacher by students. Areas of strength and opportunities for growth will be identified and appropriate action steps will then be developed.

IV. Curriculum and Lesson Planning: a teachers' competency in curriculum and lesson planning will be evaluated on established standards presented to staff during the summer staff development time and; each year a review of lesson and standards on multiple occasions and over the course of the school year. Good news at the beginning of each trimester the coordinator of curriculum in structuring an assessment will evaluate each teacher's trimester long curriculum unit plans for alignment with the relevant state and national standards as well as Ellington Prep's departmental scope and sequencing when applicable. The remaining standards will be assessed as part of the school's weekly lesson plan review process. Teachers may adjust their lesson plans throughout the year to meet their needs and the needs of their students, (lesson plans are to be unique and allow autonomy for master teaching in creativeness).

Student support services will evaluate lesson plans and other documents to ensure they reflect appropriate accommodations and modifications for students with IEPs and 504 plans. Results of these evaluations will be entered into a teacher evaluation database and discuss with teachers. Each teacher will be assessed as meeting or not meeting standards under this category.

V. Administrative Responsibilities: administrative, nonteaching responsibilities, such as the domain of professional responsibility and advisory duties, will be assessed twice a year by the leadership team using a set rubric. The first review will be conducted in early November, based on internal records and the leadership team observation throughout the year to date. Teachers will receive written feedback through Ellington Prep's evaluation database and discuss the review with the members of the leadership team. The second review will be conducted in late February/March; it will not be debriefed separately, rather it will be incorporated into the teachers' yearly evaluations. As with classroom observations and curriculum and lesson planning, each teacher will be evaluated based on whether he/she has met the standards under this category.

Long Term Teacher Evaluation and Promotion Process

Given the creative design of the Ellington school model, teachers will be provided with the opportunity to teach in an attractive environment that will bring out the best educational instructional methods continually. The Ellington Prep Teacher Advancement System (TAS) will combine the teacher evaluation system with the professional development piece to develop Master teachers whom will secure themselves as authentic Professional Development Instructors. This will lead to a higher teacher retention rate and a higher rate of relationships teachers make among peers, students, families and community. The longer a teacher stays at Ellington Prep with positive evaluations, the better the financial incentives are with bonus's, and security of continued success. This again is also measured by student success in accordance with evaluations, and other methodology. (More information on this will be provided at teacher training and Professional Development)

Evaluation of the Board

Similar to the Ellington Prep’s teachers, the school Board will be assessed on its ability to meet its annual and multi-year goals. Each August, the Board will establish its annual goals (and may revise its multi—year goals), as well as its midyear benchmarks. This process and goals produced through it will directly support and align with the school’s annual multi – year goals created by school leadership and approval by the Board. The goal will also be informed by the Board’s responsibility to oversee the school’s financial, academic, and regulatory performance. During its December and June meetings (and when possible/and if necessary) the Board will formally self – assess its progress towards achieving these goals. In addition a full Board self – evaluation,, individual Board members will also undergo a self – assessment. Members may establish individual goals in August based on their respective Board roles as well as the school’s annual Ambon – term goals. Members will then review their progress in meetings their goals in December in June and will meet with the chairperson of the Board to have candid discussions about whether they are meeting their goals. The Board chairperson may invite one or more trustees of the school’s leadership, the school improvement team, to be participants of this meeting. In situations in which Board members are not meeting their individual goals, the chairperson and other participating in the review session will provide constructive feedback so that the appropriate corrective actions are taken.

Evaluation of Leadership and Administration

The Head of School’s performance will be a valuable aid annually by the Board under the direction of the Educational Accountability Committee: it will be based on (i) the school’s performance in achieving its academic and nonacademic goals; (ii) the school’s annual value – added score and aggregate (or the student – growth percentile score is a value added score is not available); and (iii) the HOS attainment of her/his individual goals. The HOS individual goals will be closely tied to the school – wide goals, but may include intermediate goals that directly promote the schools goals. Each August, following the creation of the school’s overall goals, individual leaders, including the HOS and the schools coordinators, will develop their individual goals. The Board will approval the HOS individual goals, while the HOS will approve the goals set forth by each individual coordinator. Finally support staff working under each coordinator will also establish their individual goals, which will be approved by supervisory coordinator in conjunction with the Head of School. All individual goals will be based on prior evaluation, self- assessment data, and school review data (this can only be established after the first year of the school’s initial opening).

Evaluation of School Programs and Initiatives

Ellington Prep and its staff, under the guidance of Head of School, will approach each program, initiative, and pilot as an elevator or researcher in determining its value in promoting the schools goals. This includes the academic program, the pre-Collegiate STEAM program, tutoring sessions, extracurricular programs, remediation initiatives, enrichment programs, support service programs, and the schools professional development initiatives. Evaluative methods will take a number of forms ranging from qualitative evaluations involving such as pre-and post-programs focus groups, interviews, and questionnaires to program evaluations involving quantitative methods that estimate the impact of various school programs on academic and nonacademic measures such as attendance, retention, and student learning outcomes. Note: for information on how we will gauge the family and student satisfaction, see school culture and climate.

E. Professional Development

Ellington Prep will institute a multifaceted, comprehensive professional development system that equips faculty with the skills and knowledge needed to ensure students achieve academic and personal excellence. The system will incorporate teachers continue learning and growth along three dimensions: individual development, team development, and schoolwide development. By designing our own model of teaching and instruction Ellington Prep will have cutting-edge innovative high functioning learning

classrooms where teachers themselves can provide professional development to others who wish to duplicate our teaching and our school model. By designing development initiatives across these dimensions the school will effectively differentiate best practices and other elements to address the diverse growth needs of individual administrators and teachers while supporting ongoing development across the full faculty, building and reinforcing expertise in coherence across all aspects of the school. The overall system is intended to be adaptable in ways to best promote the school’s goals and mission. Each year a rigorous data oriented evaluation of the school’s professional development offerings will be conducted to ensure that the program is significantly improving student learning. These dates may change, this sample is only to provide a brief view of the constructed proposed Professional Development sessions.

Professional Development may include but is not limited to: Multiple yearlong on-going sessions.

Sample of Sessions

Session 1	Developing School Culture “The Ellington Prep Experience”	June 10,2017
Session 2	Curriculum / Expectations Development Standards “Always Modern-Cutting Edge”	June 17,2017
Session 3	English Language Learners/ Students With Disabilities “Guiding With Success in Mind”	June 27, 2017
Session 4	Accountability /Assessment Standards “Make it Fun—Then you won!”	July 1, 2017

Components of Professional Development

Table III.E.1 may offer a very small summary of Ellington Prep’s professional Development Plan. Some but not all additional information on each form of professional development is then provided below. The teaching staff of Ellington Prep will have development on Kolberg’s Moral Stages, Restorative Justice as well as other best practices, and pedagogies.

	Dimension				Responsibility
	Individ.	Team	School	Frequency	
Coaching					
Staff mentoring/peer observations/ co-planning	X		X	Bi- Weekly	HOS
Skills Development/training	X	X	X	Weekly/Varies	Dir. Of Curric.
Lesson Planning Cycle	X		X	Bi-WeellyVaries	Dir. of Curric
Instructional Rounds		X	X	Varies	HOS

*All teacher at Ellington Prep will have ongoing Professional Development

Teacher Coaching/ Feedback through observations and initial Ellington Prep model by-in methodology. All Ellington Prep teachers will have introduction of coaching by the Head of School for the first year to understand the Ellington Prep methodology and pedagogy. All teachers will receive coaching on the classroom introduction before the year starts, through classroom observations followed by actionable feedback. At times using the same standards and benchmarks also used during formal observations, a teacher, Team member, may voluntarily observe and provide feedback to his/her designated teacher on a weekly bases unlike the formal observations described above, these informal observations will not be directly linked to the teacher’s evaluation, but rather will serve as an opportunity to focus normatively on the teachers area in need of growth in order to cool in those areas. Given the frequency of informal observations (or which may be conducted or by the HOS/Coordinator of Curriculum Instruction) the form

and delivery of feedback will differ from formal observations. Following a formal observation, a standard deeper understanding of expectations will occur between the teacher and his/her coach. Following an informal observation, teachers will receive feedback verbally or through written means (either a note or an e-mail etc) perhaps accompanied by video footage.

-Staff Mentoring/Peer Observations/Co-Planning: Teachers will be paired with peers to provide opportunities for staff mentoring, peer observations, and or co-planning during common preparation periods. Decisions may be based on teachers' schedules, content areas, grade levels taught, and related strengths and areas in need of growth. At the close of each trimester, peers will self-assess their progress and submit a brief written analysis to the head of school and coordinator of curriculum and instruction and assessment. Teacher peers will act as thought-partners in both support and push each other to hone in on their skills.

-Content-based Video Study Groups: Ellington Prep will offer daily study groups, which provided opportunity for teachers to collaborate with colleagues of the same content area to further develop their skills through the analysis of the real day – to-day work and also make video footage. On an ongoing basis, teachers will identify specific areas they wish to develop, teachers will then record in selected video clips of their teaching and, in content – specific small groups, analyze footage according to a set protocol to support a deeper understanding and improvement each teacher selected focus area.

-Individual Enrichment Opportunities: individual enrichment opportunities will allow teachers to grow in Professional Development in many ways: self- evaluate, include visitations to other schools to see their talented teachers in action, graduate level courses in a given content area, trainings and conferences offered by institutions as well as research. When possible the school will sponsor our own professional development allowing teachers to continue to share with each other and participate in the opportunity to share her fellow staff members. This opportunity for professional development and student learning will allow for optimum sharing of best practices throughout the school.

Lesson Planning Cycle: Each week, teams of faculty, under the guidance of the Coordinator of Curriculum, Instruction and Assessment, will take part in a lesson planning process, which may entail the creation, review, and revision of the lesson plans before and after they are taught. By participating in this process colleagues may learn from one another as they collaborate in creating, reviewing, and editing lesson plans.

Grade-based/content/based instructional rounds: teachers, grade or content level only, may conduct instructional rounds every month. Teams of educators from inside and outside Ellington Prep will convene at the school for a full day to explore various elements of strengths and areas in need of growth with a pre-identified school-wide problem of practice. Instructional rounds, as indicated in research conducted for aim to improve teacher practices, as well as provide opportunities for teachers to observe one another's classrooms, gather ideas, share feedback, and build greater consistency and coherence across classrooms.

Summer and Winter staff development Institute: at the end of August all staff may convene for a five-day Summer Institute with the goal of preparing for the upcoming school year. This professional development may be designed to address the needs of individuals, teams, and the entire school faculty. Similar trainings may be offered in the Winter Institute, which takes place over two days in January. For both institutes trainings will often be based on support needs of students and informed by aggregating and disaggregated student performance and classroom observation data. Ellington Prep will be in exposing the expertise of individual faculty members to help facilitate these sessions whenever possible to create an outstanding Ellington Prep educational team (Ellington prep will solicit outside expertise only when deemed necessary).

Board Retreat: Each these schools Board may participate in a day – long retreat that focuses on its professional development. The topics of professional development will largely depend on the needs of the school in need of the Board in addressing those needs the individual goals of Board members and self – assessment will be integral to this effort. This information will assist the board chairperson and coordinating presenters any fence designed to address Board members needs and identified areas in need of growth.

School Quality Review: As Described in detail in Evaluation, the biannual school – wide reviews are designed to evaluate the implementation and effectiveness of the school in educating its students as specified in our mission and strategic goals. The professional development for the school staff for the upcoming year will be partly informed by research, and recommendations resulting from these reviews along with fact-finding.

Retention of Excellent Teachers

In addition to TAS which formally recognizes teachers for their effectiveness, along with Ellington's additional professional development offerings, which may provide ample opportunities for long – term development and growth, the school will also retain excellent teachers using contracts of service for longevity, staff appreciation initiatives, workshops, staff collaborations, aimed to promote a healthy work environment among staff. Such initiatives will include weekly breakfast, gift certificates, regular social gatherings, recognition of excellence, and other highly effective initiatives to recognize a teachers' commitment to excellence in education. Such initiatives are aimed to assist in making Ellington Prep and environment in which people enjoy working, still supported, and strive to enhance the overall educational experience for Ellington Preps scholars. Along with these initiatives teachers may be eligible for annual bonuses of \$2500-\$5000 based on the school- wide performance and also contingent on the school meeting is established student achievement goals and raising of additional school funding.

Facilities

Ellington Prep is actively working to locate and secure a suitable private facility. The founding team is currently considering two possible options. The first location in Buffalo, New York. A building that was a former school-housing an assisted living day center for people with disabilities, it is up to code and has 61,336 square feet of space, formal classrooms, fully equipped kitchen, spacious lunch room with larger open central areas, offices and multiple restrooms. The proposed space is large enough to house the proposed school for the duration of its existence with the large population and central location to diverse student population. The Ellington Team is currently in negotiations for the allocated space. Location: 3235 Main Street, Buffalo New York. With this building, Ellington Prep can house its STEAM program without disrupting the learning process nor the development of the program. In addition, the owner has expressed considerable interest in leasing space to a charter school, with stipulations that are presently in negotiations. We are currently working with Mark Keys Ellington Prep's Realtor and Affinity Realty Development in these negotiations, should Ellington Prep's charter receive approval.

G. Insurance

Founders have met to discuss what options are best for insurance and insurance brokers experienced with the specified coverage in New York State Charter Schools and have anticipated putting in place numerous, various coverages in place prior to the opening of Ellington Prep to ensure any applicable requirements, including those of unexpected natures. The School's budget projection of an annual average cost estimated at \$20,000 per year in years 1-5 for insurance premiums.

H. Health Food, and Transportation Services

Health Services Provided

Ellington Prep's health service program will ensure that each student has a stir certificate of immunization that complies with the 2164 of the Public Health Law at the time of registration or within the acceptable time after enrollment (subject to exceptions permitted under the law for medical contraindications and religious exemptions). Prior to the first day of school, Ellington's staff will receive training in regarding school health policies and procedures, including policies on the storage in administration of student medications, first eight provisions, and protocols for health emergencies. All faculty and staff will have access to first he resources with at least two members becoming certified in first aid and cardiopulmonary resuscitation. Ellington Prep will also maintain appropriate access to automated external defibrillators (AED) as required by 917 of Education Law and ensure that two or more staff members are certified in their operation and use. Prior to the beginning of each school year Ellington Prep will secure parental consent to identify students with health risk and provide accommodations to faculty and staff when appropriate. Ellington Prep will be housed in a private facility, the school will seek to contract a school nurse to provide similar health services in accordance with 2853 (4)(a) and 912 of the Education Law.

Food Service Provided

Ellington Prep will seek contracts from local catering service for best healthy options for scholar(s), however Ellington Prep also reserves the option to utilize the BCSD Food and Nutrition Services to provide breakfast and lunch to all students. All students enrolling at Ellington Prep will complete a school meals application form required for participation in federal free and reduced price breakfasts and lunch programs. Based on current demographic information, Ellington Prep assumes that approximately 80% of the student body may be eligible for free or reduced price lunch. The school will comply with all applicable guidelines with regard to the nutritional values, milk pricing, determination of eligibility, and reporting requirements. Ellington Prep is housed in a private facility therefore the school will seek to provide hot meals if there are sufficient kitchen resources available. If not, the school may arrange for cold meals to be provided either in classrooms or designated common area. In that event, Ellington Prep may secure a refrigerator for short-term storage of milk, cold meals, and perishables.

Transportation: Means by Which Scholar(s) will be Transported to and from School

Under the direction of director operations, Ellington prep will provide transportation for all students in accordance with 2853 (4)(b) and 3635 of the Education Law. Ellington Prep will submit a transportation request form to the Buffalo Public School Department of Education Office of Pupil Transportation. At present time Buffalo public school transportation offers the following services (i) Grades 7-12 whole lives more than one and a half miles from the school will receive full fare Metro cards and or full bus special services. All transportation options for special education students and students with disabilities will be provided in accordance with their IEP mandates and in accordance with all local and federal laws. Funds for student transportation for field trips and other extracurricular programming and events may be earmarked for those specifications and not for daily transportation.

I. Family and Community Involvement

Visions and Strategy for Family Involvement and Community Involvement: The founders of Ellington Prep recognize and value the positive impact that family and community members will have on schools programs and on our ability to fulfill our mission. Ellington Prep provided many avenues for family and community involvement in planning, implementation, and the sign of the school. **THE FIRST TEACHER** As your child's first teacher, parents play a big part in how well your son or daughter does in school.

PARTNER WITH US: The STEAM Dream Parent Team invites parents to work with our teachers to help students get all they can. Enjoy parenting courses Financial Planning for College seminars and additional family programs have initiated the over the course of our planning year and for our initial 7th grade classes,

Ellington Prep binders have built outreach efforts by inviting community members to join the school improvement team and take part in many of the programs designed for our students.(please see school culture and climate) in addition to promoting family and community involvement another initiative that will promote community involvement is our externship program this program will help us expand our students education beyond our school walls and empower our scholars to apply their learning to real world situations in partnership with community members. The program is required for all scholar(s) and is organized by the head of school and the school improvement team, local and national scientist, mathematicians, artists, entertainment professionals and others will take part in instructing Masters Classes and Lecture Series. Students will be placed in local businesses, organizations, universities, having had a prior matching facilitated by Ellington Prep, to connect with the desired professional to develop skills and engage with the community and mutually beneficial endeavors. (The externship is explained in school culture and climate). Ellington Prep is has also established formal partnerships with multiple community institutions to enrich educational experiences of our students through our extensive pre-collegiate STEAM program

Communication Established and the Pending Formal Partnerships: Ellington Prep has also formed a relationship merging with Physicist Dr. John Howard of Morehouse College and Georgia Tech; Dr. Howard contributed to the design of the STEAM program and the design of “from high school to HBCU Pipeline.” This is affectionately called “Take the E-Train,” to aid in promoting higher education with direct pipelines to numerous colleges and universities promoting higher retention in the STEM fields during collegiate years.

in addition to the formal partnerships already established, contacts in each of the following organizations have a correspondence with the support of Ellington Prep, the Buffalo Philharmonic, numerous professional musicians, artists, Albright Knox Art Gallery. On another level of community outreach numerous colleges/Arts organizations have been contacted to be a form of collegiate feeders for the Ellington Prep students. Morehouse College, Spelman College, State University of New York at Buffalo, Dance Theatre of Harlem, have had request to have placement for Ellington students in their respective programs academic and nonacademic.

Anticipated Partnerships: Finally, Ellington Prep plans to pursue partnerships with the following: Inside Edition, NASA, Roswell Park Cancer Institute, BEAM Program, National Grid Engineering Camp (Various Engineering Camps nationally) Congressional, the Congressional Black Caucus and City Internships in conjunction to numerous other organizations as Ellington Prep students will secure early collegiate, career and formative professional level internships, fellowship placements.

J. Financial Management

Financial Policies and Responsibilities

Ellington Prep’s financial management policies and procedures will be designed to ensure fiscal responsibility and appropriate management of private and public funding. Ellington Prep’s Board will have ultimate responsibility for approving fiscal policy and providing academic, fiscal, and regulatory oversight of the school. The head of school will have ultimate responsibility for the school’s financial management under the direction of the board. The HOS and Coordinator Operations will oversee the school’s financial functioning, including preparation of its annual budget, to be conducted by an in-house financial consultant or a contracted financial consultant and develop an in-house management financier after the first three years. The board may then evaluate the budget prior to approval the coordinator operations and head of school review actual expenses regularly to ensure that spending remains consistent with the budget, and will provide updates to the board on a monthly basis. The board will ensure that the budget supports the school mission and educational priorities, that the fiscal management plan is comprehensive, and each board and staff member upholds his/her judiciary and other responsibilities. Ellington Prep will continue to consult legal parties to secure the perspective and legalities on all policies or procedures including board

support, site visits, and additional consultation. Procedural best practices include (i) closing books each month on a timely basis; (ii) posting transactions to a general ledger; (iii) internal Spot Audits; (iv) monthly budget reports, with budget – to– actual reconciliations; (v) inventory of assets, including technology and equipment; and if necessary (vi) hiring an external firm to conduct audits.

Managing Enrollment and Eligibility: The HOS and Coordinator of Operations will be responsible for managing student enrollment and attendance eligibility, Title I eligibility, special education (SWD) and ELL enrollment as it relates to state and federal entitlements, as well as other grants. The HOS and Coordinator of Operations will manage the eligibility of each student from the student recruitment phase, during registration, and throughout the school year. She/he will also be responsible for ensuring that students data is secure and protected.

Annual Financial Reporting and / Independent Audit: The Coordinator of Operations (Business Manager) is responsible along with the head of school for closing the fiscal year on June. For ensuring that highly accurate financial statements are prepared. The board will select higher if necessary and independent certified public accountant to ensure that schools financial records adhere to generally accepted accounting practices, and to conduct annual financial audit (which shall be reviewed by the board, in its response of the respective committee). The audit will cover financial reports required by New York State Education Department, including statement of financial position, a statement of cash flows, a statement activity, and a schedule of functional expenses. The audit will also include report containing of any significant findings or material weaknesses in financial process of the school. This audit will be conducted in accordance with the applicable accounting standards and will be included in the school's annual report, which will be made public on the school's website.

Procurement: The Coordinator of Operations /Business Manager will oversee Ellington Prep's procurement practices. She/he must approve all school related purchases up to \$200. The Head of School must approve all expenditures exceeding \$200. Purchases of \$1000 may require cost comparison of at least three vendors according to price, quality, dependability, and delivery time, the Head of School may make these approvals. Ultimately purchases exceeding \$20,000 may require competitive bidding process or sole source justification demonstrating a vendor's unique qualifications, along with the approval of the board, a consultation with the full board as necessary. Any expenditures not contemplated in the most recent budget approved by the board will also require approval per protocol, head of school and notification to the board.

Payroll: The Coordinator of Operations/ Business Manager will be responsible for the maintenance of a personnel file for each Ellington Prep employee. These files will include up-to-date salary, benefit, and withholding tax information including IRS I-9 and W2 forms and will be secured with access limited to coordinator operations as individuals under his/her supervision specifically authorize this purpose. Ellington Prep may contract with a payroll service such as ADP, Paycheck or a reputable service that can provide payroll processing. Personnel may be paid biweekly or weekly by check or direct deposit. Any contracting services will be processed as accounts payable with IRS form 1099 issued annually to independent contractors. The Coordinator of Operations for individuals under his/her supervision will record payroll expenditures to Ellington Prep's accounting system.

Cash Management and Investment: The Head of School may, with approval of the board will identify excess funds available for investments and will use such vehicles as money market an interest-bearing savings account to invest excess funds to be used by the school at a later time. Formal approval and transfer will follow guidelines described in the school's financial policy and procedures manual. The head

of school may, with the approval of the board, establish credit lines and borrowing limit is needed relation with to schools financial policy and procedures based on annual audits, financial statements, and cash flow projections. Borrowed funds, if any will be repaid with appropriate measurable and identifiable revenues as reflected in accordance with Ellington Preps financial statements. The head of school alerts the board if lines of credit or borrowing limit are ever not adequate to meet the needs of the school. Amendments may be made by the head of school but must provide notification in a timely manner to the board.

K. Budget and Cash Flow

A proposed budget and fiscal planning for Ellington Prep initial charter term is provided in Attachment 9. The budget which corresponds to the contingency plan a supports the mission and educational plan in the following ways:

Investment in Teacher Expertise & Growth: Through TAS, in which Ellington will equip talented teachers with ample opportunities to develop their pedagogical skills while generously recognizing them for their academic and nonacademic contributions, it is the desire to have such a talented group of teachers earn a greater percentage more than the district teacher with almost similar experience. Approximately \$25-\$60,000 annually would be allocated to an abundance of professional development offerings (described in Professional Development).

Investment and Academic Support: Ellington Prep’s investment in teacher salaries will allow for quality learning time, additional academic support, homework help sessions and when scheduled Saturday and summer academies. In future years we will also staff additional support services, multiple special education teachers along with coordinator of support services, ELL coordinator, to collectively drive our efforts in remediating and accelerating student learning. While a portion of the STEAM program will comprise of graduate students from local universities at no cost, however we have budgeted to train these individuals. To that end, Ellington Prep will invest significantly in curriculum well-suited for the student body we anticipate certain and insured that we can financially support insisted on set, the investment in interim assessments offered by Ellington, also building our web- based learning portfolio’s.

L. Pre-Opening Plan

Table L.1 Summarizes the Ellington Prep-Pre Opening Plan. Ellington Prep will cross reference this plan with NYSED’s 2017 Opening Procedures Checklist for Charter Schools at availability. A full Pre-Opening Plan may be modified with the BOT with additional task to be completed.

Pre-Opening Plan

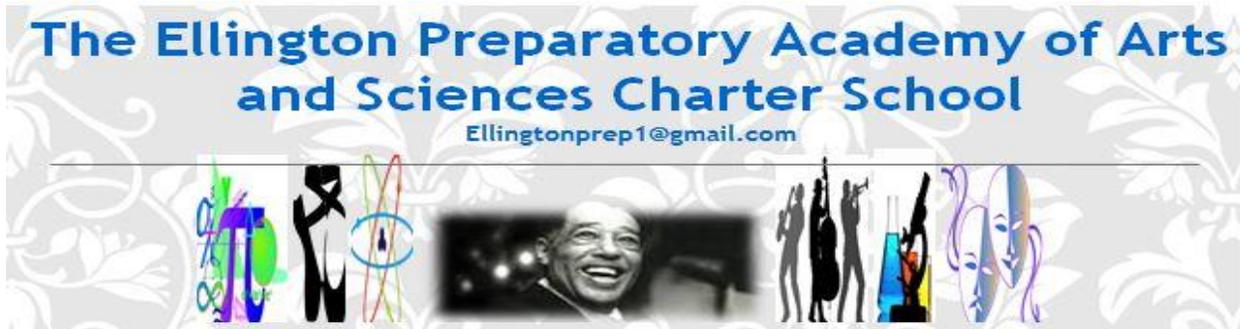
Category	Person(s) Responsible	Task Description	Timeline
Governance	Board of Trustees	Ratify bylaws and code of ethics	December 2016
Operations	Head of School	Apply for Charter School Planning Grant	TBD 2016
Governance	Board of Trustees & Head of School	Finalize negotiations with property owner for lease of property, meet with a financial institution for a pre-opening loan	June 2016
Governance	Board of Trustees & Head of School	Identify renovation needs, secure contractor/developer, develop timeline	June 2016
Operations	Business Manager	Secure insurance policies	August 2016

THE ELLINGTON PREPARATORY ACADEMY OF ARTS AND SCIENCES CHARTER SCHOOL

Governance	Head of School & Board of Trustees	Obtain insurance for Board of Trustees, file IRS form SS-4, apply for EIN, finish flushing out school policies, finalize board calendar, finish appointing board officers	August 2016
Governance	Head of School	Obtain 501(c)3 status and establish a bank account	September 2016
Recruitment	Head of School	Sign up for administrative access to NYSED Teach System, and WNYRIC	November
Recruitment	Board of Trustees & Head of School	Recruit, interview, and hire Business Manager and Administrative Staff	November
Recruitment	Head of School	Begin recruitment of students via information sessions, community events, school visits	February-March
Instructional	Board of Trustees & Head of School	Research, secure, and develop curricular resources; create scope, sequence, unit plans aligned with state standards and CCLS	February-2016-March 2017
Recruitment	Board of Trustees & Head of School	Begin recruit, interview and hire teachers and staff; attend Teacher Recruitment Day	September 2017
Operations	Head of School	Secure lottery system preferences, conduct lottery, inform parents	April - May 2017
Operations	Business Manager	Create a RFP for food service, and vendors	April 2017
Facility	Business Manager	Obtain Certificate of Occupancy	April 2017
HR	Head of School & Business Manager	Finalize staff & employee handbook and present to Board of Trustees for approval	April 2017
HR	Head of School & Business Manager	Finalize staff job descriptions and responsibilities	May 2017
Operations	Business Manager	Secure transportation for students	May 2017
Governance	Board of Trustees	Approve budget for school year	June 2017
Operations	Administrative Staff	Obtain student records from parents, previous schools	May-June 2017

M. Dissolution Plan:

The school has budgeting \$75,000 to be used in the event of the school's solution to pay for related legal and audit expenses if the adulatory services of our legal professionals is withdrawn by that time. In connection with the dissolution the assets of the school will be applied to satisfy the schools debts in accordance with New York State education Law to 220. These schools were meeting assets will be transferred to the Buffalo public school system/Buffalo Board of Education. In the event the school is to be close, the board will adapt a closure plan in accordance with law and any closing procedures specified by the New York State education Department. It is anticipated that the board would form ad hoc committee of trustees to oversee the closure and that the board and the committee would work directly with the head of school, the coordinator operations, and the school staff to develop and implement closure plan. The board would expect a delegate to the head of school responsibility to manage day to day dissolution process and to implement culture plan approved by the board (or if the head of school is not available for any reason or the board otherwise determined appropriate, the board will select another full-time staff member of the school). The closure plan will include prompt notification to parents and legal guardians of children enrolled in school. Such notification would be meeting no more than five business days following the adoption of OSHA planned by the board. In addition, the school will convene one more public meeting to which all



hearings and legal guardians of children enrolled in school be invited in order to provide information on the closure and the students options for other schools in the area. The first such meeting will be convened within 10 business days following the adoption of the closure plan by the board. In connection with the closure list of students attending the school will be sent to the district within 15 business days of the board adopting a closure plan, the school will (i) a transfer student records to the school district; (ii) notify parents and legal guardians of enrolled students of the transfer of such records;(iii) sent copies of each child's records to the child's parents were legal guardians. The school will take appropriate be cautious to protect records and information that may personally identifies students. The school staff will also work with students and their families to identify appropriate schools with programs best suited to meet individual students needs and choices, and to assess the students enrolling in such schools. Every effort will be made to facilitate the students transitions in a manner that minimizes disruption to the students and families.

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