

I. EXECUTIVE SUMMARY

The Charter School of Language and Culture's goal is to enable children of diverse backgrounds to learn at their own pace by offering a developmentally appropriate and challenging academic environment that models grace and courtesy and fosters a peaceful community of lifelong learners. The curriculum is structured in the Montessori Method aligned with New York State's Core Curriculum, with the emphasis that all of the students become multi-lingual; showing proficiency in English, Spanish, and French. CSLC provides specialized learning for students desiring a fuller more effective education through learning combined sensory-rich environments and hands-on experiential techniques in the hopes of reaching children previously labeled "deficient and low-functioning."

Mission Statement

The Charter School of Language and Culture nurtures the idea that success derives from the desire to succeed. We foster a safe learning environment that stimulates critical thought and growth. All students will develop a global awareness of their environment as a means to becoming enlightened to reach their full potential as contributing members of society.

Key Design Elements for the Charter School of Language and Culture

CSLC will provide a differentiated, academically rigorous curriculum to kindergartner through 2nd grade students; we intend to add a year thereafter up to 6th grade. The students will remain with the same teacher in multi-age classrooms for three years, allowing for tremendous continuity in the learning experience. At CSLC, children work at their own pace with many opportunities for cooperative learning while working in small, mixed age groupings according to ability and interest. The students will spend the majority of their time in self-directed learning at an individualized pace. Student's readiness, learning styles, cultural background, and unique traits will be considered when programming for differentiated instruction.

CSLC's method of grouping multiage avoids the identification of slow students and improves peer culture, resulting in peer tutoring, peer-modeling, and peer reinforcing. Students will be taught to have respect for each person's individuality, and recognize that everyone has unique strengths and contributions to offer the group, which promotes cooperation, empathy, and a sense of community. This model also promotes self-respect and keeps students involved and motivated about their individual academic process and progress, which is particularly useful for at-risk, special needs students, and English language learners; who typically receive special support and assistance from their multi-age classmates.

At CSLC, we believe that multilingual education offers the best possibility for preparing coming generations to construct more just and democratic societies in our globalized and intercultural world. As we look ahead into the new millennium, there is a renewed interest in multilingualism as educational alternative. Ethno-linguistic diversity and inequality, intercultural communication and contact, and global political and economic interdependence are more than ever acknowledged realities of today's world, and all of them put pressures on our educational systems to address the language needs of our students (Hornberger, 2010). Learning another language opens up access to other value systems and ways of interpreting the world, encouraging inter-cultural understanding and helping reduce xenophobia.

CSLC's core philosophy is anchored in the Montessori idea that learning occurs through a process of active involvement with the environment; whereby, the curriculum will promote active engagement in all areas of learning. CSLC teachers are trained in the Montessori way to believe that careful attention to the environment is essential to a successful educational program each class will be managed by a head teacher and an assistant. Montessori believed that children have a natural aptitude and "vital instinct" for meaningful work (Montessori, 1966). Dr. Montessori believed that a child "prefers a disciplined task to futile idleness" and that in fact a child will suffer from the "normal lines of construction" if he is in an environment without opportunities to exercise the desire for work (Montessori, 1966).

CSLC adheres to the Montessori Method which relies on a vast array of hands-on materials rather than textbooks or worksheets to convey academic content. The students' are supported in their limited ability to think abstractly during the elementary years. The materials facilitate the individualized approach to learning because they are "the means to personal formation for each child" (Lillard, 1996). Montessori materials are not simply visual aids used for demonstrating concepts. Instead, the child's learning takes form through his/her repeated, individual use of the materials.

CSLC's curriculum is holistic in nature. Similar to Dr. Montessori who believed that once achieving self-direction, children work best when provided uninterrupted three hour work cycles (Lillard, 1996). During this time, children pursue activities of their choosing from any of the academic areas such as language, math, geography, science, history and social studies. The amount of integration that exists across the disciplines extends itself through out multiple academic disciplines simultaneously engaging the students to unconsciously absorb knowledge. Teachers adjust activities to particular learning styles or providing additional support and/or intervention. This type of data is used to gauge the effectiveness of the instructional program, and inform professional development and school progress towards accountability.

The Founding Group of CSLC

The capacity of the founding group to effectively launch, oversee, and govern the school stems from the experience, knowledge, expertise, and resources of its members. The founding group consists of teachers and administrators, who have successfully worked in this model of programming. New Future Foundation, our non-profit affiliate will facilitate a connection with the United Nations establishing access to global projects.

At present, the group includes the lead applicant, the proposed instructional coordinator. It will also include the founding Board of Trustees which currently consists of five members (eventually seven or eight members) with a range of skills and areas of expertise including: Montessori specialist, traditional and special education teachers; community outreach member; legal expert; and Spanish and French language specialists. The school leaders can count on the support of the Montessori community (CMTE - Center for Montessori Education, New York - AMI (Association Montessori Internationale) to provide access to the collective experience of Montessori school leaders throughout the country for advice and consultation.

The Board will incorporate four more members: a financial adviser, a business professional, a member of the South-East Queens Community, and a parent (selected by the Family Association once the school opens). The Board members have participated intensely and assisted during the application process, and are committed to upholding and supporting the school's mission and charter.

II. STUDENT POPULATION

A. Student Enrollment

Grades	Projected Enrollment Table				
	2012-2013	2013-2014	2014-2015	2015-2016	2017-2018
K	75-100	100-150	100-150	100-150	100-150
1st	75-100	100-150	100-150	100-150	100-150
2nd		75-100	100-150	100-150	100-150
3rd			75-100	100-150	100-150
4th				75-100	100-150
5th					75-100
6th					
Totals	150-200	275-400	375-550	475-700	575-850

B. Target Populations

Recruitment and Enrollment of Students

Target Population – General Statistics and Description

CSLC intends to open a school in School District 29. Our target population will be of native English language speakers as well as English language learners of varied backgrounds varying of West Indian background including Haitians, Jamaicans, etc. Within the past three years, district 29 enrolled approximately 500 students in pre-kindergarten, 2000 kindergartners, and 2400 first graders. The student population of District 29 comes from families ranked as low-middle class; whereby they are significantly close to the poverty rate in the U.S. Approximately 76% of the student population in district 29 qualify for free or reduced lunch. 71% of the student population is black or of African-American decent, while 13% are of Hispanic decent. About 7% of the total student populations are English language learners.

District 29 is one of the lowest ranked districts in the city. The students of District 29 academic performance is affected by factors associated with marginal poverty, lack of parental involvement, insufficient academic intervention programs, and lack of academic support. These effects are evident in the academic performance of students in district 29. Only 2% of students scored a level 4 in math and ELA while more than 50% scored 1's and 2's on their state math and ELA test. 6 In the latest test results for District 29 (2009-10), only 36% of third grade children scored 3 or above in ELA, and 33% in Math (4th grade ELA 36%, Math 32%; 5th grade ELA 40%, Math 34%). This indicates that schools in district 29 have a high proportion of students with special needs.

CSLC core members plan to forge a network with local day care centers throughout the district to provide kindergarten and 1st grade candidates an alternative school option. CSLC has partnered with the Montessori Progressive School who currently provides early childhood daycare, Universal Pre-K, and kindergarten as a direct feeder. The founders of CSLC, are confident that based on our structure we will likely increase the amount of students after the first year of existence.

Publicize and Marketing

Initially, the first wave of marketing will come from our primary feeder school, Montessori Progressive. Historically, the parents of Montessori Progressive seek a similar school format for their children but have a hard time finding one with as much academic rigor and multi-language. CSLC will also reach out to community-based organizations such as Haitian-Americans United for Progress (HAUP), New Future Foundations who currently promotes community invitational where brochures and relevant information will be shared with the community. CSLC members will visit local

churches and businesses to provide contact information and raise awareness about their responsibilities to the students in the community. We also plan to promote our school through local radio ads, TV, Facebook, Twitter, and local print ads. General recruitment process will include distribution of mailings to parents of the South-East Queens region. CSLC core members plan to presents advertisements during parent organization meetings at district public elementary schools. All materials will be printed in English, Spanish, and French to ensure that those families who are traditionally less informed about educational choice options have access to the materials.

With the support of our non-for-profit contributors,, the founding team will make efforts to reach families that are traditionally less informed about educational choice options, which include new immigrants, non-English speakers, parents of children who do not attend daycare centers, and people with limited education. The team will present workshops and distribute brochures at institutions offering services to new immigrants, child health care centers, English language schools, arrange interviews on Spanish and Haitian Creole language radio stations, and set up information booths at community events.

CSLC will Attract, Serve, and Retain Students

The CSLC's ability to retain students will derive from the connection that will be made with the parents/guardians. In our professional experience, lower performing school districts do not retain students in their top third, because parents feel that students are not appropriately served. This rings especially true with students with disabilities and English language learners; they often times do not receive the services that they are required to receive and lack rigor in their instructional plans. At CSLC, each student will have an educational plan that outlines his/her assessment data as well as systematically track their progress. Another component is safety; there is a positive correlation between lower performing students and the amount of violent acts that occur during the school day. Our final major component of student retention is a consistent link with parents. Parents feel that a school is not meeting expectations when they are not informed about expectations and how the school is interacting with their child.

Student Identification Process-

A licensed pedagogue will administer Home Language Surveys to newly registered students and their families to determine language preference. Teachers will request education evaluation for students how display significant gaps in achievements relative to their peers. Once confirmed, the CSLC instructional team will develop individualized plans for educating each student. CSLC's curriculum and approach to instruction will

be modified to adapt and serve those students through differentiation instruction methods, and track their progress for adjustment. CSLC staff will be trained to lower the affective filter of incoming parent; by putting them at ease about the process and providing them with the option to choose a program that best suites their child's needs.

Provision of Services to LEP/ELL Students:

CSLC will not discriminate against LEP/ELL students in its admissions policies or practices, and it will comply with all applicable laws including Title VI of the Federal Civil Rights Act of 1964 and the Federal Equal Educational Opportunities Act of 1974. In addition, CSLC will be proactive in building awareness of the charter school and of the opportunity for parents to enroll their children within the CSD 29 communities where large numbers of LEP/ELLs reside.

CSLC's process for identifying LEP/ELL students and the method for determining LEP/ELL status is as follows:

- (a) If English is the only language spoken in the home as indicated on the Home Language Questionnaire then the screening process need not continue;
- (b) If the home language is other than English or the student's native language is other than English, ATS will be checked to determine if the student has already taken the LAB-R and had been identified as an LEP/ELL student, if yes, then the student will receive ESL services;
- (c) if not on ATS, then appropriate school staff will informally interview the student and the parent in English, or when necessary in their native language;
- (d) if the student speaks a language other than English and speaks little or no English, then the School will administer the Language Assessment Battery-Revised (LAB-R) – a score below the designated proficient level is limited English Proficient (LEP), thus eligible for ESL services;
- (e) Once placed into LEP/ELL services, student achievement or progress in the English language is measured annually with the NYSESLAT. The scores on the NYSESLAT indicate the proficiency level the student has achieved each year, and whether or not the student's level of English proficiency is high enough to exit ESL services. Any student classified and receiving educational services as a LEP/ELL student who subsequently tests above the established cut-off point will be deemed to be no longer in need of ESL services.

CSLC will implement a Freestanding English as a Second Language (ESL) program.

Provision of Services to Special Education Students

CSLC will educate students with disabilities in the least restrictive environment, with their non-disabled peers to the extent appropriate and allowed by each student's Individualized Education Plan (IEP) prepared by the Committee on Special Education (CSE) of the students' school district of residence and all applicable federal laws,

including the Individuals with Disabilities Education Act (IDEA). CSLC shall not discriminate in admission and enrollment practices on the basis of a student having or being suspected of having a disability. All special education programs and services at the School shall be provided in accordance with Education Law § 2853(4) (a) and applicable federal laws and regulations and in accordance with the IEP recommended by the CSE of the students' school district of residence.

CSLC will provide instruction to special education students in the most inclusive environment possible, subject in all instances to the requirements and restrictions included in each student's IEP. CSLC will provide support services to students to ensure that IEP mandates and measurable goals are met. In accordance with the State Education Law Section 2853(4) et al, the School will provide services required by the IEP, either directly, by contract or by agreement with the school district.

CSLC and the district CSE will work with the parents to design a program that implements the IEP, addresses the student's needs and is integrated into CSLC's educational programs and makes use of the School and school district resources. In this situation, CSLC and the CSE will work with the parents to develop an IEP that meets the student's needs and design a program that is integrated into the charter school's educational programs and makes use of charter school and school district resources.

Special education students, when appropriate according to their IEPs, will receive their adapted curriculum work, and other therapies such as speech-language therapy and occupational therapy, within a regular education classroom. Special educators and therapists will come to the regular education classroom, when appropriate, to provide services to small groups of regular and special education students. A special education teacher, paraprofessional or aide may sit with them to provide support.

How CSLC Serves Students

All students benefit from an inclusive education where students of varying abilities learn together. This unique characteristic of the educational program of the CSLC allows for us to provide an inclusive learning environment. All students will be included in all day-to-day functions of the school as well as extra-curricular activities. The instructional methods inherent in the Montessori approach at CSLC are particularly appropriate for student populations with a wide range of learning styles and needs. Students who are at risk for academic failure are a diverse group of individuals with a diverse set of needs, and so we plan to utilize a variety of strategy that remediate and support there learning through supplemental work. For example, CSLC plans to use our spelling program as my primary supplemental practice for phonetic lessons, which is the most beneficial method to help children practice the skills taught. The reading

program we plan to use will support at-risk readers by providing them the appropriate kinds of structure, pacing, and practice.

Preventing Academic Failure Includes:

- Multisensory techniques that develop students' visual, auditory, and kinesthetic abilities
 - Orton-Gillingham techniques for teaching Reading, Writing, and Spelling
 - A step-by-step sequence that allows even learning-disabled students to master word analysis
 - A planning sequence that incorporates phonics, reading, spelling, and penmanship
- Orton-Gillingham multi-sensory method of language instruction developed by neurologist Dr. Samuel T. Orton and educator Anna Gillingham. The program was originally used to teach dyslexic children to read, but it has been found to benefit all learners. We plan to combine the direct instruction of Orton-Gillingham with a multi-sensory approach to learning that focuses on each student's visual, auditory, and kinesthetic learning pathways to maximize mastery and retention.

Reciprocal Teaching -

Researchers have found a strong correlation between a lack of phonemic awareness and reading failure, so we emphasize mastering that skill to build a strong foundation for learning for authentic literacy. This method of reciprocal teaching has been developed by Palinscar and Brown. At CSLC our reading program is blusters the comprehension strand with activities to increase students' ability to read for meaning. This is a structured, sequential, balanced approach to reading that enables learners to capitalize on their strengths while strengthening their weaknesses. Our teacher are trained to weave together systematic phonics instruction, multi-sensory learning, and the use of literature to nurture reading skills. Instruction begins with strategies that help develop phonemic awareness in emerging readers enabling them the ability to analyze, combine, and connect the smallest units of sound with the letters that represent them (Palinscar and Brown, 1985).

Teachers will be systematically trained to gain a solid understanding of the structure of language on its most basic level and acquire the tools to pass that understanding on to their students.

III. SCHOOL DESIGN

The rationale for creating the school in CSD 29 is based on lack of opportunities for the low performing student to achieve academic success. This belief is grounded in the following Montessori conceptual framework which supports the idea that:

- **Inner guidance of nature.** All children have inherent inner directives from nature that guides their true normal development.
- **Freedom for Self-Directed Learning.** The Montessori Method respects individual liberty of children to choose their own activities. This freedom allows children to follow their inner guidance for self-directed learning. With each freedom the child has to make a choice, there are also limits to that freedom based on the functionality of the environment. For example, a child may choose his own work, but only that which is available at the time and on which he has had a lesson.
- **Planes of Development.** The natural development of children proceeds through several distinct planes of development, each one having its own unique conditions and sensitive periods for acquiring basic faculties in the developmental process. The first plane (ages 0–6) involves basic personality formation and learning through physical senses. During this plane, children experience sensitive periods for acquiring language, refinement of the senses, movement and order. The second plane of development (6–12) involves learning through abstract reasoning, developing through sensitivity for imagination and social interaction with others. The third plane (12–18) is the period of adolescent growth, involving the significant biological changes of puberty, moving towards learning a valuation of the human personality, especially as related to experiences in the surrounding community. The fourth plane (18+), involves a completion of all remaining development in the process of maturing in adult society.
- **Prepared Environment.** The optimal conditions around children allow for and support their true natural development. For young children, the environment must be prepared with a particular series of scientifically developed material, the apparatus, which are consistently organized by subject, degree of difficulty and complexity. All materials are displayed on open shelving and are available for free, independent use, to stimulate their natural instincts and interests for self-directed learning. Aesthetics are extremely important in a prepared environment. Because the child must choose to work, the materials must attract the child.
- **Observation and indirect teaching.** The teacher's role is to observe children engaged in activities that follow their own natural interests. Based on these observations the teacher or "guide" determines when a child is ready for a new challenge, which is followed by a lesson or "presentation". This indirect teaching

of responding to the child, contrasts sharply with the traditional teacher's role of implementing a timed, pre-determined curriculum. Children in Montessori environments, therefore, are not necessarily arriving at academic goalposts at the same time. Discipline in a Montessori environment is based on observation. For example, a Montessori environment has the teacher observing conflict and guiding children to resolve it themselves. When the guide must resolve misbehavior, she does so by refocusing the child to purposeful activity where she has observed success, rather than engaging in the ordinary system of rewards and punishments.

- **Normalization.** During the 0–6 plane of development, children have the ability to shift their fundamental being from the ordinary condition of disorder, inattention, and attachment to fantasy to a state of perfect normal being, showing such external behavior as spontaneous self-discipline, independence, love of order, and complete harmony and peace with others in the social situation. This psychological shift to normal being occurs through repetitive deep concentration on some physical activity of the child's own free choice. Normalization can be fixed or unfixed. A child can move in and out of Normalization for a time, even years, before reaching it. It is part of the Montessori philosophy that all human beings have the ability to achieve Normalization.
- **Absorbent mind.** The young child (0–6) has an absorbent mind which naturally incorporates experiences in the environment directly into its whole basic character and personality for life. This mental faculty, which is unique to young children, allows them to learn many concepts in an effortless, spontaneous manner. It also allows them to undergo the key phenomenon of normalization to return to their true natural development. After the age of about six, this absorbent mental faculty disappears.†
- **Work, not play.** Children have an instinctive tendency to develop through spontaneous experiences on the environment, which Dr. Montessori referred to as 'work'. In this sense, the children's normal activity is attached to reality in the present moment, rather than idle play through such means as toys and fantasy.
- **Multi-age grouping.** Children learn from each other in a spontaneous manner that supports their independent self-directed activity. The ordinary Montessori classroom therefore consists of a mixed-aged group, such as 2–6 (primary level) or 6–12 (elementary level), based on Planes of Development (see above).

The students of district 29 need to experience success through what seems like everyday experiences. Young children should be taught the value of their ability to do simple tasks. This becomes the foundation for more complex learning activities such as reading, writing, and computation.

a. Increase student achievement and decrease student achievement gaps in reading/language arts and mathematics;

At CSLC teachers' gauge understanding by the way materials are handled, accuracy of written work, ability to transfer concepts to new situations and demonstrating mastery through one child teaching a concept to another (Charlap, 1999). Instruction is tailored to the individual needs of students. Teachers work with small groups and with individual children to provide lessons at different skill levels while the other students are given support to complete assignments or practice skills. Independent work is structured to reinforce and build on students' individual academic needs in order to achieve mastery of tasks. The students' academic growth is measured through continuous and ongoing assessments, which is vital for effective differentiated instruction.

Assessments will be administered in a various mediums throughout. Using multiple assessments tools such as diagnostic, formative and summative assessments, teachers will obtain a comprehensive picture of each student's achievement and use the data to inform ongoing instructional decisions.

Reading/language arts will be referred to as reading and writing. Administration, teachers, students, and parents will work together to set goals and periodically assess our progress in achieving those goals. Reading and writing is performed in all subject areas and will be addressed by every faculty member. The CSLC will employ methods and strategies such as genre reading, book clubs, various reading incentives, creative writing, exploratory writing, author studies. To support these initiatives, professional development staff from the Montessori community (CMTE, AMI, the Montessori foundation) to provide access to the collective experience of Montessori school leaders will provide professional development sessions to staff in the school building. Teachers will implement methods of differentiation to determine their student's current level of ability and need.

In order to improve performance in mathematics, faculty and administration will collaborate to develop methods of bringing the standards to life by enabling students to experience the subject matter. Experiential learning will increase retention and the ability to synthesis skills taught. Mathematics will be instructed as students have a better understanding of the hierarchies of numbers. The American Montessori Society advocates a vigorous, unified national effort to ensure that every American child receives a mathematics education characterized by the following features:

Preschool and Kindergarten Years: A strong emphasis on the development of large and small muscle coordination, spatial and size discrimination, and critical pre-math

foundations, as well as aesthetically designed manipulative materials for learning beginning mathematical concepts.

Elementary Years:

- Structuring the education process around mathematical problem solving, and leading from that to the discovery, understanding, and memorization of concepts.
- Repeating use of manipulative materials to teach and solidify those mathematical concepts, until students have sufficiently internalized them to work abstractly.
- Structuring the educational day so children have large, uninterrupted blocks of time to use these materials and assimilate concepts.
- Ongoing use of first-hand experiences, both in and out of the classroom, to apply and retain these concepts and skills, especially those which depend on forming collaborative relationships with other students.
- Encouraging open discussion, collaboration and cooperation within the classroom.

Later Years:

- The continued uses of concrete materials until the concepts they embody are solidly formed.
- An even greater reliance on first-hand experiences, in and out of school, to use in applying learned skills.
- A classroom atmosphere that encourages open discussion, collaboration and cooperation.

To affect the learning status of the whole student, qualitative data such as learning style and background info will be incorporated to define who the student is as a learner. Quantitative data will be analyzed to determine the level of success in achieving academic goals. The CSLC will incorporate the Renzulli method of differentiation into the curriculum. The program founded by the University of Connecticut's Joseph Renzulli, provides professional development as well as an extensive database of resources that will be tailored to the unique characteristics of each student. Through differentiation of content, process, and product students will be challenged according to a unique learning map.

- b. Increase high school graduation rates and focus on serving at-risk high school student populations (including re-enrolled drop-outs and those below grade level);**

NA

- c. Focus on academic achievement of middle school student populations and preparation for transition to high school (if applicable);**

NA

- d. Utilize a variety of high-quality assessments to measure understanding and critical application of concepts;**

Assessment will be constant, constructive and ongoing. The CSLC will employ a variety of assessment tools and methods to gauge how effective are we achieving our goals. Students will be assessed by formative and summative assessments as well as informal data; data that is based on feedback in written form as well as orally during classroom discussions. Teacher-developed informal assessments include anecdotal records, observations, portfolios, checklists, informal reading inventories, running records, work samples, journals, written summaries, conferences, oral and written retellings, and other informal tools that teachers may acquire from the internet, journals, and each other. Tools such as pre-assessments will help determine parameters about student readiness for a particular skill. Teachers will be trained to delivery inquiry based instruction, where student interest is provoked to inquire and investigate to answer the how from a lesson. During instruction, informal assessments such as: class-work, homework, feedback during instruction or at the lesson summary, will be considered valuable information.

CSLC's teachers will collaborate in discussions about children's learning with children in a self-evaluation process increasing the child's cognitive awareness and motivating the child. This self-evaluative interaction is one of the primary assets of classroom-based or formative assessment to improve achievement in the classroom (Stiggins, 1991, 2001). Using classroom assessments supports the concept of a collaborative learning community with many opportunities for the child to reach the goals of the assessments.

Thus, running records are used as tool for grouping children and measuring achievement. Running records measured fluency, but not meaning making. Written summaries measured specific literal recall of events in a story but not higher-level evaluative thinking. Classroom assessments will be used to provide individual instructional guidance for all students.

The goal of instruction at The CSLC will be to increase retention, ensuring that the student possesses the ability to apply skills taught. Through effective teaching methods, the staff will convey the school-wide message: the why and how is even more

important than simply having an answer. Teachers will gauge student mastery of concepts by employing a variety of questioning techniques during instruction.

e. Increase implementation of local instructional improvement systems to assess and inform instructional practice, decision-making, and effectiveness;

The education policy will derive from a fusion of the school's mission and governing state standards. Our goal will be to improve student progress exceeding benchmarks set by New York State. This will be achieved by a team of education professionals that will work together to provide a robust academic experience for students.

The education team will rely on support from all stakeholders to implement the best practices in education. The data specialist will facilitate the various data requests to promote data driven instruction, staff members will receive professional development on implementing the various components of the DOE's ARIS system as each teacher team will be part of a sharing community on the system. Periodic blogging on the ARIS system will provide information about classroom success and failures, in addition; this community of electronic sharing will provide teachers a broader perspective about their students. Through our affiliations with University programs, the subjects of Math, Reading/Writing, Science, and Social Studies will be infused with effective, research based strategies. Classroom learning walks will provide teachers the opportunity to experience strategies and methods in various classroom settings these learning walks foster a sense of self assessment for both teachers involved. Learning walks will be followed by a share out session in flexible teacher groups or facilitated through the DOE's ARIS blogging communities. To further extend our efforts to provide quality assessment, parents will be required to log into ARIS as well as Acuity to be in compliance with the parent contract.

Academic Intervention Service or AIS at CSLC will be programmed into the school day to ensure that 100% of the students, who are scheduled to attend, will receive the additional instruction when attending school. When AIS programs are scheduled outside of the school day students suffer, as the responsibility is shifted to the student to be responsible for being there. Students whose IEP's stipulate resource room will receive full instructional support during these periods. To provide full instruction, tasks such as test-taking and homework help will not drive the instruction by SETSS providers.

To achieve this level of instruction, administration will set short and long term goals that will govern all functions of the building. Establishing clear expectations is the foundation for accountability. Every stakeholder will be held accountable for their role in the learning community. The expectations for every stakeholder will be defined by

goals. These goals will be shared with the teaching staff and presented with the rationale for why the goal was set. At preliminary planning meetings teachers will have the opportunity to provide feedback on goals set by the administration. Teachers will be required to set goals for themselves as education professionals, as well as classroom goals that will be specific to their student population. Parents will be provided with a parent goal sheet that will enable parents to be aware of the expectations set for them to be part of the learning community. Students will be required to set goals for themselves based on their performance outcomes. Student goals will be assessed by quarterly by all stakeholders to assess the effectiveness of instruction. Assessing the administrations short term goals of driving instruction, will determine what changes if any, will be necessary in order to achieve the long term goals.

All stakeholders will be a part of the decision making at the CSLC. Subject supervisors will empower teachers to assume the role of educational leaders who have the responsibility to research and share innovative practices. Each academic department will function as a learning community, supervised by administrators that are knowledgeable in their subject area.

f. Partner with low-performing, local public schools to share best practices;

Learning communities can be formed with local principals to meet and share practices, conduct inter-school walkthroughs, and share via inter-school ARIS blogging communities. A joint project initiative can take place where a project is jig-sawed between two schools and the culminating activity is celebrated as a display at the district. The CSLC plans to forge a binding relationship with the Montessori community within the tri-state (CMTE, AMI, the Montessori foundation) to provide access to the collective experience.

g. Demonstrate the ability to overcome start-up challenges to open a successful school through management and leadership techniques;

“Proper preparation prevents poor performance” will be one of the mantras frequently heard at the CSLC. Prior to the opening of school, planning meetings will take place to address key dates and aspects of running the building. The “Parent pledge” will provide parent support in areas of need. Administrators and teachers will be provided with planners that will be used to log all calendar dates and time sensitive material relevant to the school. Upon opening the staff and administration will communicate constantly through administrative bulletins that will be emailed or discussed at faculty meetings. The school safety plan will be discussed and reviewed by a designated team that will address topics such as student movement, bathroom policy, cutting, and the designated entry/exit ways for all stakeholders. In addition, a system of security regarding room and key assignments will be put into place to ensure that everyone is

working in the safest environment possible. Ensuring safety is of the utmost importance to creating a successful learning environment.

The entire staff at CSLC will be informed of their roles and responsibilities during the professional development sessions allotted prior to the opening of school. The administrative team will convey the message that: teachers, parents, students, school aides, custodians, school safety officials, food service staff, and all other stakeholders are equally important and respected as such. The success of our school will be contingent on each of the aforementioned components to be able to execute effectively.

The school principal will be responsible to oversee all departments ensuring that they are carrying out their responsibilities to achieve the school's mission. A mandatory morning or evening workshop will be held for parents to meet the grade advisor, who will serve as a mediator and enforcer of the chancellor's regulations. This workshop will address the current regulations, provide parents with a copy and discuss the building policy for enforcing the regulations. The grade advisor will also establish the methods of communication that will be available for parents. The CSLC will hold an Open School Night event at the beginning

h. Demonstrate the support of the school district of location and the intent to establish an ongoing relationship with such district; and

The CSLC will seek to participate in every district wide initiative. Staff members will be encouraged to attend professional development opportunities as well as district wide opportunities to celebrate student work. A teacher team will be assigned to oversee the creation of district wide projects. The school's administration will ensure compliance with all district protocol to establish the credibility of the CSLC.

i. Provide access to viable education alternatives to students in regions where there are a lack of alternatives.

The district 29 aggregate data demonstrates a large number of sub performing students. The district average for level 4 on either the NYS Math or ELA is 2%. The families that represent the students who attend the CSLC will have the responsibility of volunteering to ensure that there is adult presence from the community. Once programs have been established, the education staff will work with the parents and community leaders to ensure that students attend these programs to receive their academic support. According to the "parent pledge" Parents will execute one of their responsibilities as a stakeholder by assisting with adult presence.

CSLC will design and implement support programs to students who are in need. Saturday programs and after school programs as well as the exploratory subjects will infuse math and ELA standards to reinforce skills taught. Students who demonstrate

potential for acceleration will also be serviced through additional support programs to challenge them above their grade levels. In addition to the traditional academic support, New Future Foundations will provide multicultural learning opportunities through community-based programs.

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