

I. Executive Summary

Mission Statement: The mission of the Crown Heights Preparatory Academy Charter School (CHPA) is to prepare students for academic success in high school, college and their chosen career by providing an academically rigorous and technology-driven learning environment.

Key design elements and characteristics: The Crown Heights Preparatory Academy Charter School is a proposed middle school serving grades 6th through 8th in Community School District #17. CHPA’s approach focuses on five key elements – a strong school culture, ongoing professional development, data-driven instruction, a rigorous academic program and longer school year to build a learning environment that will serve all students, particularly at-risk students.

- *Strong School Culture* – As a uniform school, scholars attending CHPA will be immersed in a school culture that focuses on high expectations and college/career exploration. Scholars are expected to attend school every day and to arrive on time and ready to work. Staff and scholars will be expected to model professionalism at all times and will uphold a “Commitment to Excellence Contract” that outlines the responsibilities of all stakeholders (student, school, family).
- *Ongoing Professional Development with a Dynamic Teaching Staff* – CHPA conduct a local and national search to recruit the best and brightest teachers. To retain the best talent, CHPA will offer each staff member extensive professional development opportunities based on interest and performance evaluations. All staff members will receive grade and subject-level common planning time as well as whole-school professional development days.
- *Effectively Using Data to Drive Instruction* – School leadership will ensure that all teaching staff members use data collected from formative and summative assessments to improve instruction in their classrooms and to be effective in increasing the academic performance of their scholars. In scheduled meetings at the beginning of each year, the CHPA academic will engage scholars and their families in the creation of individual learning plans (“ILPs”). Instructional staff will use these plans to set goals and will track student progress against the ILPs in order to determine interventions for students at-risk of academic failure.
- *Rigorous Academic Program* – CHPA’s academic program will use a standards-based curriculum that is rigorous and aligned to the New York State and Common Core standards. The integration of technology and English Language Arts into the core subjects prepares scholar for college and their chosen career. During a scholar’s first year, studies will primarily focus on higher-order thinking skills and deep mastery of the core subjects. Scholars will use technology to conduct research, cultivate writing skills and present information to their school community. By eighth grade, scholars will be studying Regents level courses including Earth Science, English and Algebra.

- *More Time on Task* – Scholars will receive more instruction time compared to district schools. The extended school year and day will allow struggling students to receive additional support and offer enrichment courses for accelerated learners. From Monday through Thursday, scholars will begin their instructional day at 8:00 a.m. and will end at 4 p.m. On Fridays, scholars will be dismissed at 1:30 p.m. to allow time for staff members to participate in professional development session.

Founders' Capacity: The members of the founding group of Crown Heights Preparatory Academy Charter School have a depth of experience and expertise as educators, school administrators, nonprofit trustees and business people. The lead applicant, Rosa Smith-Norman is an accomplished educator, formerly serving as the founding Principal of the KAPPA school, a district replication of the KIPP school model. Her experience, and that of the diverse group of founders and founding trustees, is detailed below:

Rosa Smith-Norman will serve as the Board Chair of the Crown Heights Preparatory Academy Charter School. Ms. Smith-Norman, the lead applicant, has over 25 years of experience as an educator. She has worked for the New York City Department of Education in several positions including teacher, special education coordinator, administrator, assistant principal and principal. Selected as a delegate for the American, Chinese and Korean Association, she has experience creating Chinese Language programs for implementation in elementary and middle schools. Rosa participated in the National Institute for Urban School Leaders Principal's Center at Harvard Graduate School of Education, Harvard University. She obtained her Master of Science in Education and School Administration from Touro College and received a Bachelor's Degree in English and Secondary Education from Queens College.

Leashea Clarke is a planning team member and prospective board member for CHPA. Ms. Clark is a dedicated educator specializing in the field of Science. As a science teacher, she taught high school science courses at three different schools in Brooklyn. She has received numerous professional awards during her career including Sankofa Academy's "Assistant Principal Award for Leadership". Ms. Clark received her Masters Degree in Education and Advance Certification in Educational Leadership from Long Island University and obtained her Bachelors Degree in Sociology from Salem College.

Michele Goudy is a planning team member and prospective board member for CHPA. Ms. Goudy has extensive teaching and education supervision experience. She has worked for the NYC Department of Education as an elementary/middle teacher and an assistant principal. Ms. Goudy is currently pursuing a Doctorate in Educational Leadership from Nova Southeastern University. She obtained her Master Degree in Early Childhood Education and Advanced Certificate in Administration and Supervision from Brooklyn College and a Bachelor of Arts in Urban Affairs from Queens College.

Catherine Green is a planning team member and prospective board member for CHPA. Ms. Green has extensive experience in teaching and education management. She is an Early Childhood

Specialist and Head Teacher for Tabernacle Day Care Center in Brooklyn. Prior to her current position, Ms. Green has experience managing and training staff members for an Early Childhood Center. She obtained a Masters Degree in Education from Long Island University and a Bachelors Degree in Special Education from Medgar Evers College.

Dexter Hannibal is a planning team member and prospective board member for CHPA. Mr. Hannibal has extensive experience in counseling, education support and management. He currently works as a College Advisor for Grand Street Settlement. Throughout his career, he has worked for Princeton Review, Cloud County Community College and other education institutions. Mr. Hannibal received his Bachelors Degree in Education from Brooklyn College and an Associates Degree in Education from Cloud County Community College.

Charles Jordan is a planning team member and prospective board member for CHPA. Mr. Jordan has extensive professional and volunteer experience in the field of special education and foster care services. He is the Independent Living Coordinator for Urban Strategies Foster Care Agency in Brooklyn. As the President of a local Parent-Teacher Association, he represents parents from Queens on the citywide Parent Advisory Council. Mr. Jordan is pursuing his Bachelors Degree in Education and obtained his Associate Degree from LaGuardia Community College.

Jacqueline Mackey is a planning team member and prospective board member for CHPA. With over 30 years of education experience, Ms. Mackey has extensive background in Elementary Education. She is a retired public school teacher and has worked for local Brooklyn elementary school. She is a member of Community Board, P.S. 161's School Leadership Team, Coordinator for Youth H.S. for Nazareth Regional High School and others. Ms. Mackey obtained her Masters and Bachelors Degrees in Education from New York University.

Jacqueline McHugh is a planning team member and prospective board member for CHPA. Ms. McHugh has extensive experience in special education and possesses a deep knowledge of state and federal requirements for special education programs. With over 30 years of special education experience, she has worked as a teacher, coordinator and assistant principal for the New York City Department of Education. Ms. McHugh obtained her Certification in Administration & Supervision from Brooklyn College and her Masters and Bachelors in Education from CUNY-City College of New York.

Shirley Patterson is a planning team member and prospective board member for CHPA. Ms. Patterson has extensive experience in the public and private sectors. She currently works for SUNY-Downstate Hospital as a Senior Staff Assistant. She is responsible for supporting Senior Executives with day-to-day operations. Ms. Paterson is the District Leader/State Committeewoman for 43rd Assembly District, a member of Community Board 9 and a former member of the Community School Board 17. She received her Bachelors Degree in Business Administration and Generalist Certificate in Human Resource Management from CUNY-Medgar Evers College.

Jean Woodburn is a planning team member and prospective board member for CHPA. As a small-business owner, Ms. Woodburn has extensive experience in financial management and strategic

planning. She has worked for private and non-profit organizations such as Goldman Sachs and the First Baptist Church of Crown Heights. Ms. Woodburn obtained her Bachelors Degree in Finance from CUNY-Baruch College and an Associate Degree in Business Administration from CUNY-Borough of Manhattan Community College.

As individuals and as a group, the founders are exceptionally well-qualified to launch, oversee and govern a school. The proposed board of trustees will have nine board members including a seat reserved for a parent. The below table summarizes the relevant experience of each founder:

	Educational Expertise	Administrative Expertise	Business Management	School Management	Finance	Educational Research	Academic Teaching
Rosa Smith-Norman	X	X		X		X	X
Leashea Clarke	X					X	X
Michele Goudy	X	X		X			
Catherine Green	X						
Dexter Hannibal	X	X		X			
Charles Jordan	X						
Jacqueline Mackey	X						
Jacqueline McHugh	X	X				X	X
Shirley Patterson		X	X				

Jean Woodburn			X		X		
---------------	--	--	---	--	---	--	--

II. Student Population

A. Student Enrollment:

Grades	Projected Enrollment Table					
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
K						
1 st						
2 nd						
3 rd						
4 th						
5 th						
6 th	100	100	100	100	100	100
7 th		100	100	100	100	100
8 th			100	100	100	100
9 th						
10 th						
11 th						
12 th						
Ungraded						
Total	100	200	300	300	300	300

B. Target Populations

Target population: The Crown Heights Preparatory Academy Charter School will be located in Community School District 17 in Brooklyn. The goal of CHPA is to serve a student population that needs a rigorous academic environment.

According to the New York State Report Card for 2009, 87% of the public school students in CSD 17 were eligible for Free or Reduced Priced meals. Additionally, 9% of the students residing in CSD 17 were designated as English Language Learners.

Demographic information concerning CSD 17 is as follows:

- CSD 17 New York City is located in the Central section of Brooklyn.

- Population: Black or African American (86%), Hispanic or Latino (11%), Asian (2%) and White (1%).
- CSD 17's total K-12 population is 27,264.
- 8,830 Students with Limited English Proficiency (9%).
- The graduation rate for students residing in CSD 17 for the 2008/2009 school year was 64%.
- In 2010, just 26% and 35% of eighth grade students scored at or above grade level on the state English Language Arts and Mathematics exams respectively. In 2009, only 34% of eighth graders were proficient in Science.
- There are six charter schools located in CSD 17: Achievement First Crown Heights, Explore Charter School, Explore Empower Charter School, Fahari Academy Charter School and Lefferts Gardens Charter School.

ELL Students: The Crown Heights Preparatory Academy Charter School will act in full compliance regarding identification and education for English Language Learners. All families will be administered a Home Language Questionnaire and those students who indicate a Home Language Other Than English will be administered the LAB-R test to determine their English proficiency.

Students who are identified as having Limited English Proficiency will be provided with the appropriate supports to develop their English Proficiency and will annually participate in the New York State English as a Second Language Achievement Test until they are fully English proficient.

Students with Disabilities: In accordance with the requirements of the Individuals with Disabilities Education Act (IDEA) and in compliance with Child Find requirements, the Crown Heights Preparatory Academy Charter School will have procedures to identify, locate and evaluate students with disabilities, even if the disabilities need to be assessed in the native language.

Upon enrollment, and with the support of families and local school districts, the Crown Heights Preparatory Academy Charter School will:

- secure all records of incoming students, including all Individual Education Programs (IEPs);
- work with the relevant Committees on Special Education as students on pre-existing IEPs transition to CHPA;
- work as needed with the relevant CSEs to suggest modifications to any pre-existing IEPs;
- cooperate with the relevant CSEs to ensure that all services identified on the IEP are provided;
- use CHPA's special education staff to provide specialized instruction but may contract out other services (i.e., occupational therapy, physical therapy) to the local sending district or a well-qualified third party.

For students enrolling without an IEP, and for whom the school suspects of having a disability, the Crown Heights Preparatory Academy Charter School:

- will case-conference with parents/guardians and the scholar to provide information that will assist them in outlining an appropriate action plan;

- will implement classroom strategies to address academic difficulties;
- The Crown Heights Preparatory Academy Charter School’s Special Education Coordinator will work with the CSE to help write a new IEP for any new student identified as eligible for Special Educational services;
- will cooperate with the CSE to ensure that all services identified on the IEP are provided;
- will use the Crown Heights Preparatory Academy Charter School special education staff to provide specialized instruction outside of the classroom and within the mainstream classroom, but may contract out other services (i.e., occupational therapy, physical therapy) to the local sending district or a qualified third party.

In support of students receiving Special Education services and to ensure that the Crown Heights Preparatory Academy Charter School works closely with the CSE, the CHPA ensures that:

- the School’s Special Education Coordinator will attend all CSE meetings;
- school staff, including regular and special education teachers working with a student on an IEP, will attend CSE meetings to assist in the development and amendment of the IEP;
- school staff responsible for educating students will receive copies of IEPs of all students in their classrooms and will receive training and support on their responsibility regarding the successful implementation of all classroom modifications. In addition, training and support will include (a) the referral process and CSE; (b) development of the IEP; (c) review of academic progress towards stated IEP goals, and IEP revisions, when necessary; (d) all reporting requirements; and (e) disciplining of students with disabilities.

The CSE will evaluate and develop student IEPs, with the assistance of parents and the school. The student’s teachers (special education and general education) will attend CSE meetings to help develop, review, or revise a student’s IEP. The Crown Heights Preparatory Academy Charter School believes it is important for school personnel working with children who have disabilities to be involved with the CSE. Accordingly, CHPA will provide substitute coverage to allow teachers, as necessary, to attend CSE meetings. All professionals that teach or counsel the student will be provided with his or her IEP and the necessary support and guidance to implement all required instruction and services.

Outreach

The Crown Heights Preparatory Academy Charter School is truly a community school. The founding board has partnerships with several community organizations that will benefit the school. In an effort to conduct significant outreach to the community, CHPA will:

- Meet with the education committee of the local Community Board and Community Educational Council 17 to discuss the needs of the community and to establish a collaborative relationship.
- Host open houses in the community to introduce the founders, share information about CHPA and its ability to educate all students.

- Create marketing materials in English, Spanish and Haitian Creole that will contain a full description of the school’s design and key elements.
- Contact local afterschool providers to share information about CHPA. Marketing materials will be sent to their families.
- Place advertisements about the school in local newspapers such as El Diario and the Caribbean Times.
- Meet with local Faith-Based Organizations and conduct open houses for their membership.
- Meet with the Committee on Special Education (CSE) for CSD 17 to inform them about the school.
- Conduct a “listening tour” of the community. We will visit after-school programs and recreational centers, supermarkets, apartment complexes and organizations providing services to immigrant families to learn about community needs, and distribute promotional and recruitment materials.
- Establish partnerships with local Community Based Organizations to facilitate outreach and identify additional locations and organizations in the community to target.
- Provide a Spanish & Haitian Creole interpreter at recruitment events and information sessions.

This proposal has garnered the support of the several elected officials including State Senator Eric Adams, Assemblyman Karim Camara, Congresswoman Yvette Clarke, Assemblyman Dov Hikind, Councilwoman Letitia James and Borough President Marty Markowitz.

All information pertaining to the Crown Heights Preparatory Academy Charter School will be available in English, Spanish and Haitian Creole. Parents will be provided with interpretation and translation services to assist with completion of the application, answering questions or addressing concerns.

Recruitment and Admissions

The Crown Heights Preparatory Academy Charter School will execute a strategic recruitment plan that will reach all families in Community School District 17. This plan will ensure that the student body is reflective of the community school district’s population. Our team will:

- Contract with Vanguard direct mailing service to distribute marketing materials in English and Spanish to families of CSD 17.
- Host informational sessions with local elected officials to present information about the school and distribute applications.

- Create a website and Facebook page for CHPA. Applications and marketing materials will be available for downloading and printing.
- Distribute applications at community events and education workshops.
- Set-up information tables at community based organizations, museums and other cultural institutions to make applications and marketing materials available to visitors.
- Distribute applications in public housing developments and local apartment complexes.
- Present information to the local Community Board and Community Education Council 17 inform the community at large about the opening of the school.

The Crown Heights Preparatory Academy Charter School’s admission policy is nonsectarian and does not discriminate against any student on the basis of ethnicity, national origin, gender and/or disability. Any child who is qualified under New York State Law for admission to a public school is qualified for admission and will be welcome at CHPA. The school will ensure compliance with all applicable anti-discrimination laws governing public schools including Title VI of the Civil Rights Act and § 2854(2) of the New York State Education Law, governing admission to charter schools.

Applications will be available for all current 5th graders seeking a 6th grade seat. If CHPA receives more applications than available seats, the school will conduct a lottery. Siblings of current students and residents of CSD 17 will be given preference in the lottery. Parents, prospective scholars and the general public will be invited to attend the open lottery. Families will be notified after our lottery day in April of their admissions status (admitted or wait listed). Families will need to return enrollment forms by the first week of May. If parents do not choose to enroll their student in CHPA, students who were waitlisted will be contacted and offered an opportunity to enroll in the order their names were drawn at the lottery. This process will continue until all seats are filled.

III. School Design

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

“To be ready for success in the 21st century workplace, today's students need to be able to think creatively and critically; learn to manage data and technology; communicate effectively in writing, speech, and other media; commit to a lifelong learning process; and understand globalism and its implications”¹

¹National Center on Education and the Economy. Tough choices or tough times: The report of the new commission on the skills of the American work force. Washington, D.C. 2007.

By researching and visiting high-achieving schools across the city such as KIPP, Uncommon Schools and Democracy Prep, our team has identified best practices and techniques for working with our targeted population. The Crown Heights Preparatory Academy Charter School will decrease the achievement gap and increase academic achievement by integrating elements of technology and English Language Arts such as reading, writing and research into all core subjects as well as prioritizing science and mathematics. This approach will be implemented through creating extended time to focus on the basics, hiring and supporting talented staff, making great instruction the norm, and fostering a school-wide commitment to excellence in a technology-driven learning environment that will ensure academic success for our scholars.

Starting from the Beginning with Mastery

Based on data from CSD 17, we anticipate that most of our scholars will be below grade level in reading and mathematics when they arrive at our school. Data collected from baseline assessments will allow our dynamic teaching staff to craft an instruction plan that works for all scholars. For those struggling scholars, academic intervention and intensive instruction will be provided to ensure mastery of all core subjects. Data collected from assessments throughout the school year ensure that all scholars are making academic progress. In order to lay the foundation for the school's culture of high expectations, we will require that all scholars will participate in a Summer Bridge Program which will consist of 3-4 weeks of half-day instruction. This program will allow scholars to become familiar with the school's culture, test administration and development of individualized learning plans.

Scholars will participate in and be held accountable for their learning at CHPA. During the first two weeks of school, scholars will work on their individual learning plans during their advisory period. Each plan will focus on the development of three areas: academic, social and college/career. Under each category, scholars will create goals that will be tracked and monitored by their assigned advisor. These plans will also allow counselors and teachers to observe student progress along the learning continuum. This approach is results-based with specific learner outcomes and a proven method to creating a more personalized environment.

Great Teachers + Great Instruction = Success for our Scholars

Recruiting talented staff members will be crucial to our success. Our school will hire staff members that have worked and/or lived in urban communities and can relate to our target population. Recruitment for talented teachers will begin with outreach to top universities, colleges and academic associations. CHPA's Principal will establish partnerships such as Teach for America, Math for America, Urban Teaching Corps and others to hire the best teachers. The teaching staff will be well-versed in best teaching practices through education, teaching and professional development experiences.

Ultimately, the most important thing a school can do to close the achievement gap is put a great teacher in front of every student. For that reason, the instructional program at CHPA is intensely focused on making sure that great instruction is the norm. All teachers will use data to improve instruction in their classrooms – identifying areas where individual students are struggling as well as searching for trends that indicate a need for classroom-wide re-teaching. . Teachers will be observed and given informal feedback and formal reports at least once a week. School-wide professional development, targeted to the ongoing

needs of the school, will occur every Friday. All teachers will attend a weeklong Institute prior to the beginning of school to ensure consistency in instruction and culture from the first day of school.

Learning in a Technology-Driven Environment

To ensure ongoing academic success for all CHPA scholars, scholars will be given the tools to succeed in high school and college. Most of these educational institutions offer online courses and distance learning opportunities for students. Scholars will be prepared for these opportunities by learning basic to intermediate computers skills in sixth grade during school hours. In 7th grade, each scholar will receive a netbook to participate in classroom activities, download coursework, research projects and design presentations. Netbooks will give scholars the ability to complete projects and participate in online discussions with members of the school community from home. By eighth grade, scholars will assist staff with designing and maintaining the school's website and online community site. CHPA will also offer a variety of computer workshops for parents.

Further, CHPA will contract with a vendor such as eChalk to create a virtual school community. This online community will allow students, parents and staff to upload/download syllabi, homework submission, coursework, participate in school forums, and connect as a community. Information regarding the school's policies, calendar, handbook and upcoming events will also be available online. School staff will have the ability to create a virtual workspace containing uploaded and shared lesson plans, curriculum, access grades and test data. As additional funds become available, CPHA will offer online courses and distance learning through web conferencing for accelerated learners.

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);

Studies have shown that “the dropout” mentality tends to take shape in the middle school grades. Students who are behind in elementary school tend to fall further behind in middle school. Peer pressure, changing classes and other factors create social pressures that can compound academic struggles. By high school, these students are often disengaged and more likely drop out of school².

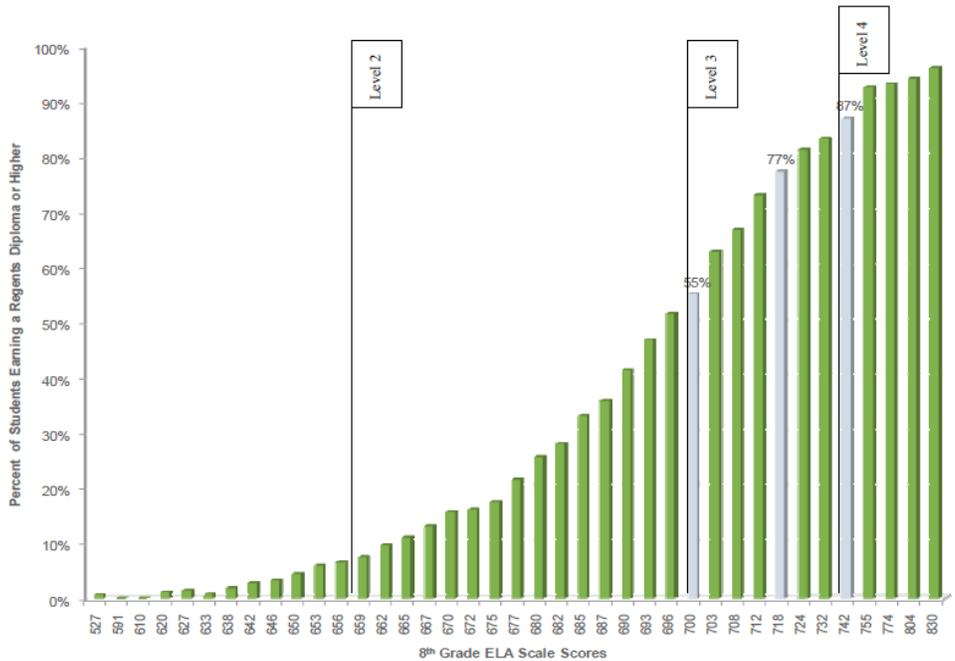
According to the 2010 NYC DOE Progress Report, 15 middle schools in CSD 17 received report card grades. Out of the fifteen schools, one school received a “B”, four schools received a “C”, 6 schools were awarded a “D” and 4 schools received an “F”.³ With only 26% of eighth graders scoring at level 3 or above on the state English Language Arts exam, students in CSD 17 are at a greater risk of not graduating high school. According to an analysis conducted by the NYC DOE⁴, 8th grade ELA scores are very highly correlated with the likelihood of a student obtaining a Regents Diploma:

² Bridgeland, J., Dilulio, J., & Morrison, K. *The silent epidemic: Perspectives of high school dropouts*, 2006.

³ 2009-2010 Progress Report Grades. New York City Department of Education – Office of Accountability. www.schools.nyc.gov.

⁴ “A New View of New York City School Performance, 2002-2009.” New York City Department of Education.

Figure 11: Four-Year Graduation Rate Based on Average Combined Grade 8 ELA and Math Scores (For Students Who Were in Grade 8 in 2004)



We know that “success creates success” and that if a student is academically struggling in middle school, high school success becomes increasingly out of reach. For this reason, we know that it is crucial that we ensure high levels of academic achievement in middle school in order to put students on a path to high school graduation.

The CHPA’s middle school academic program is designed to provide students with the academic skills and habits of mind to prepare them to be successful in a college-preparatory high school.

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

Crown Heights Preparatory Academy Charter School will be a middle school serving grades 6-8. Middle school was chosen because it is a pivotal period in the academic and social development of a young person. CHPA will create an environment of high expectations in which students are encouraged to reach their full academic potential.

CHPA is aware that many of its students will arrive with significant academic deficits and will embark on a program of intense remediation during the middle school years to bring its students to grade-level and prepare them for a college-preparatory high school environment. To accomplish that goal, the school will provide more learning time for all scholars with an extended day (8 a.m. – 4 p.m.), an extended school year, a Summer Bridge program and a Saturday Academy.

By establishing a cohesive learning environment, scholars at Crown Heights Preparatory Academy Charter School will be able to succeed at the highest-possible levels. The school environment

will be inviting and comfortable, classrooms will be rich with art, the printed word and instructional technology will be effectively deployed throughout the school.

Studies show that afterschool programs help engage and provide supplemental supports for students who are likely to dropout of school. CHPA will offer a well-rounded education program by seeking partnerships with organizations to offer:

- Academic Enrichment Programs
 - Hunter College , CUNY – Partnership with its Math Institute
 - Medgar Evers College, CUNY – Partnership with its Science and Technology Program
 - Pratt Institute – Partnership to Create an Art Education Program
 - Afterschool Programs
 - Bedford-Stuyvesant YMCA for Recreation Services
 - Sports and Arts in Schools Foundation for After-school programs
 - Social Services
 - Brooklyn Community Services
 - Computers for Youth
 - Professional Development Services
 - Brooklyn College, CUNY
 - St. Francis College
 - Long Island University
- d. Utilize a variety of high-quality assessments to measure understanding and critical application of concepts;

Assessment will be deeply integrated into the instructional program of the school. Crown Heights Preparatory Academy Charter School will utilize a robust set of assessments to provide multiple sources of data on student achievement, including the annual New York State ELA and Math exams. Norm-referenced assessments such as Acuity and Terra Nova will be administered every 6-8 weeks throughout the year and staff will frequently use informal assessments i.e. teacher-created quizzes and end-of-unit exams. Each type of assessment provides a different perspective on student achievement and the combination will allow for a much more complete picture of individual students and the school's performance as a whole.

CHPA will analyze classroom, interim assessment and standardized test data to design appropriate interventions and instructional strategies to ensure that student achievement goals are met. As a team, the principal, the director of curriculum, the subject teacher, and members of the learning support

staff will be involved in the analysis of data and instructional decision-making process. To promote a culture of accountability, data walls will be posted in the teacher’s meeting spaces. These data walls will enable all staff to see areas of strength and weakness in instructional methodology and will encourage conversations about best practices.

Our staff will be trained to deploy instructional methods that are appropriate to the developmental needs of middle grades students. Data meetings with staff will focus on analyzing test results and open discussions to determine which academic standards need to be re-taught at the individual level, the small-group level, or the whole class level. During the course of the school year, the team will use the following four step data assessment approach to drive instruction:

<p>Step One: Data Analysis</p>	<p>Upon review of each set of student achievement data, the principal will facilitate teachers’ discovery of the answer to four essential questions:</p> <ul style="list-style-type: none"> • How many students are/are not proficient? • What are the strengths and weaknesses of the data set? • What is the root-cause of each skill weakness? • What research-based interventions are required to address all skill deficiencies?
<p>Step Two: Goal Setting</p>	<p>The principal will work with teams of teachers to set academic goals, both at the beginning of the year and following each marking period. The purposes of this step are to:</p> <ul style="list-style-type: none"> • Monitor “interim” academic growth • Track students’ mastery of rigorous academic content in reading and mathematics • Facilitate teacher accountability by setting measurable goals
<p>Step Three: Strategic Planning</p>	<p>Following steps one and two, the principal will develop an interim action plan to meet the academic needs of students. The plan will outline professional development activities for teachers, areas targeted for improvement, interventions selected to leverage positive change, and quarterly academic goals</p>
<p>Step Four: Monitoring and Implementation</p>	<p>The Assessment trainer will coach the principal through quality implementation of the interim action plan. This process includes use of a collaborative walk-through process designed to monitor the quality and focus of overall instruction, as well as the implementation of</p>

	<p>recommended instructional strategies.</p> <p>Through a combination of pre-service, job-embedded, and regularly-scheduled in-service trainings, staff developers will engage teachers in an ongoing dialogue about accountability tools and systems protocols. Specifically, the Director of Curriculum and staff developers will facilitate collaborative sharing of instructional and planning strategies that have demonstrated effectiveness, using student achievement data to drive academic decision-making and the promote the attainment of quarterly academic goals.</p>
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Further, one-on-one meetings with the subject teacher and the instructional leader will discuss the instruction implications and re-teaching plans. Students who repeatedly struggle with concepts as measured by the assessments will be provided with additional intervention services.

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

Preparing middle school students will require rigorous use of student achievement data. Crown Heights Preparatory Academy Charter School will collect data on students from multiple sources – formal and informal assessment, student work, teacher reports and disciplinary issues to form a complete picture of the student’s progress and directly inform decisions about how best to support the student.

Data will also be used to improve the school as a whole. Assessment results will be tracked and analyzed in order to identify areas of the school’s program or staff for improvement and correction. By rigorously studying the data generated through formal and informal assessment, CHPA will develop a comprehensive and ongoing picture of the school’s performance and instill a culture of continuous improvement.

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

The Crown Heights Preparatory Academy Charter School will establish a relationship with low-performing district and charters in the surrounding CSD. The school will share best practices through annual seminars and workshops. By sharing our experiences and lessons learned, the schools of Crown Heights will collectively improve the quality of instruction being provided.

CHPA will have an “open-door” approach: Teachers and leaders from other neighborhood schools will be invited to come visit, observe classes and provide feedback at any time. Further, CHPA will establish partnerships with elementary schools in CSD 17 to share information about the school's application process with parents.

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

The founding group has deep experience in the startup, administration and operations of school settings. The lead applicant, Rosa Smith-Norman, founded the KAPPA school in Brooklyn. Through her experience, Rosa will be acutely sensitive to the pitfalls that often ensnare new schools. The other planning team members have a tremendous amount of experience that will be invaluable during the start-up phases. Members of the team have experience working with new teachers and can provide support and advice to the principal. Parent expertise is also prominent on the board and will be useful as the school's enters into its first lottery and enrollment period. The founders possess a combination of talents that will allow them to capably address the key challenges of fundraising, staffing and facilities acquisition. Additionally, Victory Education Partners will be working with CHPA throughout its start-up phase. Victory Education Partners is a full-service education consulting firm that manages and provide services to charter schools in New York, Illinois and Pennsylvania. CHPA will contract with Victory Education Partners for human resources, financial and operations services.

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

As described above in section F, the Crown Heights Preparatory Academy Charter School will seek to develop productive relationships within CSD 17 and across the city by acting as a source of high-quality professional development for NYC teachers and administrators. Further, the founding team has strong support from the New York City Department of Education and seeks to fill a stated need for more quality middle school options in CSD 17.

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

Currently, fewer than 4% of the public school students in New York City attend a charter school, with more than 64,000 students on charter waiting lists, according to the NYC Charter School Center. In CSD 17, there are currently only 5 charter schools serving approximately 1600 students, representing less than 5% of the students in the district. Out of the five charter schools, only two schools offer entry via lottery into the middle school grades.

With the documented underperformance of the district schools in the area, particularly for ELL students, the need for more quality middle schools of choice – and the demand among CSD 17 families – is clear. Crown Heights Preparatory Academy Charter School will be a viable alternative for those families.