CLASSICAL
CHARTER SCHOOLS

CHARTER APPLICATION FOR

SOUTH BRONX CLASSICAL CHARTER SCHOOL IV

Submitted by: Lester Long

April 7, 2016

CONTENTS

I. MISSION, KEY DESIGN ELEMENTS, ENROLLMENT, AND COMMUNITY 1

A. Mission Statement and Objectives 1
B. Key Design Elements 2
D. Community to be Served 7
E. Public Outreach 9
F. Programmatic and Fiscal impact 11

II. EDUCATIONAL PLAN 12

A. Curriculum and Instruction 12
B. Special Student Populations and Related Services 16
C. Achievement Goals 24
D. Assessment System 28
E. Performance, Promotion, and Graduation Standards 30
F. School Schedule and Calendar 31
G. School Culture and Climate 32

III. ORGANIZATIONAL AND FISCAL PLAN 34

A. Applicant Group Capacity 34
B. Board of Trustees and Governance 35
C. Management and Staffing 39
C1. Charter Management Organization 42
C2. Partner Organization 42
D. Evaluation 43
E. Professional Development 46
F. Facilities 50
G. Insurance 52
H. Food, Health, and Transportation Services 52
I. Family and Community Involvement 55
J. Financial Management 56
K. Budget and Cash Flow 57
L. Pre-Opening Plan 59
M. Dissolution Plan 61

ATTACHMENTS

Attachment 1 – Admissions Policies and Procedures
Attachment 2b – Initial Samples of Public Outreach/Samples of Evidence of Community Outreach
Attachment 2c: Evidence of District Support for Restart/Turnaround (N/A)
Attachment 3a – Sample Weekly Student Schedules (ES, MS, and/or HS)
Attachment 3b – Sample Weekly Teacher Schedules (ES, MS, and/or HS)
Attachment 3c – First Year Calendar
Attachment 4 – Scholar Discipline Policy
Attachment 5a – Charter School Trustee Background Information
Attachment 5b – By-Laws
Attachment 5c – Code of Ethics
Attachment 6a – If applicable: CMO information (N/A)
Attachment 6b – If applicable: Proposed Management Contract with CMO (N/A)
Attachment 7 – If applicable: Partnership Information
Attachment 8a – Hiring and Personnel Policies and Procedures
Attachment 8b – Resume for Proposed School Leader, if identified
Attachment 9 – Budget and Cash Flow Template
Attachment 10 – Strategic/Business Growth Plan (N/A)
Table 1: Applicant Group Information
Table 2: Public Outreach Information

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

A. Mission Statement and Objectives

Mission Statement: "South Bronx Classical Charter School IV prepares K-8th grade students in the South Bronx to excel in college-preparatory high schools. Through a classical curriculum and highly-structured setting, students become liberated scholars and citizens of impeccable character who achieve proficiency in and advanced mastery of New York State Performance Standards."

The general objectives of South Bronx Classical Charter School IV are to:

- drastically improve the academic success of its scholars, in comparison to their peers in neighboring and similar schools
- thoroughly prepare its scholars for rigorous higher education
- create respectful, compassionate, and productive citizens

To meet these objectives, we must ensure that all scholars can:

- read, write, and compute at or above grade level
- understand and apply grade-level knowledge and skills in the physical and social sciences
- apply ethical principles epitomizing positive behavior and healthy choices

Therefore, our entire educational program is designed so that our scholars:

- Demonstrate proficiency in or advanced mastery of Common Core State Standards (as adopted and revised) in English Language Arts and Mathematics and of New York State Standards in Science and Social Studies by scoring a "3" or higher on administered State assessments
- Outscore, by grade, the average scores of the public schools in its home district, the City, and New York State as a whole on administered New York State assessments; and
- Make longitudinal progress in the core academic subjects of English and Math as evidenced by advancing average percentile rankings on a nationally-normed Reading and Math tests.

SBCCS IV will offer parents and scholars an innovative choice within the public school system that will improve learning, as measured through its objective accountability goals that prioritize scholar achievement. We will place the school in a community with high proportions of scholars who are at-risk of academic failure, specifically as a means of ensuring that each and every scholar has this opportunity. Our innovative curriculum, organizational model, and use of data provide a rich professional experience for all staff.

B. Key Design Elements

SBCCS IV will closely resemble the Classical Charter School model of South Bronx Classical Charter School ("SBCCS"), South Bronx Classical Charter School II ("SBCCS II"), and South Bronx Classical Charter School III (SBCCS III). In addition to a focus on the fundamentals of reading, writing, and math, the school offers character education to all its scholars, Latin starting in third grade, and Debate starting in fourth grade. Finally, consistent with a liberal arts education, the school seeks to ensure that scholars graduate with a diverse array of skills and appreciation in Art, Music, and Fitness.

Similar to SBCCS I, SBCCS II, and SBCCS III, the school's instructional leadership will include the Executive Director, School Director, and the Director of Curriculum and Instruction. Each grade will have a Grade Team Leader, who will be in charge of curricular refinement, observing and improving teachers in his or her grade, holding grade team meetings, and reporting to the School Director. This system provides organizational stability and a leadership pipeline for teachers to become Directors of Curriculum and Instruction, Principals, Literacy and Math coaches, or Deans of Students.

INSTRUCTIONAL METHODS AND PHILOSOPHY/PRINCIPLES OF PRACTICE

Classical Framework: We strongly believe that our school model best meets the needs of all students in our target population. The key component`ts of a classical education in the early years focus on a core curriculum, the development of strong literacy and numeracy skills, knowledge, and understanding of elementary facts, with less emphasis on "higher level" thinking, until later grades. In all grades, our scholars develop core knowledge in the basic subjects of reading, writing, math, science, and history. Subjects are taught directly and sequentially, as clearly elucidated in the Common Core State Standards, so scholars can master skills and content each step of the way. Within this classical framework, SBCCS IV will provide an educational program firmly based on two principles:

- All children can achieve academic success when given a rigorous and organized curriculum, effective teaching, and a structured environment.
- Development of respectful, compassionate, productive citizens is a fundamental aim of education.

Rigorous and Organized Curriculum: We believe that an organized, clear, and sequential curriculum, fully aligned with the Common Core and New York State Learning Standards, focused on ensuring strong literacy skills in all students, will best serve the educational needs of our target population. Reading will be the most important part of an SBCCS IV education. Within a framework of classical education that focuses relentlessly on language development – a critical need of our target population – all scholars will benefit from three (3) hours of daily literacy instruction and two (2) hours of daily math instruction. Consistent with the school's mission and with the tenets of a classical education, our scholars will be given one (1) hour of character education instruction per week.

Ultimately, we believe scholars can achieve academically through a demanding, research-based, field-tested curriculum and a highly structured, detail-oriented, and supportive culture. Research has shown that urban students learning with a curriculum including Open Court Reading, Saxon Math, Core Knowledge History, and FOSS Science have consistently achieved high degrees of academic success. We have built our core academic scopes and sequences based on these proven curricula, and have then enhanced them to best support our at-risk scholars.

Effective Teaching: The recruitment, development, and retention of effective teachers is critical to high scholar achievement. Effective teachers manage their classroom, know their content, develop skills sequentially over time, use data strategically to inform their instruction, and do whatever it takes to maximize impact. There is no single "recruiting season", and developing successful connections to specific candidates requires a continuous effort and targeted approach. SBCCS IV will recruit teachers from a variety of sources, including critical networking with such organizations as Teach For America, New Leaders for New Schools, strategic website postings, professional job fairs, and outreach to selective businesses and industries. Similarly, teacher development is also a continuous process. Through summer orientation, weekly grade meetings, monthly school-wide meetings, and ongoing individual sessions, teachers will benefit from over 100 hours of Professional Development annually. To attract and retain the strongest teachers, salaries will be 5% to 10% higher than those of teachers in New York City's Extended Time Schools.

Structured Environment: Within a disciplined environment, teachers can teach, and all scholars can learn. SBCCS IV will create positive student behavior through modeling, explicit behavioral instruction, and a transparent set of expectations shared with families at orientations and throughout the year. These rules, detailed in the Code of Conduct, include recognition of the school's core values and clear consequences for infractions.

Development of Respectful, Compassionate, and Productive Citizens: We believe that the development of respectful, compassionate, and productive citizens is a fundamental purpose of education. This is fully consistent with the ideals of classical education. <u>All</u> scholars will have one hour of weekly character education per week. As scholars acclimate to our culture of positive behavior and character, less direct instruction and teacher intervention will be required. <u>All</u> scholars will perform age-appropriate community service based on themes such as the environment and care of senior citizens.

Family Engagement: We value our scholars and our families, which are so critical to our scholars' success. For young children to succeed academically, the school and parents must develop positive and communicative relationships. <u>All</u> families will receive regular communication regarding their scholars' academic and behavioral progress, using grades and test scores as benchmarks for discussion. Importantly, we will have a Family Advisory Council (FAC) which will serve as a liaison between our parents and administration.

EVIDENCE OF SUCCESS

SBCCS IV will closely resemble the school model of South Bronx Classical Charter School, which has a demonstrated record of academic achievement and progress. In 2011, it was the most improved public school based on the New York City Progress Report, with straight As. In 2012, it scored a 100th percentile on the New York City Progress Report. In 2014, it was 93rd percentile.

Ranked by pass rate above its Community School District, the New York City Charter School Center ranks SBCCS as 8th in Math and 3rd in ELA across the city's 149 charter schools. The school has been the highest performing elementary school in District 12 for over five years and among New York State's most fiscally strong non-CMO charter schools, having had clean audit letters for seven years.

The following charts summarize South Bronx Classical Charter School's success, including a comparison to the 149 New York City Charter schools:

TOP 20 NYC CHARTER SCHOOLS (OUT OF 149)				
SORTED BY 2014-2015 PASS RATE OVER HOME DISTRICT				
		Average Pass Rate		
Rank	Charter School	Charter	CSD	Diff.
1	SUCCESS ACADEMY CHARTER SCHOOL-BRONX 1	83.3%	13.3%	70.0%
2	SUCCESS ACADEMY CHARTER SCHOOL-BRONX 2	80.4%	15.3%	65.1%
3	FAMILY LIFE ACADEMY CHARTER SCHOOL II	76.9%	12.7%	64.2%
4	SUCCESS ACADEMY CHARTER SCHOOL - HARLEM 5	79.0%	15.5%	63.5%
5	**SOUTH BRONX CLASSICAL CHARTER SCHOOL**	**73.6%**	**12.7%**	**60.8%**
6	SUCCESS ACADEMY CHARTER SCHOOL - HARLEM 2	74.3%	16.0%	58.3%
7	SUCCESS ACADEMY CHARTER SCHOOL - HARLEM 3	82.8%	24.8%	58.0%
8	SUCCESS ACADEMY CS BEDFORD STUYVESANT 1	91.3%	34.5%	56.8%
9	SUCCESS ACADEMY CHARTER SCHOOL - WILLIAMSBURG	89.5%	36.0%	53.4%
10	CHILDREN'S AID COLLEGE PREPARATORY CHARTER SCHOOL	65.4%	14.0%	51.4%
11	NEIGHBORHOOD CHARTER SCHOOL OF HARLEM	66.1%	15.3%	50.8%
12	LEADERSHIP PREPARATORY OCEAN HILL CHARTER SCHOOL	63.0%	12.6%	50.4%
13	EXCELLENCE GIRLS CHARTER SCHOOL	65.2%	17.7%	47.5%
14	ICAHN CHARTER SCHOOL 4	65.2%	23.0%	42.2%
15	ICAHN CHARTER SCHOOL 6	57.8%	15.8%	42.0%
16	ICAHN CHARTER SCHOOL 2	62.5%	21.9%	40.6%
17	SUCCESS ACADEMY CHARTER SCHOOL - COBBLE HILL	88.4%	48.9%	39.5%
18	SUCCESS ACADEMY CHARTER SCHOOL - UPPER WEST	91.8%	53.7%	38.1%
19	SUCCESS ACADEMY CHARTER SCHOOL - BED STUY 2	74.1%	36.0%	38.1%
20	ACADEMIC LEADERSHIP CHARTER SCHOOL	47.7%	12.2%	35.6%

C. Enrollment, Recruitment, and Retention

Enrollment

To create a strong school culture in a gradual and deliberate manner, SBCCS IV will open with 62 scholars in Kindergarten and 62 scholars in first grade (three classes of 20-21 students each per grade). If a facility of sufficient size become available, in the spirit of educational urgency the school would welcome opening with a second grade as well. Nevertheless, thereafter, SBCCS IV will back-fill students from first grade to fourth grade. At full grade capacity during the charter term, and assuming no attrition, the school will serve a maximum of 372 students; should the school be re-chartered and expand to grade 8, and again assuming no attrition, the school would serve a maximum of 558 students. The chart below reflects a 0% annual attrition rate.

PROJECTED ENROLLMENT TABLE OVER THE CHARTER TERM						
Year	**Ages**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**
K	**4-5**	62	62	62	62	62
1st	**5-6**	62	62	62	62	62
2nd	**6-7**		62	62	62	62
3rd	**7-8**			62	62	62
4th	**8-9**				62	62
5th	**9-10**					62
6th	**10-11**					
7th	**11-12**					
8th	**12-13**					
Total:		124	186	248	310	372

Throughout the process of deciding to replicate, we have had numerous discussions with parents at SBCCS I, II, and III who have evidenced (including through the Learning Environment Survey) their satisfaction with the SBCCS education program. In addition, we have consistently communicated with elected officials and community leaders about the school, and our desire to expand. Based on these conversations as well as our current successes, we expect SBCCS IV to be very similar in its design to SBCCS I, II, and III.

The most important display of need for the proposed school is student application volume at the original school. As demonstrated below, we expect SBCCS IV to easily fill its seats from the excess demand at SBCCS I, II, and III, with no additional marketing. Nevertheless, we intend to distribute flyers around the community to ensure equitable access and information.

CLASSICAL CHARTER SCHOOLS LOTTERY HISTORY											
	2006	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**
Total Applications	**249**	**263**	**275**	**498**	**567**	**514**	**752**	**880**	**2175**	**3244**	**4736**
K Applications	112	180	160	259	270	284	386	566	677	1430	2237
Available Seats	120	60	60	60	60	60	60	180	120	240	180
Applications/Seat	2.1	4.4	4.6	8.3	9.5	8.6	12.5	4.9	18.1	13.5	26.3
K Applications/Seat	**0.9**	**3.0**	**2.7**	**4.3**	**4.5**	**4.7**	**6.4**	**3.1**	**5.6**	**6.0**	**12.4**
K WAITLIST	**-8**	**120**	**100**	**199**	**210**	**224**	**326**	**386**	**557**	**1190**	**2057**

Recruitment

The proposed school will comply with all aspects of the Charter School Law of 1998, as amended and specifically including the amendments of 2010, which includes the development of specific strategies to attract students with disabilities, English Language Learners, and students eligible for the free and reduced lunch program ("At-Risk Students"). SBCCS IV will set aggressive enrollment targets based on the document published by the Charter Schools Institute of The State University of New York entitled "Preliminary Enrollment Targets". The following table displays the targeted enrollment goals of SBCCS IV, depending on the district the school is eventually housed in:

District	ELL %	FRLP %	Special Education %
7	17%	90%	18%
8	12%	85%	18%
9	24%	90%	15%
11	11%	78%	17%
12	19%	92%	18%

SBCCS IV seeks to match these figures and continues to seek best practices of elementary charter schools to encourage At-Risk scholars to apply.

SBCCS IV marketing materials and student applications will include language (in both English and Spanish) encouraging At-Risk Students to apply to the school through the lottery. The school will hold several parent orientations at the school, preschools, Headstart programs, and day-care centers, to provide assistance to families of At-Risk Students. Our Special Education Coordinator will attend all such parent orientations and answer any questions parents of At-Risk Students may have, at the orientations or at any other time. Just as at SBCCS I, II, and III, our Operations Team includes an employee fluent in Spanish will answer our phones and emails to ensure that interested parents are encouraged to apply.

Admissions and Enrollment

The SBCCS IV application will be made available via walk-in, email, fax, mail, and via our website. In addition, just as with SBCCS I, II, and III, we will distribute the applications through various Headstart programs, pre-schools, and day-care organization throughout the

community. Also, we will use the Online Common Application as organized by the New York Charter School Center. SBCCS IV will hold a public lottery in the sited community in a fair and blind manner, giving preference to siblings and then scholars located in our Home District. More details of our application, admissions, and enrollment processes are described in Attachment 1.

Retention

One of the core challenges facing charter schools is creating a tenacious culture of high expectations while minimizing scholar disenrollment, especially in highly-mobile areas such as the South Bronx. To that end, SBCCS IV developed a plan explicitly to reduce attrition. We will meet with prospective parents with a unified, clear, and detailed description of our school, our policies, and our requirements. This will reduce the incidence of parents deciding to enroll their scholar and then choosing to disenroll him/her due to concerns such as length of the day or year, amount of work, or behavioral expectations. Secondly, we will work to ensure that parents who have moved some distance from the school do not disenroll their children. In some instances at SBCCS I, II, and III, we have given Metrocards to parents who can't afford to bring their children to school. We have also worked with the bus company to change stops so that such scholars can continue to attend. These types of efforts have proven successful at SBCCS I, II, and III and we will use them, among others, at SBCCS IV.

Vacancies

While we do not expect to enroll new students after the fifth grade, other than siblings, a separate waiting list will be used in case of excess vacancies from Kindergarten to fourth grade. SBCCS IV will document its attempts (by phone and email) at locating families on the waiting list; if we are unable to locate a child's family, then the next child on the list is offered admission. In addition to the waitlist, at time of enrollment, any older sibling of an incoming kindergarten scholar will be offered a seat at Classical Charter Schools.

Scholar Withdrawal or Transfer

Families of scholars may withdraw at any time. All withdrawal notifications must be made in writing. We will provide as seamless a transfer or withdrawal as possible. Scholars who have been absent for five consecutive school days without notice and have not contacted the school may be removed from the school's register. Lastly, if SBCCS IV is officially notified that a scholar is attending another school, that scholar, after an investigation, may be disenrolled.

D. Community to be Served

SBCCS IV proposes to serve the student population in the South Bronx, particularly in the Longwood, Mott Haven, Melrose, Hunts Point, Morrisania, and surrounding neighborhoods. These areas are highly diverse, and thus demographic statistics vary greatly. Generally, however, the target population resides in areas in profound need of improved educational outcomes. Within this community, a school such as SBCCS IV provides a rare opportunity for an

academically rigorous education. As will be shown below, parents have demonstrated that they value schools such as SBCCS IV.

Bronx County: The proposed school is planned to be located in Bronx County, the 3rd most densely populated county in the United States (out of 3,300). Of all counties east of Texas, Bronx County has the 2nd highest proportion of Hispanics, 2nd lowest proportion of non-Hispanic whites, and the highest rate of persons who self-identified as "some other race" or "multiracial". Bronx County is one of five counties nationwide with over 30% of households headed by single women (three of the remaining four are Indian reservations). Bronx County has the highest poverty, child poverty, murder, rape, and robbery rates in New York State, as well as the highest pediatric asthma rate in New York. Approximately 98% of South Bronx residents are African-American, Caribbean-American, or Hispanic.

Congressional District 15: The school is proposed to be located in Congressional District 15, which covers most of the South Bronx and has the highest poverty rate in the United States as well as the lowest rate of "well off" households (defined as having incomes 500% of the poverty rate).

Public Use Microdata Area (PUMA): Used by the US Census Bureau as geographic regions, there are 2,071 PUMAs throughout the United States. The school is proposed to be located in PUMA 3710, which houses much of the South Bronx. PUMA 3710 has a higher proportion of Spanish speakers than the US as a whole, New York State, New York City, or the other 9 PUMAs within the Bronx. PUMA 3710 has the highest poverty and child poverty rates in the United States, with 34.2% of its residents in extreme poverty (annual income less than half the poverty line). Of the 153 PUMAs in the New York City Metropolitan Area, the three poorest PUMAs are in the South Bronx.

Community School Districts (CSDs): The school is proposed to be housed in Districts 9, 7, 12, or 8. These four districts have been in the bottom five of New York City's 32 districts based on ELA test scores for many years. Approximately 17% of students here are designated as English Language Learners and 16% of the students receive Special Education services.

It is within those two areas (Special Education and English language instruction) that SBCCS IV is most excited to serve. We believe that most educational theories and best practices initially develop within those two areas, and such advances may be effectively brought into general education settings. With a developed curriculum built from the experience and reflection already in place at SBCCS I, II, and III, we are confident that we can continue to make inroads into serving those most at-risk of academic failure. Indeed, one of SBCCS IV's most important features will be its unique At-Risk Program, which applies Response to Intervention concepts specifically to literacy instruction. The school's inclusive system of maximizing achievement of special education students and English Language learners is relatively rare within these communities. We hope that a strong education program, for all scholars, will reduce the incidence of special education and ELL referrals and the severity of the challenges those scholars face.

The proposed location of SBCCS IV was chosen due to the Lead Applicant's desire to find the highest-need location in New York City, as well as his desire to capitalize on the benefit of the Board's specific knowledge of and experience with its educational system.

Community support for SBCCS IV is evidenced by the large student application volume enjoyed by SBCCS I, II, and III. We believe that such evidence best demonstrates real parent support for this school.

E. Public Outreach

This Charter Application was not developed alone. Instead, the experiences gained from the development of SBCCS I and II, and more recently, SBCCS III will ensure that SBCCS IV can be even more successful. These experiences are not the Lead Applicant's alone; instead, they are part of the entire South Bronx Classical community. Therefore, it is critical that this community, including this geographical community, have a legitimate and authentic voice in the development of the new school.

To that end, the Founding Team launched a three-tiered campaign to solicit feedback for this application:

1) SBCCS stakeholders: Since we expect SBCCS IV to be very similar in design to SBCCS I, II and III, we wanted to ensure that stakeholders' opinions, experiences, and suggestions were requested and taken into account.

On February 24, 2016, the Business Manager held a public community meeting to describe future schools and the need it seeks to address. Invitations to the event were published on the Classical Charter Schools website, displayed throughout the community, and were given directly through specific telephone invitations. All stakeholders and attendees were invited to comment afterward, both at the meeting and in writing, with all information so solicited going directly and personally to the Lead Applicant.

We have included additional documentation in Attachment 2b demonstrating the concerns, comments and suggestions of the public meeting's attendees and the Founding Team's responses to the feedback.

For example, during the public community meeting, one parent voiced a concern about facilities, and how she could help with locating private facilities. We responded by indicating that we expect SBCCS IV will co-located with SBCCS III for the first two years. This will not only be financially beneficial to SBCCS IV, but also SBCCS III.

During a separate request for comments, a parent suggested more updates on social media and our website. We adopted this suggestion, by assigning our Talent Associate to handling all social media posts and website updates.

2) Community Members: Acknowledging that SBCCS IV will be a different school in many ways, with different staff, parents, scholars, etc., we have posted several types of public notices on our website, in the SBCCS I, II, and III buildings, and around the neighborhood. Additionally, we hosted informational session about Classical Charter Schools in districts 7, 9, and 12.

We have included documentation in Attachment 2a demonstrating an authentic effort to incorporate public suggestions regarding our proposed school.

3) Educational Experts: Lastly, we want to ensure that the proposed school is the best school it can be, mostly as defined by scholar achievement. Therefore, we have sought the guidance of various experts in various fields. These experts have read summaries of our school, and then have responded with feedback that has been incorporated into this Charter Application.

We have included documentation in Attachment 2a evidencing that suggestions by experts have been received, considered, and ultimately included in our school design.

In order to continue and foster soliciting public input about the proposed school, the Founding Team has a standing email account created for continuous and ongoing public comment, which it has advertised on its website, flyers in the community, and ads in newspapers. In addition, we have posted updates to our school model and have communicated with parents regarding our plans. Upon chartering, the proposed school will make its student applications available in person, via email, fax, on its website, and through mail, while also distributing them to Headstart programs, day care centers, and pre-schools.

F. Programmatic and Fiscal impact

Our proposed opening district is District 9. Currently in District 9, there are 30 DOE operated schools and 9 charter schools. In 2019, we plan to relocate to District 7. Currently in District 7, there are 17 DOE operated schools and 19 charter schools.

Below are the estimated annual budgets for SBCCS IV per year as well as estimated impact:

Calendar Year	Charter Year	Estimated Budget	Dept. of Ed. Annual Budget*	Percent Impact
2017-2018	1	$2,297,133	$27,600,000,000	0.01%
2018-2019	2	2,749,200	$27,600,000,000	0.01%
2019-2020	3	3,353,999	$27,600,000,000	0.01%
2020-2021	4	3,939,668	$27,600,000,000	0.01%
2021-2022	5	4,466,884	$27,600,000,000	0.02%

** Department of Education budget based on the 2015-16 budget.*

SBCCS IV will positively impact the scholars, teachers, local community, and schools within the area by supplying a superior education to an at-risk community. Many neighboring public schools in the South Bronx are generally near- or at-capacity, and local parochial and charter schools at general over-capacity and/or have waiting lists. Thus SBCCS IV will not divert a significant amount of students (or funding) from those schools.

SBCCS IV seeks to service Community School Districts with, on average, 40,000 students. Assuming that these students are roughly evenly distributed from K to 12th grade, there are roughly 3,100 students in each grade. SBCCS IV hopes to educate less than 70 of these scholars, equating to less than 2%.

II. EDUCATIONAL PLAN

A. Curriculum and Instruction

SBCCS IV intends to use and refine curricula previously developed by SBCCS. As the mission and design of SBCCS IV will match those of SBCCS, by extension the curricula will also be consistent. South Bronx Classical Charter School's strong results are due, possibly more than for any other reason, by ensuring that our curriculum (in all grades and in all subjects) is fully aligned with the New York State standards (inclusive of the Common Core State Standards as adopted and applicable). In fact, that alignment is expressly described in our mission statement. Developing a school-wide, coherent, standards-based curriculum has been a focus of ours from the beginning.

South Bronx Classical Charter School's mission endeavors to prepare its scholars to "achieve proficiency in and advanced mastery of New York State performance standards". South Bronx Classical has a rigorous, sequential and modular standards-based curriculum, where the standards are in the unit plans, lesson plans, assessments, and assessment data. Our curricular philosophy is to create and constantly improve upon standard-based scopes and sequences, cohesive and interrelated unit plans, and detailed and flexible lesson plans, all in an organized format for all subjects and grades. New York State standards dictate what we must teach and what the scholars must master to be promoted to the next grade, and the alignment across the curriculum gives us clear and measurable data from which we can measure scholar achievement.

While we are certain that having an organized and rigorous standards-based curriculum is the first step to measuring scholar achievement, we believe that a teacher's execution of the curriculum, the assessment of scholars' understanding of the standards and the subsequent data that come from the assessments, and the culture of analysis that helps inform improvement of the curriculum and teacher execution, ultimately make up our instructional cycle.

Our scholars can achieve academically through a demanding, research-based, field-tested curriculum and a highly structured, supportive culture. Research has shown that urban students learning with a curriculum including Open Court Reading, Saxon Math, Core Knowledge History, and FOSS Science have consistently achieved high degrees of academic success. We will build our core academic scope and sequence drawing upon these proven curricula, and we will enhance them as necessary to best support struggling students.

Thus, from its founding, SBCCS designed a school model that we believe best meets the needs of our target population, and which is embedded within the guiding framework of a classical education. The key components of a classical education in the early years focus on a core curriculum, the development of strong literacy and numeracy skills, knowledge, and understanding of elementary facts, with less emphasis on "higher level" thinking, until later

grades such as those encountered in middle school. In all grades, students develop core knowledge in the basic subjects of reading, writing, math, science, and history. Subjects are taught directly and sequentially so that students master skills and content each step of the way.

As the school's curriculum has been built, we have purposefully focused on ensuring that our assessments are both rigorous and standards-based, created in alignment with the New York Standards, through our unit plans, lesson plans, and interim assessments and practice tests.

Initially, the SBCCS curriculum consisted of elements of purchased curricula modified according to internal knowledge about successfully "teaching to the test." ELA instruction in the upper grades focused predominantly on "question stems" rather than literary comprehension and analysis skills. Math instruction focused on a series of algorithmic steps, rather than critical thinking and problem solving skills.

In 2010, however, school leaders decided to reevaluate the curricular approach and alternate strategies were researched and considered. The goal was to create custom, school-specific curricula that addressed all of the Common Core Learning Standards and New York State Performance Standards for each subject area and grade level that also enabled high student achievement. The challenge was to determine how to create a curriculum that would remain stable yet be able to be revised.

One influential resource discusses a "backward design" concept that involves the following steps in curriculum development:

- Planning begins with studying the state-mandated standards, because mastery of these standards is the end goal for every student.
- The state standards are then used to build assessments and tasks that will demonstrate students' mastery of the skills delineated.
- Lessons are then planned in a sequence designed to build the skills necessary for mastery on the assessments and tasks.

Based on this approach, a student's mastery of the assessment measures corresponds to mastery of the state-mandated learning standards. The objective was to provide a foundation on which unit plans, including daily objective calendars, could be created referencing internally-developed scopes and sequences. The final step would be writing lesson plans based on the unit plans. Again, the goal was to insure that each lesson would be clearly and directly aligned to the relevant standards.

To create the strongest scopes and sequences, the curriculum development team solicited information and recommendations from every teacher, regardless of experience level. A combination of administrators and teachers then developed internal scopes and sequences. Unit planning began with professional development sessions which reiterated the goal of <u>creating and improving standard-based scopes and sequences, cohesive and interrelated unit plans, and detailed and flexible lesson plans, all in an organized format for all subjects and grades</u>.

The project proved challenging and enlightening. Teacher involvement led to a deeper understanding of how the content and skills students were expected to master fit together over the course of a school year and across grade levels. Most importantly, unit planning allowed teachers to become familiar with Common Core Learning Standards. This institutional knowledge created school-wide instructional alignment of the skills and standards that the NYSED requires students to master. In total, our teachers collectively wrote 374 unit plans, and nearly 20,000 lesson plans.

Our teachers now enjoy a stable and rigorous curriculum aligned at every level with the state standards that allows for revision or adjustment as necessary, based upon deep analysis of performance data. The strongest determining factor for revision is student performance data based on assessments aligned with state standards. Importantly, the specific performance indicators or content strands being tested for are prominently identified on each assessment. When scholars take a test, the process of alignment that has led to that assessment is clear: the unit plan was developed to address the specific skills outlined by the standards, the lessons plans for the unit were developed to teach the specific skills, and the test was developed to assess the specific skills embedded in each standard. The project of developing such a comprehensive curriculum has been a massive, but productive undertaking.

Specifically, the curricular revision process entails teachers reviewing lesson plans, homework, and assessments on a weekly basis. By making their edits, the curriculum most accurately reflect the specific needs of the students at the moment. In addition, annually, grade team leaders and coaches meet in June to consider major revisions that can be worked on in the summer. These revisions range from the foundational unit plan level up through the daily lesson plans.

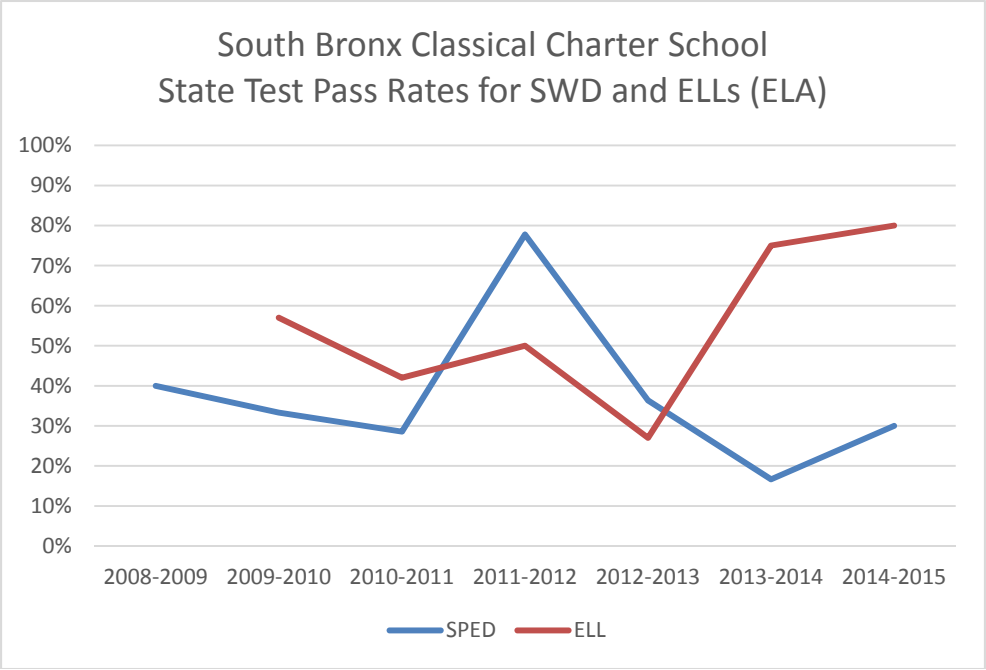
While the general curriculum remains unified across the schools and is universally used across whole-class instruction, our Special Services Team draws on their specific training and scholar-specific knowledge to adapt the curriculum to reinforce, supplement, or even introduce ("pre-teach") content being taught in the whole class. Importantly, it is critical for special populations teachers to meet and communicate thoughtfully with general education teachers, focusing on assessment data, behavioral data, and true mastery of the existing curriculum and standards. These teachers must also know the specific testing accommodations and IEP goals, if any, for all our scholars, and use that information to ensure that all scholars are getting purposeful, appropriately rigorous, and systematically reflective instruction.

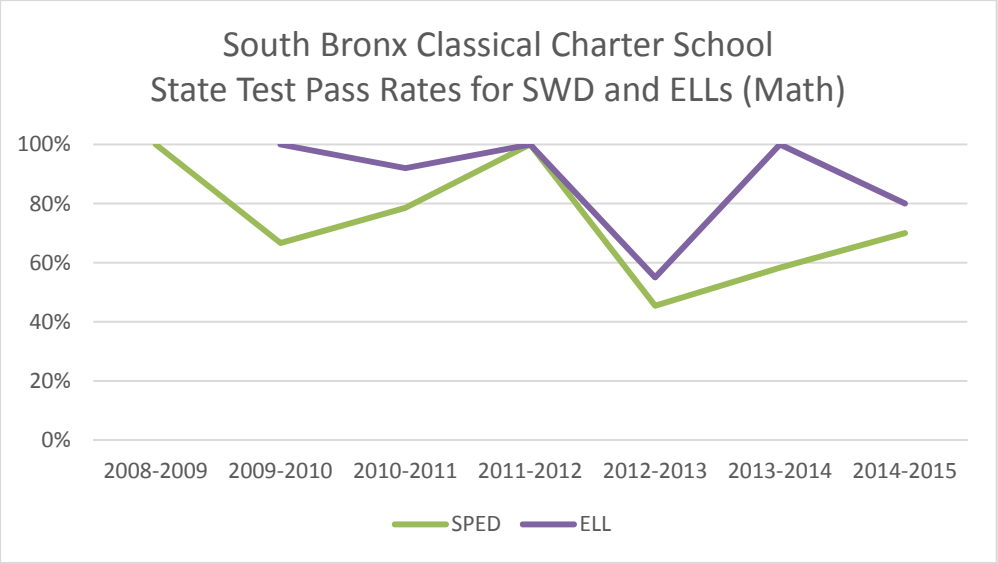
The instructional strategies employed at SBCCS I, II, and III will also serve as a basis for those proposed at SBCCS IV. Based on best practices learned by experienced educators, as well as those learned from seminal texts such as *Teach Like A Champion*, *How Children Succeed*, *Visible Learning*, and *Understanding by Design*.

Our instructional strategies evolve as the best practices are refined and adapted by the faculty. Using scholar data, natural variations in teacher style as well as experimentation helps inform next steps in instructional practice.

A core philosophy, particularly with our special student populations, is that students need to maximize their thinking time around literacy and mathematical concepts. Therefore, students are expected to talk about problems, rather than answering low-level ("thin") questions.

In addition, special student populations receive far more small-group instruction. With our At-Risk Program, scholars who are performing below grade level (regardless of designation) receive an additional 50 minutes Reading Comprehension and Guided Reading block with four (4) or fewer scholars. During that time, a variety of instructional strategies are used, mostly around ensuring that scholars maximize their time reading, or thinking about their reading. This simple focus requires, in small groups or in large classes, strong classroom management skills, which are a core focus at the schools. These strategies include class cheers, J-Factor mini-breaks, "Strong Voice", "100%", and ensuring that teachers are circulating around the room to help students with their independent work.





One area of growth that we are excited to work on is developing a focus on Vocabulary development, which we believe will greatly help our English Language Learners. Over the next 6 months, we will be building a vocabulary program, likely first implemented in Kindergarten and first grade. We will pilot this program during this summer's Summer Learning Academy.

SBCCS IV will be a replication of SBCCS I, II, and III. The practices described above have already served scholars greatly, earning South Bronx Classical Charter School the 2014 Blue Ribbon Award. About 30 schools won the award in 2014, out of approximately 130,000 public, charter, and private schools across the nation. Notably, the process for determining the Blue Ribbon Award includes progress by special populations.

We believe that we have the human capital, the Core Values, and the Principles of Practice to ensure that SBCCS IV will be even more successful than its predecessors. Our focus on student academic performance and character education appears to yield strong results.

B. Special Student Populations and Related Services

The Founding Board of SBCCS IV believes that all scholars, regardless of demographics, language, or disability, can achieve at high levels through a highly structured, disciplined environment in which expectations are clear and supports are ample. Therefore, we have structured our program to ensure that all LEPs (Limited English Proficient), scholars with Individualized Education Plans (IEPs), and scholars who qualify for Free and Reduced Price Lunches (FRPL) will be proficient readers, writers, and speakers of English by the beginning of the third grade.

We believe that developing a strong proficiency in English as soon as possible will enable all Limited English Proficiency (LEP) scholars to reach the academic goals established for all scholars. Therefore, we will provide structured immersion to improve a child's English proficiency. Structured immersion is a methodology for teaching LEP scholars the English language through in-classroom English-only immersion. The classroom teacher provides individualized structured and sequential lessons in English for the LEP scholars, and the LEP scholars remain in the "general" education classroom, being instructed using the general education curriculum with differentiated support. Teachers in structured immersion settings are provided with specific professional development tools to aid in improving the LEP scholars' comprehension and fluency in English, such as clarity of speech training, classroom noise control, use of native language when appropriate, maintaining positive outlook, setting academic goals, use of visual aids, remedial assistance, and planning toward total "mainstreaming" or declassification due to reaching English proficiency.

SBCCS IV will ensure that all scholars with disabilities receive a free and appropriate public education in the least restrictive environment possible. Therefore, to the greatest degree possible in accordance with their Individualized Education Plan (IEP), scholars with disabilities will be educated within the regular education classroom. Students with disabilities will be educated outside their classroom only when the severity of disability prohibits adequate academic progress even with supplementary aids and services. In order to ensure that all students with disabilities are able to reach the school's academic goals, we will work with the local school district Committee on Special Education (CSE) to ensure that all required services are provided under federal special education laws.

All of our special populations will be provided with the same services, notices, and access to school sponsored programs and activities as provided to general education students.

Lastly, SBCCS IV like SBCCS I, II, and III offers afterschool private tutoring to scholars, including special populations, who are struggling with reading and math.

As previously discussed, special student populations will be educated within the general education classrooms, using the general education curriculum, when appropriate. SBCCS IV will be highly data-driven, and will be responsive to the needs of special student populations as performance data necessities. SBCCS IV will ensure that data derived from the NYSITELL and NYSESLAT, as well as internal assessments, informs differentiated instruction for English Language Learners, such as providing visual supports, intervention targeting reading and vocabulary, and multi-sensory approaches to learning. SBCCS IV will ensure that all instructional staff are working to achieve student IEP goals and are able to adjust curriculum and instruction appropriately and responsively, based on academic and behavioral data, to meet the needs of all learners.

Importantly, if not critically, SBCCS IV will strive for frequent, honest, and transparent communication between specialists and teachers to create carryover of strategies from the classroom environment.

LEP SUPPORT PROGRAM

South Bronx Classical Charter School IV will comply with all applicable federal, state, and local law. In accordance with federal law, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, South Bronx Classical Charter School is committed to ensuring that all scholars are given the best opportunity to succeed. The SBCCS IV language support program consists of five elements:

Identification: The identification process begins with the school's required use of the Home Language Identification Survey (HLIS) to identify all incoming scholars for potential limited English proficiency. If the scholar's home language is not English or the scholar's native language is not English, then staff will conduct an informal interview in the scholar's native language and in English. The HLIS serves to identify scholars in whose homes English is not the spoken language in a manner that is equitable, comprehensive, and not based on assumptions or stereotypes. This method also identifies exposure to other languages and use.

Assessment: If a scholar speaks a language other than English, or speaks little or no English, then the school will administer the New York State Identification Test for English Language Learners (NYSITELL).

Scholars will be assessed annually to determine and support the scholar's LEP classification. All scholars, regardless of language proficiency, will be provided the necessary curriculum and instruction to allow them to achieve the high standards set for all scholars. Scholar progress in the core academic subjects will be evaluated regularly to determine if any changes to the educational program are necessary.

Placement and Services: With the school's structured immersion approach, all LEPs will learn in the same classrooms as English-speaking children. All teachers will receive professional development on educating LEP scholars. In addition, teachers will be given specific and general training on identifying scholars who continue to experience difficulty in English-related issues. They will also receive a curriculum that will mesh with general education scholars' work, and will serve as enrichment for the scholars. LEP scholars may receive "push-in" English training to facilitate improvement of English, and will be frequently paired with English-speaking scholars in the classroom. The school will hire tutors in the scholar's native tongue, when appropriate, and content-rich subject matter will be taught using Specially Designed Academic Instruction Delivered In English (SDAIE) whenever possible.

In the event that scholars are not improving at the rate anticipated through immersion, additional supports may be implemented. These supports include strategic classroom pairings with a scholar who is English proficient or a scholars who speaks the same language, to aid in explaining ideas. Classroom teachers and support staff may assist in providing additional reading, vocabulary, and language instruction. At times the school will hire a tutor, as explained above, to provide further instruction.

In order to maximize our LEP program's effectiveness, parents will be consulted and empowered to guide their children's placement and service requirements. Each year, after LEPs have been identified as needing LEP services, parents will be invited to meet with teachers, tutors, and administrators to collectively decide the best course of action to a common goal: all scholars will become proficient readers, writers, and speakers of English by the third grade.

Since the school will enroll scholars in primarily Kindergarten, and will replenish only those seats vacated through attrition after first grade, we believe we have the ability to immerse each child in English using appropriate supports, while still allowing them to remain in a general education setting. All other LEP educational programming will be parallel to that of non- LEP scholars. However, in the case of certain State tests, accommodations such as extended time, individual administration, translation of directions, and oral reading of directions in English may be used.

Scholars with limited proficiency in English will have the same access to all curricular and extra-curricular activities as all other scholars. LEP scholars requiring special education services will receive those services using Sheltered English and/or their home language. No scholar will be placed in Special Education settings solely as a result of their language proficiency.

Transition/Exiting: The school's exit criteria for scholars with limited English proficiency are based on scholar achievement or progress in the English language measured annually by the New York State English as a Second Language Achievement Test ("NYSESLAT"). Scores on the NYSESLAT indicate the proficiency level (Beginning, Intermediate, or Advanced) the scholar has achieved each year, and whether or not the scholar's level of English is high enough to exit the LEP program. Our goal is for all scholars to achieve English Proficiency by the second grade, so they will be ready to excel on the State exams that begin in third grade. The scholars must be tested by CSE in both languages to determine primary language, with the goal of diagnosing impairment versus language challenges.

Monitoring: SBCCS IV will assess LEP scholars through: The NYSITELL to measure English proficiency; The NYSESLAT (as required); teacher observations, and state tests.

Most importantly, SBCCS IV will assess, monitor, and evaluate LEP scholars individually by creating individual plans and goals to assure that scholars exited from the language support program are achieving academic excellence without encountering barriers due to limited English proficiency.

Notices and messages going to our families will be translated into their native tongue. No barriers will exist between the opportunities of English speaking scholars and LEP scholars. Home visits to scholars' homes to discuss issues in their native tongue will also create a bond between the family and the school.

Least Restrictive Environment and Free and Appropriate Public Education
SBCCS IV will ensure that all scholars with disabilities receive a free and appropriate public education in the least restrictive environment possible. Therefore, to the greatest degree possible in accordance with their Individualized Education Plan (IEP), scholars with disabilities will be educated within the regular education classroom. Students with disabilities will be educated outside their classroom only when the severity of disability prohibits adequate academic progress even with supplementary aids and services. In order to ensure that all students with disabilities are able to reach the school's academic goals, we will work with the local school district Committee on Special Education (CSE) to ensure that all required services are provided under federal special education laws. Students with disabilities will be provided with the same services, notices, and access to school sponsored programs and activities as provided to general education students, including appropriate and timely progress reports.

Special Education Methods and Strategies
In accordance with the requirements of the Individuals with Disabilities Education Act (IDEA) and in compliance with Child Find requirements (34 CFR §300.125) SBCCS IV will have processes to identify, locate, and evaluate students with disabilities.

Upon enrollment, and with the support of families and sending school districts, we will:

- secure all incoming student records, including all Individual Education Plans (IEPs);
- work with the relevant CSE as scholars on pre-existing IEPs transition to SBCCS IV;
- work as needed with the CSE to suggest modification to any pre-existing IEPs;
- cooperate with the CSE to ensure that all services identified on the IEP are provided
- prefer using in-house special education staff to provide specialized instruction but may contract out other services (i.e. counseling, speech and language therapy, occupational therapy, physical therapy) to the local sending district or a well-qualified third party.

For students enrolling, not on an IEP, and whom the school suspects of having a disability, SBCCS IV will:

- enter into a tiered RTI-like system with parent permission. This will lead to SST providing classroom strategies and support. If progress is limited or at a reduced rate, a CSE referral will follow.
- implement classroom strategies, decided upon by SBCCS IV's Special Services Team (Special Education Coordinator, Dean of Students, Speech Pathologist, and School Psychologist) in collaboration with classroom teachers, to address academic difficulties;
    - if strategies are unsuccessful, our Special Education Coordinator will: (a) notify the family in writing to consider referring the child to the sending district's CSE and ensure that the family is also provided a copy of the referral and all safeguard notices as set forth in 34 CFR §300.504; and (b) refer the student to the appropriate district's CSE which then has the responsibility of conducting an initial evaluation and determining, with appropriate school representation, Special Education (SPED) eligibility;

- work with the CSE to help write new IEPs for scholars identified as eligible for SPED services;
- cooperate with the CSE to ensure that all services identified on the IEP are provided
- prefer using in-house staff to provide pull-out and push-in instruction, but may contract out other services (i.e. speech and language therapy, occupational therapy, physical therapy) to the local sending district or a qualified third party.

In support of scholars receiving Special Education services and to ensure that SBCCS IV works closely with the CSE, the school ensures that:

- the school's Special Education Coordinator will attend all CSE meetings;
- relevant school staff will attend CSE meetings to help develop and amend an IEP; and
- school staff responsible for educating scholars will receive copies of IEPs of scholars in their classrooms and will receive training and support on their responsibility regarding the successful implementation of all classroom accommodations. That 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 scholars with disabilities.

The CSE will evaluate and develop scholar IEPs, with the assistance of parents and the school. The scholar's teachers (special education and general education) will attend CSE meetings to help develop, review, or revise a scholar's IEP. We believe it is important for staff working with children having disabilities to be involved with the CSE. Accordingly, the school will provide substitute coverage to allow teachers, as necessary, to attend CSE meetings. All professionals that teach or counsel a scholar will be provided with his or her IEP and the necessary support and guidance to implement all required instruction and services.

Special Education Staffing

SBCCS IV will hire a qualified and special education certified Special Education Coordinator to coordinate all Special Education services, and who will be responsible for ensuring:

- Identification of scholars who may require referral to the district's CSE;
- Compliance with all scholar IEPs;
- Reporting of all certifications;
- Conformity with federal and state regulations;
- Attendance at all relevant CSE meetings;
- CSE revision or re-evaluation of a scholar's IEP, when we believe there is good cause;
- Instruction of all special and regular education staff on best methods and resources for identifying, teaching and supporting special education scholars; and
- The provision, as needed, of individual or group instruction to SPED children outside the regular classroom, and working with them within the regular classroom setting.

The school will ensure that all staff is trained to provide differentiated instruction within the classroom, to make accommodations within the classroom to support learning for individual

scholars, and to identify scholars with possible special needs. Should classroom accommodations or evaluation for a disability be appropriate, parents are seen and will be treated as critical partners within that process.

To coordinate the comprehensive levels of service to all our scholars, SBCCS IV will have a Special Services (SST), consisting of the School Director, Special Education Coordinator, Dean of Students, and relevant teachers. The SST will meet weekly to discuss specific at-risk scholars, and create individual plans to address their specific needs.

The SETSS teacher, school psychologist, speech-language pathologist, occupational therapist, and physical therapist will all be appropriately certified and qualified, just as at SBCCS I, II, and III.

The screening process that SBCCS IV will use for those students suspected of having a disability is explained above. Teachers will be expected to be knowledgeable about student's IEPs, work towards achieving IEP goals, and attend and participate in all IEP meetings, and other CSE meetings, as appropriate an applicable.

The SBCCS IV Child Find process is data-driven, urgent, and involves high amounts of parental communication. The process is done every two months. The SST identifies the lowest performing 10% of the scholars in each grade, averaged across all subjects. They meet with teachers and refine the list of students. Once the list is created, the teacher and SST meet with parents to obtain permission for further investigation and instructional alterations. Once parental permission is obtained, members of the SST perform classroom observations and informal screenings. Thereafter the SST provides teachers with specific strategies which are then implemented and analyzed for efficacy. If there is little or no success from this process, the SST meets with parents and begins the process of a CSE referral.

South Bronx Classical Charter School IV will offer the following programs and supports to assist special education students both inside and outside of the classroom: 1) SETSS (push-in and pull-out support), 2) Speech and Language Therapy, 3) Counseling, 5) Occupational Therapy and Physical Therapy (likely provided by a contracted related service provider).

In addition to these mandated services, SBCCS IV will have Learning Specialists, including an At-Risk Learning Specialist who is a certified literacy specialist and will support its most At-Risk students, regardless of disability status. We will also have Learning Specialists at each grade, which are teachers who will support students with literacy and math skills and will be able to acutely target instruction to meet the needs of students, through small group instruction. Learning Specialists will be certified to teach students with disabilities.

SBCCS IV plans to support the families of special education students and English Language Learners. Beginning in Kindergarten, or when a scholar is identified as a student with a disability or an English Language Learner, SBCCS IV will establish a close relationship with the family. This will include regular communication home via home-school logs and phone calls, as

well as meetings with the team of educators who work with their children. During this contact, SBCCS IV will communicate their scholar's progress, areas of growth and areas of concern. SBCCS IV will regularly evaluate changes in service depending on scholar progress, and service providers will maintain at least monthly contact with parents. SBCCS IV will frequently send home enrichment activities for scholars in areas that are identified for growth. Parents will be provided with staff members' contact information and an open door policy will be strongly communicated.

SBCCS IV will collaborate with the Committee for Special Education (CSE) to determine the appropriate setting and services for students. SBCCS IV will provide specialized instruction to each student in need of special education services that are consistent with the IEP developed by the CSE. If SBCCS IV is unable to provide a specific service, SBCCS IV will contract with a related service provider to provide services to students. If SBCCS IV does not offer a setting that is identified as appropriate for the student, it will supplement its services, or make accommodations, to ensure the student continues to make progress in the school environment. If a parent is interested in finding a setting that is consistent with the student's IEP, and that the school does not offer, the Special Education Coordinator will accompany parents when looking at alternate placements. SBCCS IV will emphasize a commitment to each student's growth, through all resources available.

SBCCS IV will offer services comparable to those services provided by other public schools in the district, outside of District 75. We believe this will help in recruitment of Students With Disabilities. In cases where the parents and CSE believe that a scholar should be provided other services or accommodations, SBCCS IV will provide them, or hire third-party expertise to ensure that such services are received. As noted below, the Special Education Coordinator will develop a relationship with the CSE to ensure that information flows quickly and transparently. As SBCCS I, II, and III are in different CSEs, it is likely that such relationships already exist. For example, to ensure that we work optimally with the local CSE, we have already met with the Chair of the CSE to begin a dialogue about both increasing the numbers of incoming Students With Disabilities and improving the academic outcomes for those students.

The Special Education Coordinator will be responsible for keeping and maintaining special education records. SBCCS IV will provide teachers and relevant instructional staff with a copy of the IEP for each student they instruct. The Special Education Coordinator will keep all IEPs safeguarded in a secure cabinet. The Special Education Coordinator will explain the student's IEP to teachers, highlighting areas that teachers are responsible for implementing, and discuss the importance of confidentiality. Throughout the year, the Special Education Coordinator will ensure that teachers are provided with and have access to the most recent copy of the student's IEP.

Teachers will be required to sign a document that acknowledges that they have received the student's IEP, and that are aware of their responsibilities to implement parts of the plan and maintain the scholar's confidentiality. SBCCS IV will ensure that there is an IEP Access Log in

each scholar's file in the Special Education Coordinator's Office and staff will sign the log each time they access the scholar's IEP and note why they needed to view it.

Members of the Special Services Team (Special Education Coordinator, SETSS teachers, School Psychologist, Speech-Language Pathologist, and Deans of Students) will convene weekly, when students are referred to them for support. The teacher(s) of the referred student will be required to attend the meeting and will take away strategies to better support the student. Teachers will be required to attend student IEP and other CSE meetings. In addition to this, all teachers will meet daily, from 7:30am – 7:45am for their daily 'Stand Up Meeting' which members of the Special Services Team will rotate through. The Special Education Coordinator will distribute monthly blasts to teachers that include progress towards IEP goals, as reported by special education teachers and related services providers.

SBCCS IV will have an active Family Advisory Council, which will support efforts to engage the parent community to further the school's mission. The Family Advisory Council, in collaboration with the School Director and Dean of Students, will organize a Parent Academy, which is a series of workshops hosted throughout the year to support parents. Similar to SBCCS I, II, and III, SBCCS IV's Parent Academy will host speakers and teachers to support parents with topics such as parenting support, financial literacy, special education law and practices, homework help, and other relevant topics to support SBCCS IV's students and mission.

SBCCS IV seeks to ensure that it is meeting the needs of all its students, and as such will regularly evaluate the effectiveness of its programs that support special populations of students. SBCCS IV plans to evaluate the effectiveness of its programs through progress monitoring, special populations' achievement data, special education teacher evaluation data, and parent and teacher survey feedback. SBCCS IV plans to be urgently responsive to all indicators of programmatic ineffectiveness to best serve all students.

C. Achievement Goals

Goal 1: Scholars will demonstrate proficiency in reading.	
(a)	80% of all scholars who have been enrolled at SBCCS IV for 2 full academic years or more will score at Level 3 or higher on the State English Language Arts Test (ELA)
(b)	the SBCCS IV average score on the ELA will exceed the average score of its home district and of the City as a whole, for each grade
(c)	beginning in grade 2, each cohort of SBCCS IV scholars will improve their literacy scores by an average of 3 percentiles per year, as measured by the TerraNova or State Test

Goal 2: Scholars will demonstrate proficiency in mathematics.	
(a)	80% of all scholars who have been enrolled at SBCCS IV for 2 full academic years or more will score at Level 3 or higher on the State Mathematics Test
(b)	the SBCCS IV average score on the State Mathematics Test will exceed the average score of its home district and of the City as a whole, for each grade
(c)	beginning in grade 2, each cohort of SBCCS IV scholars will improve their math scores by an average of 3 percentiles per year, as measured by the TerraNova or State Test

Goal 3: Scholars will demonstrate proficiency in science.	
(a)	60% of all fourth grade scholars who have been enrolled at SBCCS IV for 2 full academic years or more will score at Level 3 or higher on the State Science Test
(b)	60% of all eighth grade scholars who have been enrolled at SBCCS IV for 2 full academic years or more will score at Level 3 or higher on the State Science Test

Goal 4: Scholars will demonstrate strong social skills, character and citizenship.	
(a)	Every SBCCS IV scholar will perform age-appropriate community service 2 hours per month*
	* As tracked by the Dean of Students

Goal 5: SBCCS IV will demonstrate strong annual attendance and enrollment.	
(a)	The average daily attendance rate will meet or exceed 95% each year
(b)	the SBCCS IV waiting list will exceed 1.5 applications per available seat
(c)	SBCCS IV will retain its scholars at an annual rate of 90% or more during the term of its charter

Goal 6: SBCCS IV will demonstrate fiduciary responsibility in managing public and private resources.	
(a)	SBCCS IV will use Generally Accepted Accounting Practices (GAAP) independently verified through an annual external audit
(b)	SBCCS IV will produce financial reports demonstrating fiscal transparency and sound financial standing

Goal 7: SBCCS IV will provide scholars with a safe learning environment with strong communication on scholar achievement between home and school	
(a)	85% of SBCCS IV parents through the NYC Department of Education's Learning Environment Survey will consider SBCCS IV a "safe" school
(b)	85% of SBCCS IV parents through the NYC Department of Education's Learning Environment Survey will indicate strong communication between school and home regarding scholar achievement

SBCCS IV will initially be a blind lottery school and, based on the experience of SBCCS I, II, and III, will likely have a relatively large number of applicants per available seat (over 8:1). SBCCS IV will use the New York City Common Application, which allows parents to apply online. The incoming student population will therefore likely reflect the demographics of the community in which the school resides. Below is a table of figures provided by the state for the districts SBCCS IV is most interested in serving.

District	ELL %	FRLP %	Special Education %
7	17%	90%	18%
8	12%	85%	18%
9	24%	90%	15%
11	11%	78%	17%
12	19%	92%	18%

In order to ensure that the school draws applicants with the designations above, we hope to site the school in an area with high numbers of economically disadvantaged students, English Language Learners, and Students With Disabilities. Just as with SBCCS I, II, and III, we will personally provide application to local Headstart programs, daycare centers, local elected officials, and public school district offices.

Critically, however, we believe that we can provide an environment in which many students are not classified as English Language Learners or Students with Disabilities, or are declassified from such designations.

The two tables below show the percentage of students in the South Bronx Community School Districts, in English Language Arts and Math. These are the districts which we propose to locate the school. We have included grades 3 to 8, although the proposed school is planned to be a K to 5 in its first charter term. Also included are the pass rates for SBCCS I for each grade:

ELA State Test Pass Rates (%)					
	Community School District				
Grade	**7**	**8**	**9**	**12**	**SBCCS I**
3	15%	19%	14%	12%	68%
4	12%	21%	13%	14%	69%
5	10%	20%	12%	10%	66%
6	11%	19%	12%	12%	76%
7	8%	16%	12%	9%	59%
8	10%	21%	15%	14%	N/A

Math State Test Pass Rates (%)					
	Community School District				
Grade	**7**	**8**	**9**	**12**	**SBCCS I**
3	15%	19%	14%	12%	80%
4	12%	21%	13%	14%	86%
5	10%	20%	12%	10%	73%
6	11%	19%	12%	12%	88%
7	8%	16%	12%	9%	64%
8	10%	21%	15%	14%	N/A

The overarching belief that governs SBCCS IV is that all students can not only learn, but succeed in graduating high school, and then entering and completing college. This includes Students With Disabilities and Limited English Proficient students. This result can happen when expectations and attention to detail is high amongst all stakeholders: students, teachers, parents, and other faculty. The goals set forth above are imminently achievable.

As the state tests are now graded with the standard of college completion, we believe they are a reliable predictor of college readiness, and thus our effectiveness as a school. In the academic goals set forth above, we seek to maximize the proportion of our students who are college ready each year.

Importantly, we include Science in our Accountability Goals. We believe that, consistent with a classical education, students should demonstrate mastery of other subjects, including science, which is certainly an area of national need. While we do not have comparative Science pass rate data, over its 7 year history with the fourth grade State Science test, 99.8% of SBCCS I students passed. Last year, one student scored a 3, while the remainder scored 4s.

There was a Social Studies goal in the original SBCCS I charter; however, in 2010 the state stopped releasing the fifth grade Social Studies test. There are non-academic goals set forth above, related to “Character & Community” and financial viability. Our goals around community service reflect the belief that all community members should work to better their community.

Our financial viability goals ensure that SBCCS IV is able to produce strong educational results for the long-term, by ensuring efficient use of the public funding we receive and appreciate.

SBCCS IV has only five principles of practice, and "data" is among them. Additionally, of our seven core values, two of them are transparency and accountability. Clearly, SBCCS IV is passionate about collecting critical data, urgently distributing to stakeholders and decision-makers, developing actionable next steps, and ensuring those steps are taken. That 'learning loop' is the school's cultural Golden Rule, and is applied to academics, behavior management, teacher development, and financial oversight.

More specifically, teachers will receive all unit test, interim assessment, and reading level data within 24 hours of administration. Depending on the assessments, either the operations team or the teachers will grade the tests and assessments and will give the resultant data trackers to grade team leaders, coaches, and directors. The Grade Team leader will then call a data meeting, which is typically also attended by an instructional coach, to build out next steps from a curriculum and an instructional standpoint. Separately, the grade team leader and the School Director meet to compare the data to previous years, other schools, or previous units. Also discussed are the cultural components of the results, and ways to improve the team's culture.

The Achievement Goals and the CSO Performance Framework form the 'report card' by which the school measures its success. To monitor the school's progress, toward these goals, the school uses a 'dashboard' of the critical indicators that the School Director, Executive Director, and Board of Trustees consider most relevant. The Executive Director, School Director, and Instructional Coach compare results from a variety of assessments and compare them to those of the previous year. Importantly, grade team leaders and teachers are commended not for performing "well" but rather for performing "better". This "growth mindset" spreads across the school via a culture of rewarding improvement over absolute performance levels.

At the board level, SBCCS IV will be formally assessed on an annual basis whereby the Executive Director reports ultimate progress toward each goal. However, on a monthly basis, the Executive Director reports any relevant information related to the goals in the Accountability Plan.

D. Assessment System

The strategic use of objective data – criterion-referenced, norm-referenced, interim assessments – will best inform ongoing curriculum development, classroom instruction, and student support. Such assessments demonstrate the value-added benefit of our school program to our scholars' lives. Our scholars will take all State tests as currently required, and as implemented in the future under the changing guidelines of NCLB.

Since we begin with the earliest students in Kindergarten, it is critical that we obtain reliable testing data before the onset of these other standardized assessments, and to ensure that students are making strong progress in the most critical component of classical education – reading. Therefore, all K-2 scholars will take Words Their Way spelling inventory – a reliable, validated, research-based assessment, both to measure baseline proficiency (in August), and then to measure longitudinal growth (in June). All scholars in grades K-2 (including LEP students) will take the Fountas & Pinnell Running Records and the Informal Phonics Inventory in September, providing baseline achievement scores in each core subject, against which longitudinal growth can be measured by scholars, class, grade, and school-wide.

TEST	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
WTW	K – 2					K –2					K-2
State ELA/Math									3 -8		
State Science										4, 8	4, 8
Running Record	K-6		K-6		K-6		K-6		K-6		K-6
Interims		K-5		K-5		K-5		K-5		K-5	

SBCCS IV believes that assessment systems will play a particularly critical role in its success. The data such systems provide will inform the Board, Executive Director, and School Director on the real efficacy of our educational program. SBCCS IV will ensure that its Operations group includes those who will be charged with developing and refining our internal and external assessment requirements, and analyzing the resulting data. The proposed Executive Director has successfully created and operated a number of quantitative analysis tools in his years as Executive Director of Classical Charter Schools (SBCCS I, II, and III) and also as an investment banker, and he also created and analyzed various assessment tools (such as regression analyses) for strategic analysis in conjunction with Uncommon Schools, Inc., and Doug Lemov, a well-known educational author and researcher.

Baseline Data

The first internal assessment in reading, writing and mathematics is given upon enrollment. With this information teachers will inform their curriculum development and lesson planning for the class, as well as the tutoring requirements for individual students. At the end of each year, scholars will be assessed with the same internal tool to measure growth and progress throughout that year.

Typically, the first external assessment in reading will be taken in September of Kindergarten using our internal assessments and running records. Baseline scores will allow us to measure a student's progress through the year. These data will also allow the Executive Director and School Director to demonstrate to all stakeholders that scholars are making progress both in comparison to their own and other comparable groups' baseline scores.

Ongoing Data
During the year, teachers and administrators will use data generated through internal assessments to drive general weekly staff meetings, and professional development meetings. These meetings must occur frequently in order to deliver the best and most timely instructional changes in response to those data. On a weekly basis, teachers will meet to discuss each scholar's progress against state standards. The school as a whole will perform unit-wide assessments every six weeks. Thereafter, preferably within two school days, all teachers will meet with the Director of Curriculum and Instruction or Instructional Coach for a professional development session to discuss the results of each individual scholar and of the school as a whole. Individual scholar scores will give teachers a better understanding of each scholar's improvement toward the goal of high achievement on the State exams in June, as well as identify specific needs for prompt remediation. School-wide scores will give an overall picture of the school's success at teaching State standard content in its pursuit of school-wide accountability, as well as identify specific needs to adjust curriculum and/or instructional practices.

More difficult to track and assess is our scholars' progress toward our objective of creating respectful, compassionate, and productive citizens. However, we believe that data can be obtained in this goal, and such data can be profitably analyzed to allow us to refine our practice to achieve this goal. Our Dean of Students will be charged with collecting data on all behavioral infractions, including scholar, teacher, grade, day, time, Character Pillar not followed, and consequence. Such data can be used to assess our progress toward this objective. This monthly data has been collected at SBCCS I since August 2006.

Once all assessment information and data are collected, it can be "thin-sliced" into various cohorts and levels of granularity that aid all stake holders in their ability to identify next steps. These levels of granularity include scholar, classroom, teacher, grade, IEP status, ELL status, gender, etc. For a more general overview of the school, such data can be 'rolled up' for general dissemination.

E. Performance, Promotion, and Graduation Standards

SBCCS IV understands the great challenges our scholars will face upon entering school, and believes they must demonstrate proficiency in core subjects in order to move successfully from grade to grade. Therefore, we have implemented a number of daily and weekly supports throughout the year to ensure all scholars have a full opportunity to master the material: daily after-school homework help, daily small-group "reteach" blocks and, starting in year two, Summer Learning Academy. With such supports and with the school's highly structured environment, the vast majority of scholars will evidence academic success each year.

For promotion to the next grade, scholars must:

- pass all core subjects as evidenced by a 70% year-end average in each subject
- achieve a '3' or a '4' on the relevant New York State ELA, Math, and Science tests
- evidence proficiency or mastery on Fountas & Pinnell running records
- have no more than 15 days unexcused absences during the school year

If a scholar fails one core subject, or does not demonstrate proficiency or mastery on required State exams, the scholar must attend Summer Learning Academy for the opportunity to be promoted to the next grade level. If a scholar fails two or more core subject areas, he/she will be automatically retained.

Please note that these criteria apply for all scholars from Kindergarten to eighth grade. There is no Summer Learning Academy option for failure to meet the required attendance level. Families receive immediate phone calls and letters for all scholar absences, and a meeting with parents will be arranged when the scholar is within three absences of the promotion limit.

Summer Learning Academy

The last opportunity for support and demonstration of academic achievement is during the summer. Scholars who fail one core subject or a required State exam will attend a 3-week summer program from 8:30am – 1:00pm from Monday to Thursday starting on the next Monday after the end of the regular school year. Scholars must pass a subject-specific minimum competency test (or go up one reading level) at the conclusion of summer school to be promoted. If the scholar does not, he/she will be retained.

F. School Schedule and Calendar

The daily, weekly, and annual calendars reflect our deep belief that more time learning in the core subjects is critical for scholar success, particularly in the communities we hope to serve. Therefore, SBCCS IV scholars will enjoy an extended school day and extended school year, providing more core instructional time over the course of the year than traditional public schools.

Our daily and weekly schedule also evidence our commitment to three (3) hours of daily literacy instruction and two (2) hours of daily math instruction. Since physical activity is important for the health, self-esteem, and character of our children, all scholars will receive physical education. After-school supports are an important part of the life of the school - to support struggling scholars, challenge advanced scholars, modify behavior for some scholars, and provide additional engaging activities for those who wish to be involved in activities such as soccer, karate, or dance. Therefore, the first dismissal for students will be at 4:30 pm and for those who are either required or choose to stay, a number of structured supports remain in place until 5:30 pm.

Finally, each month ends with a Community Gathering, during which we honor scholar successes, from displays of virtuous character to high achievement on assessments. All SBCCS IV stakeholders are always welcome and invited to these rituals and enjoy these Friday celebrations of school life and success.

Summers at SBCCS IV will comprise three important parts of our program: Summer Learning Academy (SLA), Curriculum Development, and Staff Professional Development. SLA will be a 3-week summer program from 8:30 am – 1:00 pm from Monday to Friday starting on the Monday after the end of the regular school year. Certain teachers and administrators will be invited to work over the summer to further refine our curriculum. Lastly, our Staff Professional Development will be held from the first Monday in August until the first day of school (the third Wednesday of August).

G. School Culture and Climate

SBCCS IV must provide a safe and secure environment where all scholars can focus solely on learning to read, write, do math, and explore science and social studies. Perhaps more than anything else, we must promise parents that their children are in safe and capable hands throughout the extended day and year that children attend the school. Safety is of such great concern that our Accountability Plan holds us fully accountable for parents' assessment of the school's safety level.

To this end, SBCCS IV has set forth policies that support our mission, ensure a culture of achievement, and are consistent with the requirements of due process and federal laws and regulations governing the placement and disciplining of students with disabilities.

Our Code of Conduct was created to:

- ensure that our school is a respectful space for learning where all feel safe
- allow all scholars to focus on their learning
- prepare scholars to become "liberated scholars and citizens of impeccable character", per our mission

The Code of Conduct describes behaviors that SBCCS IV considers inappropriate or unacceptable (which we will call "behavioral infractions") and the consequences of those behaviors.

Scholars who do not meet the school community's clearly defined standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others. Without a firm and consistent discipline policy, none of what we envision for the school can happen. This is the basis of our Code of Conduct. It is important to note that since SBCCS IV will provide a "highly structured setting" (again, stated in our mission), in which expectations are clearly explained and consistently modeled, such infractions as are described below will be minimal.

We believe that scholars do not disappoint us; they rise to our level of expectations. Within a disciplined environment, along with positive and consistent modeling, children behave well. As stated in our Discipline policies included in Attachment 4, SBCCS IV will comply with all Federal and state laws (including the Dignity for All Students Act) regarding the long-term suspension and expulsion of students with disabilities.

In order for any such Code of Conduct and Discipline Policy to work, it is critical that the school and families collaborate to create a common message of learning and character. In order to encourage family involvement and communication, the school will feature the following:

Parent Academy provides mission-driven educational opportunities in English and Spanish for families of SBCCS IV scholars. Managed by the FAC, Parent Academy will be held monthly and will provide seminars by guest speakers.

Open House and Report Card Night are opportunities for parents and guardians to visit the school, meet with teachers, learn the expectations in each classroom and school-wide, and discuss their child's academic and behavioral progress.

Community Gatherings are public celebrations which showcase the achievement of SBCCS IV scholars. During community gatherings, our school, families, and community come together to celebrate our mission.

III. ORGANIZATIONAL AND FISCAL PLAN

A. Applicant Group Capacity

The Lead Applicant and primary author, Lester Long, organized the founding group by leveraging the direct experience of professionals within SBCCS I, II, and III. The group interacted on a daily basis to develop this application and the supporting structures required to found a great school.

The proposed roles seen below represents our belief in the best candidates for the position, based on direct experience in their current role, the working relationships with others on the team, and ultimately the belief and loyalty to the proposed school's mission.

Applicant(s)/Founding Group				
Name	**Role in Charter Application Development**	**Current Employment**	**Proposed Position on the Board (e.g., officer, trustee, or constituent representative)**	**Proposed role(s)**
Lester Long	Lead Applicant	Founder & Executive Director, SBCCS I, II, & III	Education/Finance	Executive Director, acting SBCCS IV School Director
C. Stephen Baldwin	Founding Group	Retired & Board Chair, SBCCS I, II, & III	Executive/Education/ Finance/Real Estate	Board Chair
Kathryn Heleniak	Founding Group	Professor, Fordham University & Vice Chair, SBCCS I, II, & III	Executive/Education	Vice Chair
J. Kevin Murphy	Founding Group	Retired & Secretary, SBCCS I, II, & III	Executive/Education/ Finance	Secretary
William Higgins	Founding Group	Retired & Treasurer, SBCCS I, II, & III	Executive/Finance	Treasurer
Laurence Hirsch	Founding Group	Senior Representative, Dept. of Housing Trustee, SBCCS I, II, & III	Real Estate	Trustee

James Maher Jr.	Founding Group	Principal, Harbor Road Holdings & Trustee, SBCCS I, II, & III	Real Estate	Trustee
Louisa Childs Smaylovsky	Founding Group	Legal Counsel, Dwight Schools & Trustee, SBCCS I, II, & III	Legal	Trustee
Ingrid Bateman	Founding Group	Domestic Homemaker & Trustee, SBCCS I, II, & III	Education	Trustee

The Executive Director will divide his time among SBCCS I, II, and III, overseeing the School Director at SBCCS IV (once hired).

B. Board of Trustees and Governance

Upon receipt of its charter from the Board of Regents, the entity overseeing educational enterprises and activities in the State of New York, confers upon the Board of Trustees the privilege to open SBCCS IV. The Board of Trustees of SBCCS IV will abide by and implement the Oversight Plan.

SBCCS IV will be governed by a Board of Trustees comprised of between 8 and 13 members. The Board will be responsible for delivering the school's mission, setting school policy and garnering sufficient resources to maintain a viable organization. The Board will include a Chair, Vice Chair, Secretary, and Treasurer. Board members will serve fully renewable, staggered terms of two years to ensure smooth transition of responsibility. The Board will have Executive, Finance/Facilities, Education, and Development Committees. The Board will govern the school and recruit, hire, and evaluate the Executive Director (ED) who will be responsible for managing daily school operations and hiring all staff.

All of the proposed Trustees of SBCCS IV are also members of the Board of Trustees of SBCCS I, II, and III. Fully half of the proposed board comprises founding trustees of SBCCS I. The proposed Board of Trustees of SBCCS IV considers its teaching experience vital to understanding community and educational needs in the South Bronx. Since all are trustees of an existing charter school in the South Bronx, they are uniquely poised to govern the school.
It is important that both schools are given the appropriate amount of time and focus.

The proposed Board of Trustees of SBCCS IV has direct teaching experience, with several of its members having taught in the South Bronx. These trustees support the classical education

model because they have seen various elements of the model work in their past teaching and educational experiences. As a result, Trustees have been able to actively participate in the planning and development of SBCCS IV.

The Board of Trustees was formed with the primary purpose of securing the expertise necessary to design, open, and govern a successful public charter school. Its members have substantial experience in education, law, organizational management and governance, fundraising, finance, real estate, and community advocacy. All members of the Board have demonstrable ties to the South Bronx, to inner-city education, and to academic success for all New York City students.

The Board of Trustees will help support the Executive Director with recruiting professionals that have a demonstrated track record of measurable success with urban students, and a dedication to improving student achievement. We will offer a competitive compensation package and cast a wide net to ensure that we attract the strongest candidates. Recruitment efforts will include outreach through Teach For America, New Leaders for New Schools, local graduate schools of education, career fairs, headhunters, and strategic networking within New York City.

The Board of Trustees is responsible for ensuring that the school fulfills its mission, is faithful to its charter, and remains financially viable. The Board of Trustees hires the Executive Director (ED), who will manage the network's day-to-day operations. The ED, supervised and supported by the Board of Trustees, will be ultimately responsible for implementation of the school's mission. The ED will report at least monthly to the Board of Trustees on the state of the school, progress toward each element of the mission statement, and progress toward the school's objectives. The Board of Trustees will evaluate the ED annually, provide detailed and critical feedback regarding his/her performance, and set his/her compensation.

The ED will hire all staff, in collaboration with the School Director. The Dean of Students, Instructional Coaches, Operations Manager, and all teaching staff will report directly to the School Director.

The Board of Trustees will also be responsible for setting school policy and garnering sufficient resources to maintain a viable organization. The Board will meet on a monthly basis (typically, the second Tuesday of each month), and will hold all meetings subject to the New York Open Meetings laws. The Board Secretary will draft Board minutes prior to each meeting, which will be at least two hours long and held at rotating locations. The Board will have the following Committees:

Executive: The Executive Committee will be charged with Board member nomination and overall governance. The Committee will have between 4 and 5 members from the Board of Trustees. The Board Chair will chair the Executive Committee. Stephen Baldwin, Kathryn Heleniak, William Higgins, and Kevin Murphy are proposed to compose the Executive Committee.

Finance/Facilities: The Finance/Facilities Committee coordinates the board's financial oversight responsibilities by recommending policy to the board, interpreting it for the staff, and monitoring its implementation. The committee also provides board oversight of the annual budget and the organization's financial audit. This Committee will oversee facilities acquisition and financing. The committee will have 3 or 4 members from the Board of Trustees. William Higgins, Ingrid Bateman, and Kevin Murphy, are proposed to compose this Committee.

Education: The Education Committee will oversee the educational program and outcomes at the schools in conjunction with the ED, and will analyze the educational outcomes of the school and share these results with the full board on a regular basis. This committee will have between 3 and 4 members from the Board of Trustees. Stephen Baldwin, Kevin Murphy, Kathryn Heleniak, and Ingrid Bateman are proposed to compose this Committee.

Development: The Development Committee leads the board's participation in resource development and fundraising. The Committee works with the staff to develop and implement the SBCCS Development Plan. The Committee will have between 3 and 4 members from the Board of Trustees. Currently, Ingrid Bateman, William Higgins, Kathryn Heleniak, and James Maher are proposed to compose this Committee.

Proposed Founding Board of Trustees			
Trustee Name	**Voting (Y/N?)**	**Position on the Board**	**Length of Initial Term**
C. Stephen Baldwin	Y	Chair	3
Kathryn Heleniak	Y	Vice-Chair	2
J. Kevin Murphy	Y	Secretary	1
William Higgins	Y	Treasurer	2
Larry Hirsch	Y	Trustee	1
Louisa B. Childs	Y	Trustee	3
James R. Maher, Jr.	Y	Trustee	2
Ingrid Bateman	Y	Trustee	1

The trustees have initially decided to maintain the same Executive Committee for the proposed school:

<u>Stephen Baldwin, proposed Board Chair</u>
Mr. Baldwin is a Founding Trustee who has been the Chair of SBCCS since 2006, and has extensive experience in management, law, organizational leadership, and education. Mr. Baldwin served as Executive Director of the Learning Disabilities Association of New York, and has served as Chief of the Population Branch at the United Nations and Assistant Representative with the Ford Foundation. He taught at a South Bronx elementary school for three years.

Kathryn Heleniak, proposed Vice Chair
Ms. Heleniak has been the Vice Chair of SBCCS since 2008, and has been a professor of Art History at Fordham University since 1987. Ms. Heleniak received her PhD. in Art History from New York University in 1978.

J. Kevin Murphy, proposed Secretary
Mr. Murphy is a Founding Trustee and has been Board Secretary of SBCCS since 2006. Mr. Murphy has 32 years of experience in financial management (investments, insurance, treasury) and has taught for the past 11 years in a public elementary school in East Harlem.

Bill Higgins, proposed Treasurer
Mr. Higgins is a Founding Trustee of SBCCS and has been Board Treasurer of SBCCS since 2015. Mr. Higgins brings a diverse group of skills and experience, including success in real estate development and the creation of strategic partnerships. Mr. Higgins is a highly successful real estate developer, a 20-year veteran of the Navy (served in Operation Desert Storm), a former FBI agent, and a former teacher in the South Bronx.

Larry Hirsch, proposed Trustee
Mr. Hirsch is a Founding Trustee of SBCCS who contributes a strong background in community engagement and political advocacy to the Board. He presently serves as a Senior CPD Representative at the U.S. Department of Housing and Urban Development and has over ten years' experience in government support for the disadvantaged.

Louisa Childs, proposed Trustee
Ms. Childs has been a Trustee of SBCCS since 2010. A graduate of Dartmouth College and NYU School of Law, Ms. Childs is Counsel at the Dwight International School.

James Maher, Jr., proposed Trustee
Mr. Maher has been a Trustee of SBCCS since 2011. Mr. Maher is a Vice President at BlackRock, Inc., where he focuses on Real Estate Acquisition and Finance. Mr. Maher holds a Bachelor's Degree from Brown University and a Master's Degree from NYU in Real Estate Finance and Investment.

Ingrid Bateman, proposed Trustee
Ms. Bateman has been a Trustee of SBCCS since 2013. A graduate of Dartmouth College and INSEAD, Ms. Bateman has over 10 years of experience in organizational management, venture capital and finance.

The Executive Committee will be responsible for the Board's further professional development. The Board will continue to take advantage of development seminars offered by the New York City Charter School Center. This training will provide an overview of the Board's mandated role and responsibilities, to include governance, self-assessment, and the Board's relationship with management. The Executive Committee will also provide Board members with information on live, online and videotape seminars addressing Board development and related issues. Board

members will be required to attend/observe one such recommended seminar on a continuing bimonthly basis.

The Founding Team is actively seeking to add members to the Board of Trustees who have experience in community development in the South Bronx. The qualities sought in these new members will include (1) substantial experience with successful volunteer groups in the South Bronx, (2) experience with community organizations, (3) commitment to the school mission and energy, (4) fluency in Spanish, and (5) leadership skills. Parents with these qualities will be given preference among potential candidates for Board service. To recruit such Board members, we will continue to work with such community resources as Fordham University, Hostos Community College, and the South Bronx Overall Economic Development Corporation. We will also use the New York City Charter School Center and BoardNetUSA, among others. It should also be noted that the Family Advisory Council, consisting of concerned parents of SBCCS IV scholars, will also have monthly interaction with the Board of Trustees.

See Attachment 5b for proposed by-laws and also Attachment 5c for proposed Code of Ethics.

C. Management and Staffing

SBCCS IV is led by the Board of Trustees, comprised of 8-13 members, which governs the school and is responsible for ensuring that the school fulfills its mission, is faithful to its charter, and remains financially viable. The first act of the Board of Trustees will be to hire the Executive Director (ED), who will manage the operations of the school. The ED, supervised and supported by the Board of Trustees, will be ultimately responsible for implementation of the school's mission. The ED will report at least monthly to the Board of Trustees on the state of the school, progress toward each element of the mission statement, and progress toward each goal in the Accountability Plan. The Board of Trustees will evaluate the ED annually, provide detailed and critical feedback regarding his/her performance, and set his/her compensation.

The School Director will begin hiring staff for SBCCS IV in January of 2017. Staff will be hired through a mix of teachers and leadership from SBCCS I, II, and III and from outside hiring, which will commence in January 2017 and is expected to be finalized in May 2017.

Organizationally, Grade Team Leaders will report to the School Director. Teachers report to their Grade Team Leader. However, the Director of Curriculum and Instruction will observe and provide feedback to Grade Team Leaders and to their teams. This "matrix structure" is well-developed in other industries.

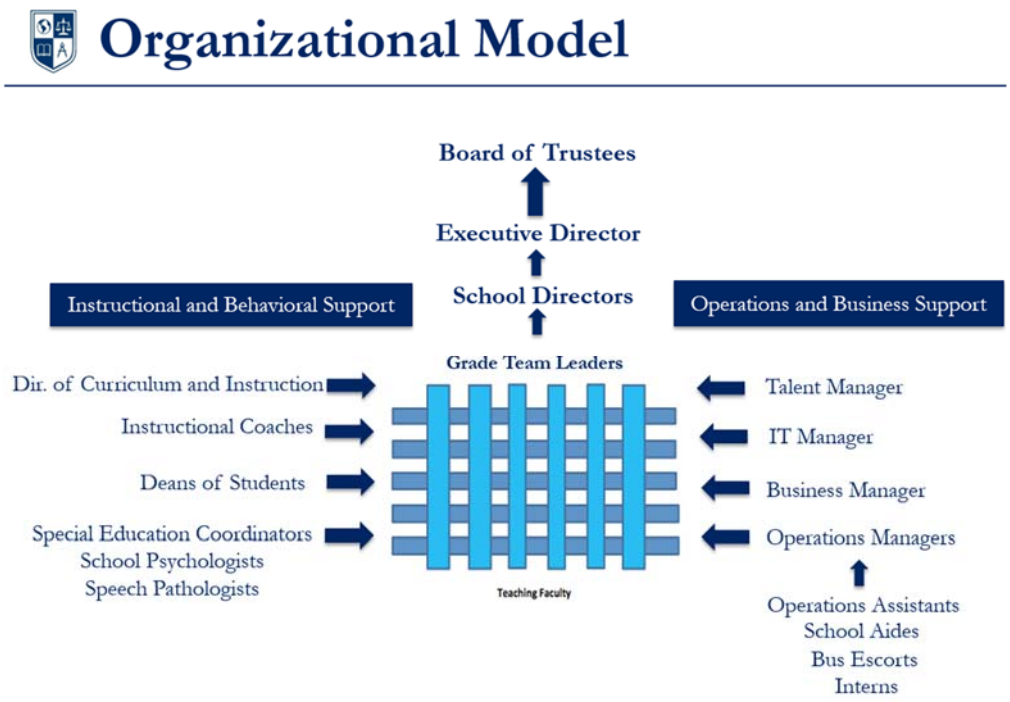
The goal of the Grade Team Leadership program is to provide the school with a more disbursed, collaborative, and ultimately effective means of improving scholar achievement. By providing a select cadre of experienced, mission-aligned teachers with additional leadership opportunities, SBCCS IV will develop its faculty and eventually create a 'hire from within' culture that reduces

the risk associated with administrative turnover. Grade Team Leaders take responsibility for team management and culture-setting; teacher observations; curriculum developing and vetting; meetings with the School Director; and implementation of special school-wide projects. This model is often called the Matrix Organizational Model. It is used in many organizations that execute multiple projects, such as architectural or engineering firms. More relevant is their use in firms where management expertise requirements differ greatly from technical (in our case, pedagogical) expertise, such as hospitals, investment banks, etc.

The managerial organizational structure of SBCCS IV is similar to most schools and organizations. Teachers report to their Grade Team Leaders who report to the School Leader. This structure optimizes coordination of tasks and operational efficiencies, and is how most businesses and schools are run.

The technical organizational structure of SBCCS IV provides experts in several areas of education (Director of Curriculum and Instruction, Literacy and Math Coaches, Mentors, Grade Team Leaders, Outside Consultants, Special Education Coordinators, Speech Pathologists, etc.) to assist teachers in ways that a typical principal is rarely able to navigate. All teaching staff, the Business Manager, Director of Curriculum and Instruction, and Special Education Coordinator will report directly to the School Director.

The overall organizational structure allows managers to develop their team and pedagogical experts to focus on delivering the highest level of specific feedback to teachers and staff. While it is well-known that it is somewhat difficult to graphically depict this type of organizational chart, we believe the chart below most accurately represents this type of model:



Other Senior Administrative Roles and Responsibilities
The **School Director** will report to the Executive Director and will be the highest level full-time administrator at the school. The Dean of Students, Operations Manager, and Grade Team Leaders report to the School Director. The School Directors responsibilities involve the general oversight and operations of the individual school site.

The **Director of Curriculum and Instruction** is charged with curricular development and implementation and professional developing all teaching staff. This includes curricular management, teacher observations, and professional development of teaching staff.

The **Dean of Students** focuses on four core aspects of the school: enforcing our Code of Conduct, meeting with and supporting the Family Advisory Council, teaching Character Education, and managing our Community Gatherings.

The **Business Manager** manages all non-pedagogical aspects of SBCCS IV. This includes the financial management, human resources, and legal compliance.

The **Operations Manager** manages all day-to-day operations of the school.

The **Special Education Coordinator** is charged with coordinating and monitoring the related services for scholars with IEPs. This includes daily small group instruction, write and implement standards-driven IEPs, and service on the school-based Scholar Support Team.

The **Director of Special Services** is charged with managing the Special Services Team at Classical Charter Schools. This includes lead development, implementation, and evaluation of all special services across network; supervise special education teachers, coordinators, psychologists, and speech & language pathologist; and facilitate the Special Service Team meetings and referral process.

Staffing Plan
If chartered, SBCCS IV will approximately triple in size when it achieves full enrollment. This growth will put an inevitable strain on hiring requirements. Therefore, we have developed a staffing plan that outlines our staffing needs with respect to our educational program.

Compensation Plan
The core guiding principle guiding compensation at SBCCS IV shall be *meritorious performance of duties*. Merit shall be defined as the collective professional judgments of administration based on data-based measures of teaching effectiveness and professional contribution to the school. Regular and rigorous evaluations of merit shall be the primary determinant of the allocation of salaries.

In order to remain competitive, salary and general compensation levels must remain competitive with those of peer institutions of comparable standards. Because the school is in a non-union organization in an industry that is heavily-unionized, we will endeavor to pay staff,

particularly teachers, significantly more than they would be paid if they were employed in a traditional public school and were party to a Collective Bargaining Agreement. The average teacher at SBCCS I, II, and III is 26 years old and has a salary of $62,000.

SBCCS IV seeks to improve scholar achievement beyond that of traditional public schools. As a mission-driven organization, teachers are held to higher standards and expectations. Consequently, we will pay our teachers a salary significantly higher than its analogue in the public schools. However, teacher pay is ultimately based on merit. First year teachers are not paid significantly more than first year teachers at public schools; however, high-performing teachers are given significant raises that over time aggregate to a far larger salary than their public school peers.

To set salaries, the School Director ultimately decided on the level based on the range provided by the Executive Director. We believe that this range will be above the average in the charter school industry but allows for significant growth based on merit. The School Director, DCI, Instructional Coaches, and Executive Director discuss and set the salaries based on performance and the salaries of other staff members with comparable job descriptions and responsibilities.

The Board of Trustees determines the salary for the Executive Director. Any such decisions will be captured in the Board meeting minutes. Any changes to a staff member's salary will be approved by the Executive Director in writing or electronically and documented via a new contract. A copy of the new contract will be maintained in the employee file.

C1. Charter Management Organization

We **do not intend to contract** with a charter management organization in the near future. However, if the process were to occur, the school would request that the authorizer amend the charter to incorporate such a plan.

C2. Partner Organization

Classical Charter Schools (SBCCS I, II, and III) wishes to provide certain benefits to SBCCS IV to further all schools' missions. Such affiliation will be to allow both schools to benefit from certain economies of scale and collective benefits. For example, it is envisioned that certain tasks and projects can be centralized, such as professional development of staff, data collection, bookkeeping, and curriculum.

This partnership will exist as long as SBCCS IV operates. At the beginning of each year, an allocation will be determined, based on scholars, to be used to bill any shared salaries or expense from Classical Charter Schools to SBCCS IV.

With the partnership of Classical Charter Schools, this will ensure SBCCS IV a successful future as it grows.

Please see Attachment 7 for the Letter of Intent.

D. Evaluation

Evaluation of Governance
In order to most effectively communicate the Board's expectation of the Executive Director's goals and ultimately assess the achievement of those goals, a formal Job Description and annual Work Plan was collaboratively established by which the Executive Director will be evaluated during the Annual Meeting with the Board of Trustees.

The annual Work Plan provides monthly goals of execution of tasks throughout the year. These goals comprise all aspects of the school, including scholar achievement, fiscal accountability and audit, hiring and human capital, communication, and community events.

At each Board of Trustees meeting, held monthly, the Executive Director will report progress and achievement of these goals. In addition, at each monthly Board of Trustees meeting, the Executive Director will report any new initiatives that the school is considering, and issues that the school has encountered. This process has proven to work well at SBCCS I, II and III, and reflects a useful balance of governance and management.

In addition to the board meetings, trustees are selected for various committees as noted above. In these committees, deeper analyses of the school can occur. Typically, these meetings will focus on a single topic; for example, the Education Committee and Executive Director might analyze the correlation between reading levels and practice state test results; or the Finance Committee might review the school's balance sheet to those of other schools to compare fiscal strength. As another example, the Executive Committee may want an in-depth look into the Executive Director's proposed Strategic Initiatives for the next year, with a closer analysis of how such initiatives promote leadership development within the school. These reviews of the Executive Director impact the Board's evaluation of both the Executive Director and the school generally.

The Board of Trustees will be evaluated by the Executive Committee, which meets formally each year in a special session. Here the Executive Committee meets to review each trustee, using data such as attendance, financial contributions, involvement in the school, frequency of

in-session school visits, and subjective discussions about cultural fit and urgency. The Board Chair will from time to time request input from the Executive Director regarding each trustee.

As part of the role, the Board Chair is expected to also visit the school at least monthly, to survey the school's operations and to meet informally with the Executive Director, to evaluate the school, the Executive Director, and to discuss communications between the trustees and the school.

Importantly, prior to all hiring, all staff at SBCCS IV will be provided with both related policies and specific job descriptions, to ensure that all staff know both the 'why' of each task and the 'how' of each policy.

Evaluation of Administration
On a weekly basis, the School Director will meet with the Business Manager, Operations Manager, Director of Curriculum and Instruction, and Dean of Students where the status of approved strategic initiatives is reported by the respective project leader. After the Strategic portion of the meeting, a discussion about the week ensues, with a review of task completion, events, concerns, and schedules. This process should take a total of 30 minutes.

During this process, the School Director is able to observe and evaluate the execution and quality of work of the Director of Curriculum and Instruction, the Business Manager, the Operations Manager, and the Dean of Students.

Grade Team Leaders
All grade teams hold daily stand-up meetings and weekly data meetings. The Grade Team Leader runs these meetings; however, the ED, SD, DCI, and other interested parties may attend. The Grade Team Leader is charged with agenda development. Typically, the agendas are divided into the following areas:

- Review of Previous Meeting
- Curriculum and Execution
- Data and Assessments
- Behavior
- Weekly Task List and Brainstorming.

The grade team, School Director and Director of Curriculum and Instruction receive copies of all agenda items (and related data) prior to each data meeting.

The scope of data meetings is to evaluate scholar performance to inform instructional and curricular decisions and to evaluate the efficacy of teacher instruction. The School Director and DCI use the distributed data to decide the level of intervention and oversight over each grade team.

Teacher Evaluation
Evaluating teachers is a complex process, involving many variables. While the Founding Team of SBCCS IV prides itself on the sophistication of its data analytics, it does not believe any one universal formula will fully encapsulate all the variables and factors that go into teacher evaluation. Thus, instead, SBCCS IV will evaluate teachers based on a number of factors, including:

- Scholar achievement
    - Based on scholar growth in standardized test scores
        - Importantly, scholar growth is based on both average growth and proportion of scholars at or above grade level
        - Reading Levels and reading growth
- Teacher Rubric score (as described below)
- Special contributions
    - Curricular planning
    - Special expertise

Use of Family and Scholar Satisfaction Data to Evaluate the School
Each year, families of SBCCS IV scholars receive a confidential School Survey from the New York City Department of Education. In this process, families and teachers (and scholars in 6th grade or higher) can voice their opinions about the school, from satisfaction with the school's safety record to trust in the school's leadership. These data are publicized by the Department of Education, on their website, and inform the city's Quality Report that it publicizes and rates the school from a Poor to an Excellent.

However, in addition to such reports, SBCCS IV will ask parents to fill in a different survey which is more specific to our school. These surveys, also confidential, ask parents to rate every aspect of the school, from teachers and leadership to homework requirements and the Code of Conduct. The original school, South Bronx Classical, used these surveys to adjust its program over the past seven years.

Operational Effectiveness and Fiscal Soundness
Studies repeatedly find that charter schools close most often because, and school leaders most worry about, operational disorganization and financial mismanagement. SBCCS IV will pride itself on describing its business and operations as the bedrock of the educational program.

SBCCS IV is ultimately a business, and strong operational and financial management will ensure that the school can deliver on its objectives for many years to come. The proposed Executive Director, School Director, and Business Manager have over 20 years of experience in finance, school leadership, and school operations.

The Operations of SBCCS IV will be managed by the Operations Manager. The Operations Manager and Operations Assistant will be high-performing and mission-aligned positions that will ensure that the school's general choreography is seamless. The Executive Director and

School Director will set specific operational goals each year. The Operations Manager and Operations Assistant will be evaluated based on the achievement towards those goals.

The Business (accounting, finance, and human resources) aspects of SBCCS IV will be managed by the Business Manager. Because the school will not have many employees, or a significant amount of bookkeeping, the Business Manager will do much of those tasks. SBCCS IV will use Charter School Business Management (CSBM) for its bookkeeping and accounting oversight. The Executive Director and School Director will set specific goals for the business aspects of the school. Metrics will be used to assess achievement toward those goals.

E. Professional Development

Since organizational capacity is a critical component of our school design, support of teachers upon entry into the school and throughout their tenure while at the school is key to our scholars' success. It is our hope that through our professional development, our teachers become grade team leaders, coaches, and administrators. We believe that the professional development outlined below is state of the art and will foster a level of professionalism throughout the school that will keep teacher attrition rates to a reasonable level.

As a growing school, setting professional development priorities in year one is of critical importance. During the first and second years of operation, setting a school-wide culture of success will be a top priority. As aligned with our educational philosophy and the core elements of our school design, our first-year professional development goals to ensure:

- the growth of a disciplined, achievement-oriented school culture;
- that all staff successfully implement a clear and sequential high-level direct instruction, including the implementation of structured immersion to effectively teach language acquisition for ELL scholars.

Frequency
Professional development will be a very large and very important investment at SBCCS IV. Four types of Professional Development will be provided for its teaching staff: annual orientation, weekly grade meetings, monthly school-wide meetings, and ongoing individual observations. In aggregate, SBCCS IV teachers will receive over 100 hours of Professional Development per year.

Annual Orientation
SBCCS IV will conduct three weeks of summer professional development seminars for its teachers. The subjects of these seminars are outlined below:

Week 1	Week 2	Week 3
Mission/vision –How we can achieve our mission	English Language Learner instruction	Accountability and outcomes
School culture – Rules, routines, practices, and procedures	Special Education instruction	Discipline policies
Classroom Environment – Rules, configuration, and procedures	High-level direct-instruction	Curriculum
School-wide policies	Data and Assessments	"Dress Rehearsal"

Weekly Grade Team Meetings

It is critical that teachers regularly share scholars' academic progress, as well as contribute to further curriculum development and maintain consistent approaches to building school culture and scholar discipline. Each week, grade teams will meet for a one-hour professional development session to ensure that team members formally review scholar progress and school life. These meetings are run by the grade team leaders, with other administrators typically present. Examples of meeting topics include: behavior management, assessments, progress reports, report cards, unit planning, lesson planning, mutual observation, meeting with the grade higher or grade lower, etc. Occasionally, disciplinary seminars may be conducted during these weekly meetings. Annually, at least two grade team meetings will be with grade teams immediately below and above their grade. For example, in September and in June, third grade teachers might meet with second grade teachers. Topics will include discussions of curriculum mastery and most effective individual scholar modes of instruction and management.

Monthly School-wide Meetings

It is critical that the entire school staff meet regularly to ensure a cohesive school culture and strong academic program throughout the building. Monthly meetings will be dedicated to a specific topic. Each meeting will take place on the first Friday of the month from 1:15 to 4:30. On these days, scholars will be dismissed early. Topics to be covered include the following:

Session	Topic	Date
1	Developing your Classroom Culture	September 1, 2017
2	English Language Learners	October 6, 2017
3	School Visits	November 3, 2017
4	Progress Reports/Report Cards	December 1, 2017
5	Curriculum Development/Standards	January 5, 2018
6	Engagement	February 2, 2018
7	Assessment/Standards	March 2, 2018
8	Scholar Work	April 6, 2018
9	Curricular Reflection	May 4, 2018

Since much of our school design is based on the best practices in a number of schools, it is critical that as we grow our staff we remain focused on continuing our learning as the school develops. Please note, therefore, that all SBCCS IV staff will visit high-performing urban charter schools at least two times during the course of the school year, always with the goal of improving our own practice and thus raising the quality of the education we provide and the consequent success of our scholars.

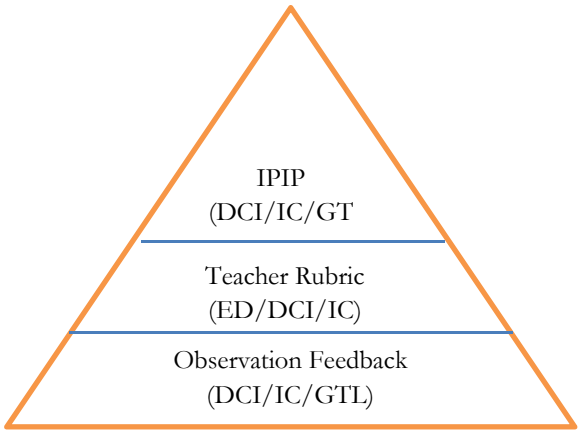
Individual Sessions

One of the strongest elements of authentic professional development is the critical and ongoing feedback teachers receive on their instructional practice. The Director of Curriculum and Instruction or Instructional Coach will observe classrooms and provide both informal and formal feedback and support to teachers on a daily basis. Professional development will be reinforced by providing ongoing informal feedback as well as regularly scheduled formal feedback.

Teachers will also have individual sessions to review scholar performance on internal assessments, to ensure that all resources are in place for scholars as cohort groups and as individuals. Lastly, teachers will be required to establish their own professional development goals and to review those goals periodically with the School Director and/or the Director of Curriculum and Instruction, who may then institute formal plans to address issues raised through a variety of means, including peer coaching, lesson observation, and mentoring.

Tiers

Consistent with its mission to create "liberated scholars of impeccable character who achieve proficiency in and advanced mastery of New York State Performance Standards", South Bronx Classical provides three tiers of teacher feedback: Observation Feedback, the Teacher Rubric, and the Individual Professional Improvement Plan (IPIP).



I. Observation Feedback
Observation feedback is given to all teachers by the Instructional Coaches and Grade Team Leaders on a weekly basis. Grade Team Leaders are given observation feedback by the Director of Curriculum and Instruction and any outside consultants at least monthly.

II. Teacher Rubric Grading Rationale
The Teacher Rubric is a professional development tool to assess teacher performance across a range of specific required responsibilities and characteristics, using substantive feedback from the Director of Curriculum and Instruction and Grade Team Leaders, used to target specific growth areas, rather than a direct indicator of a teacher's professional abilities. This rubric will utilized twice a year, in early December (roughly day 65) and late April (roughly day 140). To ensure statistical validity, the Teacher Rubric requires a minimum of five (5) written forms of teacher feedback.

Score and Rubric Score Descriptors	
4	Mastery; fully internalizes the skill and can provide high-quality professional development
3	Proficient; if all teachers exhibited that level of ability, the school would just achieve its mission
2	Needs Improvement; the characteristic should be addressed
1	Urgent Need of Immediate Improvement Required

Rubric Categories
Modeled heavily after Kim Marshall's rubric, our Teacher Rubric has five (5) categories with between 3 and 11 sub-categories each. Please note, however, that the rubric continues to evolve as we connect results from such rubrics to actual scholar achievement.

Professional Responsibilities	Curriculum	Classroom Management	Execution	Culture of Analysis
• Attendance • Language • Reliability • Dress • Professionalism • Collaborative Leadership • Growth • Parental Expectations • Homework • Responsive Outreach • Urgency	• Lessons • Materials • Assessments	• Expectations • Culture • Routines • Efficiency • Prevention • Incentive • Environment	• Expectations • Connections • Clarity • Tactics • Engagement • Differentiation • Checking for Understanding • Application	• Scholar Feedback • Tracker Design and Data Entry • Data Analysis • Accountability • Curricular Reflection

III. Individual Professional Improvement Plans (IPIP)
Regardless of their score on the Teacher Rubric, all teachers will produce mission-aligned and historically consistent IPIPs with SMART goals as the key component, which are developed after a meeting with the Director of Curriculum and Instruction and Grade Team Leader regarding the Teacher Rubric. Constant improvement requires meticulous data-driven analysis, laser focus on our mission, brutal hard work, and a deep internal reflection on one's performance.

Rubric and IPIP Timeline
Teachers receive their rubric in December and in April. By the end of March, the Instructional Coaches and the Director of Curriculum and Instruction will collaborate to complete all rubrics. In early April, the Director of Curriculum and Instruction meets with the respective Grade Team Leaders for additional input in certain categories. Shortly thereafter, the Director of Curriculum and Instruction and respective Grade Team Leaders will meet with the members of their teams.

Assessment of Professional Development
SBCCS IV will seek to continually improve the professional development of all its staff. To achieve this, we will distribute surveys after each session, seeking feedback and constructive criticism. Additionally, a school-wide survey is given to all staff twice-annually, which includes a section on professional development. This is similar to the process used to great effect by SBCCS I, II, and III.

F. Facilities

SBCCS IV is looking for school facilities in the South Bronx which, should charter be granted, will be educating scholars starting in August 2017. Any such facility must meet the needs of all scholars and thus be ADA-Compliant and fully accessible for scholars and visitors with disabilities.

As with the vast majority of charter schools, we expect to occupy in private space. We will be subject to NYC zoning, land use, and building regulations for non-public schools. We are allowed by zoning to occupy a facility in a residential area subject to certain restrictions. We would like to have an "all-purpose room" that would serve as a gymnasium, cafeteria, and auditorium.

Because of the steep ramp-up of students (about 300% in three years), to minimize paying for unused space, we will be using SBCCS III permanent facility as an incubation space for the first 2 years. We have partnered with a Bronx developer to start work on the permanent location in District 7 (0.8 miles from the co-located space) after the charter has been approved. The relocation of SBCCS IV to their permanent space will be in 2019-20. We expect to spend 20% of our budget on facilities cost. Ideally, we would own a building, but as with most schools, we expect to enter into a long-term lease agreement. SBCCS IV will apply for rental assistance from the New York City Department of Education.

Private Transaction
Most surveys show space in the hub of the South Bronx costing $21 a square foot in 2010; however, we estimate that we should expect to pay $30-35 per square foot. We are, however, looking into purchasing a building as a strategic real estate investment to ensure a stable, long-term commitment to the community. In addition, we are examining ways in which the Federal, State, and City governments may offer financial incentives for investment in the area. Two of our board members are real estate developers and are currently analyzing these possibilities.

As noted above, we have researched several private options and are developing a portfolio of potential buildings that are of both the location and design that are appropriate for SBCCS IV's mission.

Cost Estimates
Using an assumption of 85 total square feet per enrolled student, SBCCS IV will require about 10,000 square feet our first year. Upon full enrollment, SBCCS IV will need about 30,000 square feet in total. See table below.

The school anticipates enrolling 124 students in its first year and 186 in its second. The number of floors will depend on the specific building arrangement, but ideally each floor would hold 2 or 3 grades. Average class size will range from approximately 23-25 students in Kindergarten to 18-22 students in fifth grade. The table below summarizes our enrollment and facilities needs. Please note that we will also be building an "all-purpose room" that would serve as a gymnasium, cafeteria, and auditorium. We expect our classrooms to be approximately 700 to 900 square feet.

Year	Academic Year	Grades	Total Enrollment	Total Classrooms*	Total Facilities**	Facilities Cost ($)^^
1	2017-2018	K - 1	120	8	10,200	306,000
2	2018-2019	K - 2	177	12	15,045	451,350
3	2019-2020	K - 3	231	15	19,635	589,050
4	2020-2021	K - 4	282	18	23,970	719,100
5	2021-2022	K - 5	330	20	28,050	841,500
6	2022-2023	K - 6	376	22	31,960	958,800
7	2023-2024	K - 7	410	24	34,850	1,045,500
8	2024-2025	K - 8^	452	26	38,420	1,152,600
* Including 3 non-core classrooms for Science, History, and tutoring.						
** In square feet, assuming 85 square feet per student.						
^ Full Enrollment.						
^^ Assuming $30 per square foot.						

G. Insurance

SBCCS IV will maintain insurance according to (at least) the schedule below. This schedule reflects the experience of SBCCS I, II, and III. However SBCCS IV will seek bids annually to ensure that it is receiving the highest quality insurance coverage and service for the best rates.

Coverage Type	Coverage
General Liability	$1,000,000
Property, Automotive, Marine, Crime, and Business Interruption	400,000
Directors and Officers	3,000,000
Umbrella Liability	5,000,000
Workman's Compensation	2,300,000
Excess Crime	1,000,000
Student Accident	25,000
Unemployment Insurance	
Catastrophic Accident	1,000,000

H. Food, Health, and Transportation Services

a. Food Services

SBCCS IV will offer breakfast, lunches, and snacks in compliance with all requirements of the National School Lunch Program served in a manner consistent with State and Federal guidelines.

Over 80% of students in schools in the South Bronx are eligible for Free or Reduced Lunch, as administered by the United States Department of Agriculture. Thus, under the Provision II program of the National School Lunch and Breakfast Program, SBCCS IV plans to provide free meals to all scholars, regardless of the ability to pay. To comply with the program, the school will retain all records and create a database with scholar data, meal nutritional compliance, and all meal pricing.

While the school intends to have its own cafeteria, if the building does not have such facilities, the school will arrange for all food to be prepared off-site and delivered to scholars in the classroom. SBCCS IV may hire an independent food service provider or the New York City Department of Education to prepare the food and deliver it appropriately.

b. Health Programs

SBCCS IV will comply with all health services requirements applicable to public schools, including Education Law §§ 901-914 and §136.2(d)(2) of the Commissioner's Regulations. To the extent possible, SBCCS IV will provide on-site health care services similar to those services available to children attending all New York City public schools in the related district, including a

part-time nurse, who is funded in the budget to supplement the level of health services mandated to be provided in accordance with §2853(4)(a) and §912 of the Education Law.

School staff will work with the Department of Health, the host district, and other appropriate authorities to provide these services. Health services will include:

- Physical examinations upon enrollment.
- Annual vision screening testing for all scholars. Per §905 of New York Education Law, the components of vision testing shall include distance acuity, color perception, and near vision.
- Annual scoliosis (spinal) screening test for all scholars ages 8 through 16.
- Maintenance of cumulative health records.
- Emergency care of ill or injured scholars.
- Compliance with and enforcement of mandatory immunization requirements.
- On site automated external defibrillator (AED) equipment to ensure ready and appropriate access for use during emergencies and SBCCS IV shall ensure that at least two (2) staff members are trained in the operation and use of such equipment for use in the school and at any school-sponsored events at other locations.

Maintenance and Storage of Cumulative Health Records

SBCCS IV will store all health records for enrolled scholars. Cumulative scholar health records shall be held until the scholar is 27 years old. Immunization records will be held 10 years after the immunizations were administered.

Immunization Requirements

New York State law currently requires that each student entering its public schools have a Certificate of Immunization at the time of registration or not later than the first day of school. A review of student immunizations requirements and the proper supporting documents shall be completed for all new scholars. New York State immunization requirements include:

- Diphtheria [Toxoid Containing Vaccine (DTP, DtaP) 3 doses];
- Polio [(IPV)(OPV3 OPV or 4 IPV];
- Measles/Mumps/Rubella [(MMR) 2 doses of measles containing vaccine and 1 dose each of mumps and rubella (preferably as MMR)];
- Hepatitis B [Born on or after 1/1/93 – 3 doses];
- Varicella – 1 dose.

Before a child can be permitted to attend school, the family must present documentation that their child has received all required doses of vaccines or that their child has received at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals. Parents may waive immunization in accordance with Public Health Law and exceptions to immunizations shall be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the student's parent or guardian holds genuine and sincere beliefs, which may include religious beliefs, contrary to such immunization [see § 2164 (8) and (9) of the Public Health Law].

Medications
If a scholar requires medication during school hours, the distribution of the medications will be supervised by the Operations Manager or Nurse under the following guidelines:

- Prescription medications must be supplied in the original pharmacy container.
- The container must be identified with the following information: Name, Name of Medication, Doctor's Name and Phone Number, Pharmacy and Phone Number.
- Parents/guardians must sign the appropriate administration forms.
- Non-prescription medications must also be supplied in the original container and must be accompanied by written instructions from a physician and consent from parent/guardian

The Operations Manager will be the primary person designated person and authorized to administer medication in the absence of the school nurse. The Dean of Students will be the back-up person(s) to the Operations Manager. All medication must be placed in a locked box in the Main Office. In order to administer any prescribed medication to a scholar, there must be a doctor's note on file. All over the counter medications require a note signed by the parent with directions. Furthermore, a log will be kept on file that indicates the following: Name, Name of Medication, Date, Time, and Who Dispensed Medication.

Scholars are responsible for coming to the Main Office to receive their medications at the appropriate time. Scholars are not allowed to have medications in their possession or in their lockers. This includes any over-the-counter medications.

c. Transportation Services
Scholars at SBCCS IV will be offered transportation services as required under §2853 (4) (b) and §3635 of the Education Law. All transportation services will be received through the Office of Pupil Transportation division of the New York City Department of Education. Parents of scholars ineligible for transportation by their school district are responsible for transporting their children and will be notified of such.

For those times where SBCCS IV would require transportation services when the surrounding district does not require them, SBCCS IV may seek to purchase those services from the New York City Department of Education pursuant to §2853(4)(b) of the Education Law. Were we unable to make such arrangements, we would pursue other Bronx-based third party transportation companies such as Pioneer Transportation to ensure that we will be able to provide transportation services.

SBCCS IV will provide special transportation and accommodations that are included in a student's IEP or 504 plan.

I. Family and Community Involvement

Family Involvement
SBCCS IV believes family involvement is critical. The experiences of SBCCS I, II, and III have demonstrated that getting parents on board with the school's mission creates a uniform and aligned message that reinforce our academic goals. To that end, the school will establish a Family Advisory Council, as noted above, which will create a formal connection between the school administration, teachers, and families. The FAC hosts many events directly critical to scholar achievement. For example, when a scholar repeatedly fails to do his homework, the FAC invites the parent to the FAC Homework Help event to discuss ways to create a positive work environment at home and to reinforce the importance of homework completion.

Community Involvement
SBCCS IV is designed to serve Bronx families who face great academic challenges, as evidenced by low test scores. Working together, the school and community can accelerate learning and increase educational success for its citizens. We have already developed relationships and support from a number of key political, business and community leaders.

Just like SBCCS I, II, and III, SBCCS IV will cultivate community support from political, business and educational professionals, as well as from families and other local stakeholders. For instance, the school has already contacted local religious leaders, Headstart programs, and preschools to aid in recruitment.

The Founding Board fully recognizes the importance of community support to its success. Our efforts for community outreach have included dozens of meetings and discussions with parents, religious leaders, politicians, community activists and educational institutions. Overall, unlike many charter schools' experience, the community response has been extremely positive. Many of the elected officials we have listed above, in addition to writing letters of support, have offered their assistance once a charter is granted. They articulated the need for high-performing schools such as SBCCS IV and especially welcomed the plan to enroll children in the very first years of schooling. Lastly, we have developed close ties with Fordham University, through our Board of Trustees, which has indicated willingness to be actively involved in SBCCS IV once it has a charter.

SBCCS has always enjoyed and appreciated (and admired) the selfless work of the local elected officials and community leaders. They are much more interested in improving their communities than garnering political favor. For example, former long-time Councilmember Maria del Carmen Arroyo has been our lottery picker, generous grantor of funds, and overall adviser since our beginning.

Building on this type of support, if chartered we intend to engage all established community contacts listed in this application, meeting with supporting elected officials, religious leaders, churches, and local community groups to deepen community ties and foster parental interest and knowledge of our school model.

In order to keep community stakeholders fully apprised of our progress, we will also revise our marketing and informational materials, already published and circulated in English and Spanish, that were used to gain support for the school. The materials will be regularly updated (including on our website) to highlight our model, goals, and the requirements and expectations of parents. We broadly distribute these pamphlets in the community where the school will be located as well as the surrounding area, including at community centers, churches and homeless shelters throughout the community and in shopping areas such as Third Avenue, Southern Boulevard, Hunts Point Market, Bruckner Boulevard, and Fordham Road. One of our primary goals is to ensure that as many local families as possible are aware of this opportunity and choice for their child(ren), and to attract and enroll students from the entire community.

Although SBCCS IV does not have a formal institutional partner, its immersion in the community and its affairs will enable it to build meaningful partnerships with the institutions set forth above. The existence of a strong Family Advisory Council, populated by parents with roots and present ties to the South Bronx, will enhance its ability in this respect.

J. Financial Management

SBCCS IV's proposed Board of Trustees has over 100 years of experience in finance. The team has created a conservative financial plan, featuring a comprehensive cash flow and accounting model, to analyze its financial health from the planning year through the fifth year of operation and beyond.

The model demonstrates that SBCCS IV could operate successfully and deliver its core academic program with no external fundraising. Federal, State, and City per pupil funding and entitlement grants will provide sufficient funding to achieve the school's mission. During year one, we anticipate receipt of a $750,000 CSP grant, funding of which is spread over three years. To be conservative, our budget assumes receipt of no additional resources through fundraising; however, there will be a Development Subcommittee on the Board responsible for launching our fundraising efforts. Our budgetary strength will be bolstered by Board contributions/fundraising, a potential capital campaign, and competitive grant applications. Each Board member is expected individually to raise at least $1,500 annually. The Board contributions will ensure that budgetary needs are satisfied if it does not receive, or experiences delays in receiving, expected Federal or State grants. Our development plan is informed by the Board's high level of experience in fundraising and building strong financial and "in-kind" relationships with businesses, foundations, individuals, and Federal/State grantors.

Consistent with its explicit goal of demonstrating fiduciary responsibility in managing public and private resources, SBCCS IV has created detailed policies and procedures to administer the school's daily fiscal and accounting functions. While the Board of Trustees will provide fiscal

oversight, the Business will perform all internal functions relating to the accounting, bookkeeping, and general financial and regulatory obligations of the school. As further assurance, the proposed Executive Director has seven years of investment banking experience and ten years' experience running a charter school, and the Business Manager has over fifteen years of accounting, finance, and management experience.

SBCCS IV will hire a certified public accounting firm to analyze, reconcile and possibly adjust account balances, and to verify that our records are maintained in accordance with generally accepted accounting principles (GAAP) on an annual basis. The Business Manager will develop monthly and annual budgets, to be approved by the Board of Trustees. All assumptions shall be set forth in the budgets. The school will be using Intacct as its accounting software.

The Operations Manager will manage student records and the Business Manager will manage financial records. All records are secured in file cabinets and/over password protected server with limited access only to the responsible parties. The Executive Director, Operations Manager, and Business Manager will be responsible for the protection of these records.

As required by the Department of Food Services, and furthermore New York State, SBCCS IV will ensure that a staff member personally tracks scholar meal consumption and properly enters such data into our spreadsheets and then the MIEs, as required. In fact, to streamline this process the Founding Team is working with software developers to create a program for a tablet or iPad so more of this process can be done electronically.

K. Budget and Cash Flow

The proposed SBCCS IV budget was developed by the proposed Executive Director and trustees, and strategically reviewed by the entire Founding Team. Both the proposed Executive Director and the Business Manager have significant financial and budgeting experience through their investment banking careers, and of course through their respective roles at SBCCS I, II, and III.

The budget incorporates the actual experience of South Bronx Classical Charter School during its first five years as a base. However, several changes in assumptions have been made due to inflation or due to changes in the industry.

With regard to the scholars, we assume receiving 70 scholars per year (K and 1 our first year), refilling any attrition in the first grade, a 10% attrition rate, (conservatively) 10% of our scholars being in special education (which equates to six special education scholars in each grade). These figures are based on actual statistics found in other charter schools, as well as in the Bronx.

The budget (numbered) assumes the following revenues: initial per pupil District funding of $14,027, the CSP grant of $750,000 spread over the planning year and the first two years of operation, and the leasing assistance of $2,805.40 per scholar. Importantly, we assume little receipt of funds through development. The federal breakfast and lunch program assumptions are from the USDA website, and based on SBCCS's historical free and reduced lunch figures.

However, we expect not to charge for any meals at the school, as the aggregate amounts paid by the students will total less than $30,000 annually.

As expected, the largest expense in our budget is payroll, comprising between 65% and 80% of our annual budget in every year.

School Director	$110,000
Instructional Coach	$75,000
Operations Manager	$60,000
Teachers	$55,000 plus $5k per year experience
Special Education Coordinator	$80,000
Business Manager (divided by 4 schools)	$30,000
Dean of Students	$75,000
Building Staff (Nurse (1/4), Custodian (1/4)):	$45,000

SBCCS IV will purchase an insurance policy featuring $400,000 property coverage, $1,000,000 general liability (aggregate), $3,000,000 of D&O coverage, and workman's compensation coverage. We have assumed figures provided to us for Austin & Co. For medical insurance, we have conservatively assumed 80% of SBCCS IV employees will purchase "double" insurance and 20% will purchase individual policies. The individual policies are expected to cost about $500 per month to the employee.

Coverage Type	Coverage
General Liability	$1,000,000
Property, Automotive, Marine, Crime, and Business Interruption	400,000
Directors and Officers	3,000,000
Umbrella Liability	5,000,000
Workman's Compensation	2,300,000
Excess Crime	1,000,000
Student Accident	25,000
Catastrophic Accident	1,000,000

We believe scholars who encounter difficulty in classwork should receive specific and small group attention as remediation. Therefore, such scholars will receive additional tutoring. Tutors will be a mix of both our teachers and students from nearby colleges who are accepted as tutors and trained. We expect that approximately 8% of our student body will be receiving tutoring services. This equates to ten scholars in our first year, and 36 scholars at full

enrollment. Our experience demonstrates that effective tutoring can occur only with a maximum of six scholars per tutor. Thus we assume that we will need two tutors during our first year and six at full enrollment. In both of these cases, we will have enough teachers (particularly when including non-classroom teachers), to cover our tutoring program.

In addition, however, we will attempt to create internship programs with local colleges and universities, such as Fordham University, Hostos Community College, Columbia University, and New York University. These tutors receive training in best practices in small groups tutoring and will work with experienced teachers as time permits. This internship is an excellent introduction for Education majors to gain exposure to urban education.

Lastly, as required by law to protect the school from unexpected contingencies, we have assumed a $75,000 Dissolution Fund for expenses.

L. Pre-Opening Plan

The Founding Team of SBCCS IV developed a Pre-Opening Plan based on the plans of SBCCS I, II, and III, and modified it to reflect both the experiences of the first school's opening and more recent requirements based on the current landscape. Please note that the task list below includes the person responsible for direct execution of each task. Subsequent to approval of this Charter Application, daily tactical meetings will be held to discuss, develop, and modify the detailed Plan.

TASK SUMMARY FROM APPROVAL TO INITIAL OPENING		
Task	**Date**	**Responsibility**
Create interim budget	Jul-2016	BM
Hire Teach For America	Nov-2016	SD
Create a comprehensive list and schedule of purchases	Jan-2017	OM
Order NYSESLAT annually for ELL students	Jan-2017	OM
Purchase Powerschool	Jan-2017	OM
Provide OPT with scholar name and addresses	Jan-2017	OM
Hire school professionals	Jan-2017	SD
Set up computer network system	Mar-2017	BM
Install and connect infrastructure (lights, phones computer)	Mar-2017	OM
Purchase Labor Law posters	Mar-2017	BM
Purchase QuickBooks and create chart of accounts	Mar-2017	BM
Open bank account	Mar-2017	BM
Hire pro bono attorney	Apr-2017	SD
Complete all purchasing	Apr-2017	OM
Finalize location	Apr-2017	ED
Board passes all policies, by-laws, handbooks, annual budget	Apr-2017	ED

Contact insurance broker for benefits, D&O, Workers Comp	Apr-2017	BM
Conduct lottery	Apr-2017	OM
Identify Scholars with IEPs	May-2017	SD
Purchase classroom equipment and furniture	May-2017	OM
Hire ADP	May-2017	BM
Hold Board of Trustees Annual Meeting	May-2017	ED
Design forms: check request, expense report, reimbursement	May-2017	BM
Hold inaugural Family Advisory Council meeting	May-2017	OM
Apply for parking permits	May-2017	OM
Schedule vision screenings	May-2017	OM
Enter transit check program	May-2017	BM
Submit BEDS Data	May-2017	BM
Meet with Office of School Food	May-2017	OM
Collect all required scholar forms, including HLQ	Jun-2017	OM
Set up phone systems and answering service	Jun-2017	OM
Ensure staff have CPR, First Aid, and AED training and supplies	Jun-2017	OM
Complete Project SAVE plan and submit to SED	Jun-2017	SD
Purchase or lease one copier	Jun-2017	OM
Ensure building has School Nurse	Jun-2017	SD
Family orientations	Jun-2017	OM
Obtain all student records (including immunization forms)	Jun-2017	OM
Hire Related Service Providers	Jun-2017	SD
File per pupil invoice with NYSED and DOE	Jun-2017	BM
Submit IRS SS-4, W-9 Registration, NYS Exemption Certificate	Jun-2017	BM
Hire an auditor	Jun-2017	ED
Receive all scholar IEPs	Jul-2017	SD
WELCOME SCHOLARS!	Aug-2017	ALL
Submit Consolidated Application for Title Funding	Aug-2017	BM
Hold staff professional development	Aug-2017	ED, DCI
Hire three interns	Aug-2017	SD
Request BEDS number from Office of New Schools	Aug-2017	OM
Enter student information in ATS	Sep-2017	OM
Collect free/reduced lunch forms	Sep-2017	OM
Mail memo to parents with bus stops and schedule	Sep-2017	OM
Complete Transportation Request Form for OPT	Sep-2017	OM
KEY:		

ED = Executive Director	SD = School Director	OM = Operations Manager
DCI = Director of Curriculum and Instruction		BM = Business Manager

M. Dissolution Plan

a. Public Meetings
As dissolution is a highly disruptive event for the parents, scholars, staff and local community, the decision to close would be taken with extreme care. SBCCS IV commits to providing a smooth exit for the benefit of its scholars, parents, staff, and local community. Prior to any decision, and in accordance with the New York Open Meetings Law, the Board of Trustees will post notification of its meetings to the community, and any known issues or concerns will be addressed at those points.

As required by §2851 (2) (t) of the New York Charter Schools Act and Education Law §§ 219 and 220, SBCCS IV has set forth procedures in the event that SBCCS IV dissolves or chooses to close. Within five days of the decision to close, a Trustee will be appointed by the board to manage the dissolution of the school, and will distribute an official public notice explaining the dissolution, and its impact on all parties. By the 10th business day after the date of dissolution, the Trustee will coordinate public Board Meetings to provide all parties, especially parents, with an official statement and a timeline of the planned steps leading to a seamless dissolution, as well as updates on the transition.

b. Transfer Student Records
The Trustee will provide the district with files of all scholars currently enrolled at SBCCS IV. Copies of such files will be given to parents or guardians at the school's expense.

c. Scholar Transfer Logistics
The Trustee will also work with the home District to transfer all current scholars to local schools as per typical regulations. SBCCS IV will work with the district to ensure that all students are transferred to the applicable public or non-public school.

d. Transfer School's Assets
Consistent with the timeline, the Trustee will begin locating possible buyers or renters of SBCCS IV non-financial assets, including fixed assets. All remaining assets will be liquidated and all debt obligations will be fully repaid, as much as possible. After satisfaction of outstanding debts and pursuant to Education §220, all remaining assets shall be transferred to another charter school within the NYC district or directly to the NYC school district. Lastly, the school will create an escrow account with a minimum balance of $75,000 to cover dissolution expenses.