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

A. Mission Statement, Objectives, and Goals

Mission Statement. Through high quality curriculum and instruction, intentional leadership development, and a commitment to excellence in all that we do, Ivy Hill Preparatory Charter School educates kindergarten through fifth grade scholars to thrive in middle and high school, graduate from the college of their choice, and access lives of promise and opportunity.

Objectives. At Ivy Hill Preparatory Charter School (“Ivy Hill Prep”), our primary objective is to equip our students from Brownsville and neighboring communities with a **strong academic foundation**. We are steadfast in our commitment to meet our ambitious academic goals, which are defined later in this section, as well as meet the objectives of the New York State (NYS) Charter School Law § 2850(2). We will implement our Common Core State Standards-aligned curriculum in conjunction with an innovative teaching approach that engages students as critical thinkers in all grade levels. At Ivy Hill Prep, data will drive all decisions inside and outside of the classroom. To meet our ambitious academic goals, Ivy Hill Prep’s extended school day will include 225 minutes of daily literacy instruction (135 minutes on Friday) and 100 minutes of daily math instruction (95 minutes on Friday). Literacy will be taught in small groups and through a blended learning approach. Mathematics instruction will focus on students’ mastery of procedural techniques and on building conceptual understanding of mathematical concepts. We will set **ambitious academic goals for all students**, including students with disabilities, English Language Learners (ELLs), students who are economically disadvantaged (as indicated by their free and reduced lunch status), and students who are homeless or residing in temporary housing. Our data-driven approach will allow us to identify gaps in students’ understanding and intervene quickly with individualized supports and our Response to Intervention (RTI) model. Our inclusive approach will prioritize in-class supports over out-of-class interventions whenever possible. To ensure our teachers are equipped to drive student achievement, we will prioritize their **professional development**. During 19 days of summer professional development (PD), known as Summer Institute, teachers will be trained to implement whole-class components of our instructional and cultural model in addition to effectively supporting students with special needs. This culture of continuous growth and development will continue throughout the year as teachers will benefit from weekly formal observations and live coaching. Each week, teachers will engage in 2.5 hours of PD based on immediately actionable objectives. We will hold 10 Data Days: four all-day sessions without scholars and six on our abbreviated Friday afternoon PD sessions, during which we will analyze internal and external assessment data and define related action plans. Full Data Days will typically fall on a date after a literacy or math assessment. Using a **performance-based accountability system**, teachers and staff will use assessments to evaluate content progress and mastery. Planning with the end in mind, we will backwards plan to ensure our scholars master rigorous content and are prepared to demonstrate dramatic and continuous growth in reading proficiency, to include fluency and comprehension, to evidence high achievement and high growth on nationally normed assessments in reading and math, and to evidence proficiency and mastery on New York State content exams, as well as succeed on exams

for selective middle school entry.¹ **Parents are our partners.** Staff will regularly communicate scholars' academic progress and results to parents. Teachers will communicate with parents daily through behavior logs, monthly through phone check-ins, and three times per year at Family Teacher Conferences. During these formal check-ins, teachers will review students' academic and behavioral progress with parents and train parents to use techniques and resources aligned with those used in their child's classroom. At the beginning of each academic year, parents will be given teachers' cell phone numbers and e-mail addresses; teachers will respond to parent inquiries within 24 hours; parents will complete a communication survey at the beginning of the year to indicate their preferred form of communication. Daily, school leaders will be present at arrival and dismissal, and will use dismissal as opportunity to talk with families, as needed. We are committed to ensuring our parents feel supported and have confidence in our team's commitment to our scholars. Our **character development is measured along with our academic goals.** Our ultimate goal is to empower students to use their voices to influence positive change. Through our **IVY LEAGUE Values (Leadership, Excellence, Academic Growth, what makes you Unique, and your confidenceE)** and our Martial Arts co-curricular class, scholars in kindergarten and beyond will learn to control their bodies, effectively use their voices, and lead others.

Goals

Ivy Hill Prep will execute a student recruitment plan intended to ensure the school's student population mirrors the demographics of Brownsville and surrounding communities. Brownsville's racial makeup is 76% African American, 20% Latino, and 1% White. We anticipate our student population will mirror that of CSD 23: 22% of students will have disabilities, 4.5% will be English Language Learners (ELLs), and 87% will qualify for free or reduced lunch. For the past four years, on average and based on state assessment results, 14.5% of CSD 23 students in grades 3 through 8 were proficient in ELA and 13.9% were proficient in math. Brownsville ranks at the bottom among New York City communities for educational attainment, which is determined by assessing results from education enrollment, state test results, and high school graduation rates. Ivy Hill Prep has defined specific goals, which align with the NYSED Charter School Performance Framework², to measure our impact through educational success, organizational soundness, and faithfulness to the Charter and the law. The Board of Trustees will evaluate the school's performance against these goals monthly and annually. The Leadership Team will regularly analyze the data aligned to these goals, using these analyses to inform PD, instructional and curricular decisions, and staff evaluations. The Head of School (Years 1 and 2), and Head of School and Dean of Curriculum and Instruction (Year 3 and subsequent years), will share relevant data against these goals with teachers during coaching and grade level team meetings with the intention that teachers use the data to revise curriculum, make adjustments to instructional strategies, plan and deliver interventions, and update families on student performance.

Benchmark 1 – Student Performance: The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation.

Metric 1. The school will receive a minimum ESEA accountability designation of “good standing.”

¹ The following are three high performing middle schools in Brooklyn that require proficiency on content specific assessments: Mark Twain I.S. 239 (<https://ny18000436.schoolwires.net/>), Bay Academy I.S 98 (https://www.edline.net/pages/IS_98-Bay_Academy), JHS 383 Phillipa Schuyler (<http://schools.nyc.gov/schoolportals/32/K383/default.htm>).

² http://www.p12.nysed.gov/psc/documents/9-4-2015CSPerformFrame082015_MM_SM-changesaccepted.pdf.

Metric 2. As measured by the Strategic Testing of Educational Progress (STEP) assessment: **(2.1)** At least 70% of kindergarten students will reach STEP 4 by the end of the school year, reflecting readiness for first grade literacy. **(2.2)** At least 80% of first graders who have been enrolled for two years will reach STEP 7 by the end of the school year, reflecting readiness for second grade literacy. **(2.3)** At least 90% of second graders who have been enrolled for three years will reach STEP 9 by the end of the school year, reflecting readiness for third grade literacy. **(2.4)** Each year at least 90% of all students will grow a minimum of 3 STEP levels.

Metric 3. As measured by the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessment: **(3.1)** All students, on average, will grow at least five percentile points in Reading Comprehension and Math, until the average percentile score reaches 85. **(3.2)** All students will achieve at least one year of growth in Math each year.

Metric 4. As measured by the NYS Common Core ELA and Mathematics exam: **(4.1)** Students will perform at least one standard deviation above the mean based on comparison of performance of all schools in NYS with same grade configuration and similar population of students identified as economically disadvantaged, students with disabilities, and ELLs. **(4.2)** At least 75% of total tested students in the school will maintain a proficient testing level or trend toward proficiency from one year's test administration to the next. **(4.3)** At least 75% of subgroups of students will maintain a proficient testing level or trend toward proficiency from one year's test administration to the next. Subgroups are identified as students who are economically disadvantaged, students with disabilities, and ELLs. **(4.4)** Among all students tested, the % of students who score proficient on 3-8 state assessments for all students at the school level will meet or exceed district average. **(4.5)** Among all subgroups tested, the % who score proficient on 3-8 state assessments by subgroup at the school level compared to the subgroup will meet or exceed district average. **(4.6)** Among each grade level of students tested, the % who score proficient on 3-8 state assessments for all students by grade level will meet or exceed the district average.

Benchmark 2 – Teaching and Learning: School leaders have systems in place to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and measurable educational success. We use rigorous, coherent curriculum and assessments aligned to the Common Core Learning Standards (CCLS). Teachers engage in strategic practices and decision-making to address the gap between what students know and need to learn so that all students experience consistently high levels of engagement, thinking, and achievement.

Metric 1. The school will execute with fidelity the systems defined in its charter application for curriculum and assessment development, PD, and support of diverse learners.

Metric 2. The school will evaluate annually its program against goals defined in the charter.

Benchmark 3 – Culture, Climate, and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.

Metric 1. As measured by an annual family survey: **(1.1)** At least 80% of families will respond to the survey; **(1.2)** At least 80% of responding families will indicate they are satisfied with the overall Ivy Hill Prep program; **(1.3)** At least 80% of responding families will indicate they are satisfied with Ivy Hill Prep's frequency and quality of communication.

Benchmark 4 – Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

Metric 1. The school will operate annually with a balanced budget.

Metric 2. The school will follow generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

Benchmark 5 – Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.

Metric 1. The school will operate annually with a balanced budget.

Metric 2. The school will follow generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

Benchmark 6 – Board Oversight and Governance: The Board of Trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, Board effectiveness, and faithfulness to the terms of its charter.

Metric 1. The Board will complete an annual evaluation of the school leader.

Metric 2. The Board will implement with fidelity the systems defined in the charter application to evaluate and improve, as necessary, Board policies and procedures.

Metric 3. The Board will review monthly applicable data against charter goals.

Benchmark 7 – Organizational Capacity: The school has established a well-functioning organizational structure and clearly delineated roles for staff, management, and Board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

Metric 1. School leadership will effectively recruit, hire, manage, train, and retain staff.

Metric 2. The school leader will lead the staff through an annual evaluation of the school program against charter goals.

Metric 3. As measured by staff survey, 80% of staff indicate PD is effective.

Benchmark 8 – Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements outlined in its charter.

Benchmark 9 – Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English Language Learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.

Metric 1. The school meet or exceeds projected enrollment October 1 of each year.

Metric 2. The school enrolls a student population comparable to that of the community.

Metric 3. 85% of grade-eligible students re-enroll the following year.

Metric 4. The average daily rate of attendance is 95% or higher.

Benchmark 10 – Legal Compliance: The school has complied with applicable laws, regulations, and the provisions of its charter.

B. Key Design Elements

Ivy Hill Prep is a proposed tuition-free, K-5 public charter school, seeking to educate the students of Brownsville and neighboring communities. Our team prioritizes academic achievement and character and leadership development to ensure each scholar is prepared to matriculate to and succeed in the middle schools and high schools of their choice. At the core of our work is the central tenet: demography is not destiny. We believe that successful students are not born: they are taught, challenged, supported, and encouraged. Our educational and cultural model is driven by a deep understanding of successful urban charter schools that serve a similar population of low-income, minority students and have a demonstrated track record of success. This track record of success includes students with special needs and ELLs. We believe that a high-quality education for all children is a civil right, and that no child regardless of race, socio-economic status, or first language should be denied access to a great education. The key design elements of our school were cultivated from our Lead Founder's work at Uncommon Schools, her Fellowship with Building Excellent Schools, and through that, her study of the highest performing charter schools in the country. She completed a month-long leadership residency at Great Lakes Academy (GLA), a charter school located on the southside of Chicago in its fifth year of operation. GLA has been awarded the highest possible rating by CPS (1+ school) and has had scholar growth consistently in the 80th-99th percentile on the NWEA each year. As Ms. Johnson studied their DNA, and as she examined her own work and that of other high poverty, high achievement charter schools, she learned that the following six elements were executed to fidelity and are the pivotal reasons that the schools, teachers, and scholars have excelled. These elements will live in Ivy Hill Prep as we, too, educate our scholars to reach ambitious goals:³

The road to college begins in kindergarten. All children, regardless of demographics, will rise to the expectation set for them.⁴ Currently, one in ten students from low-income communities will graduate from college. We believe all children, regardless of race or zip code, should be prepared to succeed academically in the college or university of their choice, and the foundation for that choice starts in early elementary school. Our scholars should have the opportunity to attend a high-quality school *in* their neighborhood that prepares them for college; it is their civil right. We will introduce college to our students from the first day of kindergarten. College pennants will decorate walls, classrooms will be named after a college or university, classrooms will adopt the mascots of their namesake colleges and universities, school chants and expressions will reflect college matriculation and graduation expectations, students, with their families invited to join, will attend trips to colleges and universities, and Ivy Hill Prep leaders and teachers will speak often of their higher education experiences. When scholars enter our building, we will welcome them into an environment that has been proven successful in other high-performing schools: one

³ Please note that we have further refined these elements since submission of our LOI, and reflect our growing community engagement as well as our own growth regarding the foundational elements of Ivy Hill Prep.

⁴ <https://www.edutopia.org/vital-signs>.

that is predictable, structured, encouraging, rigorous, and joyful.⁵ Within this environment, students will be equipped with the academic tools and character foundation necessary to thrive in high school and succeed in college. We believe in the impact of high expectations and that every minute matters. To ensure that we are maximizing time, we implement an extended school day that includes double blocks of math and literacy. Scholars learn to build mathematical skills and conceptualize the tasks at hand. Our K-5 scholars will be able to read at or above grade level, with the ability to analyze, think critically, and discuss challenging texts. At Ivy Hill Prep, the environment will be predictable, the work will be challenging, and the supports in place will provide our scholars with an experience that develops them academically and professionally.

Reading is fundamental. Literacy is power. Kofi Annan said, “Literacy is a bridge from misery to hope.” Children from low-income homes enroll in school at a significant disadvantage, due to their exposure to approximately 30 million fewer words than experienced by their more affluent peers.⁶ The “word gap” plays a large role in the achievement gap, in school and in life.⁷ We will close this “word gap” starting in kindergarten. Robust literacy instruction will be the tool that will allow scholars to compete with their wealthier peers, and gain access to lives of promise and opportunity. Scholars will have 225 minutes of literacy instruction Mon-Thu and 135 minutes on Fridays as they master decoding, fluency, accuracy, and comprehension. Literacy instruction is coupled with teaching the majority of that in small groups. Scholars are grouped by literacy levels to ensure all scholars, including those with special needs and ELLs, receive the targeted skills necessary for their independent development. With a prioritized focus on literacy, we ensure that by the end of second grade, scholars are reading at grade level, able to engage in content across subject areas and communicate and defend their thoughts effectively and confidently.

Student success requires a data-driven approach and a relentless commitment to results. With uncompromising attention to data-driven instruction, we will use a proven system to collect and analyze different types of data throughout the academic year. We will use data to evaluate the effectiveness of every aspect of our program and evaluate our performance against the goals defined in **Section I.A.** We will use daily exit tickets, internally created interim assessments, STEP assessments, standardized exams, and nationally norm-referenced assessments to evaluate scholars’ progress toward ambitious goals. We will administer STEP every six weeks. Interim assessments, aligned to the NYS Common Core Learning Standards, will be administered six times per year. Students will take the nationally-normed NWEA MAP assessment at the beginning, middle, and end of each year. Once we enroll students in third grade, we will administer state assessments according to the New York state assessment schedule. We will use collected data to evaluate student achievement, identify appropriate interventions for struggling students, and inform our whole-class curriculum and instruction. Teachers and staff will consistently collect and analyze meaningful data points on student academic progress and achievement, which will allow for effective instructional oversight and impactful individualized supports every day.

Exceptional teaching produces exceptional results. Teacher quality is the single most important factor in student achievement.⁸ We hire individuals who are mission-aligned, eager to learn, and devoted to the academic achievement of our scholars. Leaders will deliver purposeful, frequent

⁵ Lead Founder Ambrosia Johnson is a previous employee of Uncommon’s North Star Academy and Excellence Girls Elementary Academy where structure, rigor, and joy are present. Our model of combining structure, rigor, and joy is modeled after those experiences, coupled with the close study of Purpose Prep in Nashville, TN.

⁶ <https://www.aft.org/sites/default/files/periodicals/TheEarlyCatastrophe.pdf>.

⁷ <http://www.npr.org/2013/12/29/257922222/closing-the-word-gap-between-rich-and-poor>.

⁸ Haycock, Kati. *Good Teaching Matters – How Well Qualified Teachers Can Close the Gap*. Education Trust. 1998.

PD responsive to student and teacher needs. We will execute a continuous teacher observation and feedback loop to foster constant improvement. In Years 1 and 2, the Head of School will be responsible for coordinating, designing and/or delivering all PD, and in subsequent years, the Dean of Curriculum and Instruction will share these PD responsibilities. As described in **Section III.D**, all teachers will be formally observed by their coach once per week. Coaches will record “glows and grows” observed during each teacher’s lesson and will diagnose the highest lever(s) for feedback that align with each teacher’s current PD goal. Within the same week of being observed, teachers will receive written feedback, have an in-person meeting with their coach to discuss and implement the feedback, and practice in front of their coach an upcoming lesson that incorporates the feedback. In addition to formal observations, it will be customary for the Head of School to give informal feedback daily during walk-ins. Teachers may receive live feedback or in-the-moment silent coaching with the expectation that they can immediately implement the feedback. Through verbal, non-verbal, video, and real-time coaching, teachers consistently work towards achieving individual goals that have a direct impact on student achievement.⁹

Intentional character development creates student leaders. Dr. Martin Luther King Jr. once said, “*Intelligence plus character – that is the goal of true education. The complete education gives one not only power of concentration, but worthy objectives upon which to concentrate.*”¹⁰ It is our responsibility to uplift our scholars, reiterate their worth and capabilities, and build leaders that will be agents of change as they grow and mature. We will support this personal development through intentional character lessons on **Leadership, Excellence, Achievement, Growth, Uniqueness, and confidence**.¹¹ Scholars will enter any space with the unwavering belief that they belong. K-5 scholars will develop their leadership presence as well as their leadership voice to prepare them to be the voices that drive change in their communities. Scholars’ success in middle school, high school, college, and beyond is dependent on them having a strong academic foundation coupled with character and leadership skills. According to studies that correlate grit and academic success, results affirm that “grit positively predicts achievement in challenging domains over and beyond mere talent. That grit – the tendency to pursue long-term challenging goals with perseverance and passion – [is] correlated with Black male collegians’ grades, holding all other factors constant, underscores the significance of this trait to achievement.”¹² With our character foci centered around our **IVY LEAGUE** values, coupled with our Martial Arts curriculum as a schoolwide Character course, we are confident in the development of scholars who are academically equipped to succeed and equipped with the leadership and character tools necessary to face adversity. As a school, we will focus on a different value each month. The creed value, its definition, and a historical figure who exemplifies this value will be introduced at the beginning of each month. In their individual classrooms, teachers will follow internally-created lesson plans, created by the Head of School, which will teach scholars more about the creed value in addition to various ways they can model the value in and out of school. Each week, teachers will highlight and celebrate one scholar from each class that demonstrated that month’s core

⁹ Stahl, Garth, et al. “Addressing the Needs of Pre-Service Teachers Through the ‘Real-Time Coaching for Pre-Service Teachers Model’.” *Real-Time Coaching and Pre-Service Teacher Education*, Nov. 2017, pp. 31–50., doi:10.1007/978-981-10-6397-8_3.

¹⁰ Leming, James S. “Whither Goes Character Education? Objectives, Pedagogy, and Research in Education Programs.” *Journal of Education*, vol. 179, no. 2, 1997, pp. 11–34., doi:10.1177/002205749717900203.

¹¹ Lickona, Thomas. “The Teachers Role in Character Education.” *Journal of Education*, vol. 179, no. 2, 1997, pp. 63–80., doi:10.1177/002205749717900206.

¹² Strayhorn, Terrell L. “What Role Does Grit Play in the Academic Success of Black Male Collegians at Predominantly White Institutions?” *Journal of African American Studies*, vol. 18, no. 1, 2013, pp. 1–10., doi:10.1007/s12111-012-9243-0.

value. When the scholar is acknowledged, teachers will give concrete examples of how the scholar exemplified the value, with the goal of other scholars mirroring those actions.

It takes a village to raise a child. Research indicates that parental involvement is associated with higher student achievement outcomes. These findings emerge consistently whether the outcome measures are grades, standardized test scores, or even teacher ratings.¹³ As educators, it is our primary goal to ensure that each scholar is equipped with the tools necessary to be successful in middle and high school, and eventually in a competitive college or university. Parent support in and out of school can foster a community that contributes to that goal, which is the academic success of our students. Before the academic year commences, staff will conduct home, engaging parents in conversations about the hopes and dreams they have for their children and share how Ivy Hill Prep will support their children in reaching their goals.¹⁴ We will regularly inform families of their child's behavioral and academic growth. Daily, teachers will communicate with parents using a behavior log that will be on the first page of all scholars' Life's Work (Homework) binder. This behavior log will highlight their behavior for the day along with information about their completion and success rate of Life's Work. Parents will sign this log each night. There will be an additional space for teacher and parent comments as an efficient way for parents and teachers to communicate. Parents will receive a minimum of one phone call each month to be updated on their child's academic and behavioral progress in all classes. All parents are given teachers' phone numbers and email addresses to encourage open and frequent dialogue. We will host multiple Math and Literacy Nights, during which teachers will provide all parents with resources and strategic academic tools to use at home. Parents will be invited to our school on a weekly basis to witness students receiving awards for attendance, academic and character achievement, and academic and leadership growth.

C. Community and Students to be Served

In August 2019, Ivy Hill Prep intends to make the neighborhood of Brownsville, District 23, its home. Brownsville is home to 86,000 individuals, many of whom are parents with whom we have cultivated relationships and who have ambitious goals for their children's futures. However, currently in District 23, 14% of children can read on grade level, and 13% can do math on grade level. After much consideration, we are proposing to make District 23 the home of Ivy Hill Prep because we believe that our school model can provide the foundation necessary for parents and guardians to achieve the goals they have set for their children. Brownsville is part of CSD 23, primarily living within the 11212 and 11233 zip codes. The racial makeup of Brownsville is 76% African America and 20% Latino. Brownsville has been identified as Brooklyn's poorest neighborhood for children, and the seventh poorest neighborhood in all of New York City (NYC). Nearly 40% of Brownsville's residents live below the federal poverty level, and the unemployment rate is 16%, 5% higher than that of NYC and Brooklyn.¹⁵ Brownsville is 1.16 square miles and has the highest concentration of public housing developments (18) in the U. S. Less than half of working-age adults are employed, and 54% of children are growing up in poor households.

¹³ <http://www.hfrp.org/publications-resources/browse-our-publications/parental-involvement-and-student-achievement-a-meta-analysis>.

¹⁴ Farmer, Blake. "Knock Knock, Teacher's Here: The Power Of Home Visits." *NPR*, NPR, 26 Aug. 2015, www.npr.org/sections/ed/2015/08/26/434358793/knock-knock-teachers-here-the-power-of-home-visits.

¹⁵ King L, et al. *Community Health Profiles 2015*. Brooklyn Community District 16: Brownsville; 2015; 40(59):1-16.

Educational Options in CSD 23 and CSD 19. District 23 is the second lowest performing district citywide; it is contiguous to District 19, our secondary target community, and the fifth lowest performing out of all school districts. According to New York State test results, both rank in the bottom five for district school performance. For the past four years, on average, 14.5% of CSD 23 students in grades 3-8 were proficient in ELA and 13.9% in math. During the 2016-2017 academic school year, 19% of CSD 23 students were proficient in ELA and 15% in math. In CSD 19, 23% of students were proficient in ELA and 19% in math. In both districts, charter school performance exceeds that of the district in ELA and math: in 2016-17 in CSD 23, 44% of charter school students were proficient in ELA while 19% of district students were; 52% of charter school students were proficient in math while 15% of district students were. During the same year, in CSD 19, 39% of charter school students were proficient in ELA while 22% of district students were proficient; 48% of charter school students were proficient in math while 18% of district students were proficient. There are 18 elementary schools in CSD 23; six are charter schools. In 2016-17, there were 2,030 applications submitted in CSD 23 for charter schools, with 860 available seats. We are proposing to open Ivy Hill Prep in Brownsville's CSD 23 because of the history of economic depression, low achievement results, lack of access to high-quality school options in the community, and evidence of need. We recognize the need for another high-quality school for the students in the contiguous communities of District 19 as well. The districts are 5 to 8 minutes apart, and we plan to recruit students from CSD 23 and 19. Using either DOE public school buses or private bus company, we will offer transportation to families. Ivy Hill Prep mirrors the design of high-performing schools that educate students in neighborhoods that match the demographics and conditions of CSD 23 and 19; we are confident that our school model will benefit the students of these communities.

Target Student Population. Brownsville educates approximately 9,500 students; 76% identify as African American/Black; 20% Hispanic/Latino; 22% of scholars have a learning disability; 4.5% are ELL; 54% of students are with nearly 40% of students living below the federal poverty line. At Ivy We will serving all scholars, including those represented within the above subgroups.

Homeless Population. In 2015-16, there were 100,000 homeless students in NYC public schools.¹⁶ In addition to struggling to maintain a place to sleep, homeless students struggle with attending school, succeeding academically, and accessing supports necessary to meet their educational, behavior, and emotional needs.¹⁷ According to The Institute for Children, Poverty & Homelessness, homelessness has an impact on students' academics due to high rates of mid-year transfers, chronic absenteeism, low rates of grade-level proficiency, and higher rates of being held back compared to their low-income peers who have a stable home. As seen in **Table 2: Public Outreach Information**, we have done significant community outreach in the homeless shelters in our proposed district, including but not limited to, Women In Need (WIN) and Flagstone Family Center. We have introduced our school model, focusing specifically on the individualized supports we will provide to each child. We look forward to continuing to build relationships with local shelters and related organizations to be a support to the children and families they serve.

Attendance. Currently, Brownsville has the highest elementary school student absenteeism in the city: 40% of children in Brownsville miss 20 or more days of school each year. To encourage students to be in school, we will offer transportation to our families and incentivize attendance, implementing practices modeled at high performing schools in similar neighborhoods. We will

¹⁶ <http://www.icphusa.org/>.

¹⁷ http://www.icphusa.org/new_york_city/map-atlas-student-homelessness-new-york-city-2017/.

commit to the following practices to prioritize attendance¹⁸: (1) weekly academic letters that summarize attendance, (2) daily phone calls to parents if scholars are late or absent, (3) postings of daily attendance rate and class with the highest average daily attendance in a place visible to parents and students, (4) home visits if a scholar is repeatedly absent, and (5) Attendance meetings for parents who are struggling to ensure their scholar is in school daily.

Chronic Academic Underperformance. Our primary reason for selecting CSD 23 in Brownsville is due to the history of chronic academic underperformance within the district. Our Lead Founder is a Brooklyn native, and grew up approximately 6-7 minutes from our target location. Growing up in similar conditions, she was forced by her parents to go to school an hour away to receive an adequate education. For decades, this neighborhood has suffered from a lack of quality education options. As noted, for the past four years, on average, 14.5% of CSD students in grades 3-8 were proficient in ELA and 13.9% in math. The academic underperformance continues to perpetuate as the graduation rate in Brownsville is 43%, compared to 70% in Brooklyn and 79% in New York. Research shows a direct correlation between educational attainment and poverty.¹⁹ Brownsville is ranked at the bottom for educational attainment, determined by the passing rates of elementary and middle school state exams, as well as high school graduation rates. In Brownsville, 14% of individuals have a Bachelor's degree or higher, and median household income is \$27,000, whereas NYC has a median household income of \$111,470. Research proves that, on average, the higher one's education level, the higher one's income.²⁰ The chronic academic underperformance of this community has a lasting effect on the lives of children as the children who reside here become adults. Our educational model will enhance the educational options for the families that reside in Brownsville. We provide: (1) an intentional and strategic focus on literacy to mitigate the effects of the 30 million word gap, (2) a data-driven approach to academics that will address the individual needs of each and every student, (3) an intentional focus on character and leadership development to offer children the additional leadership skills that will be required to persevere in the face of adversity, and (4) a structured but joyous environment that prioritizes academic progress and ensures children feel supported, loved, and encouraged. **Section II** details how each element will impact the students of our targeted community just as these strategies have been successfully implemented in areas that mirror the demographics of our proposed target location. We are confident in our abilities to achieve academic success in District 23 because we are confident in our school design and model, and we are confident in our proposed school leadership. When researching the performance of schools in District 23, Leadership Prep Ocean Hill emerged as an example of academic excellence in a district with chronic underperformance. Though only approximately 14% of scholars can read and do math on grade level in District 23, approximately 85% and 90% of Leadership Prep Ocean Hill scholars are on grade level in literacy and math, respectively. Data-driven instruction, small group literacy rotations, and an intentional focus on professional development are characteristics of Leadership Prep Ocean Hill, and Ivy Hill Prep will implement similar strategies to drive student achievement. In accordance with the NYS Charter School Law §2850, as amended (the "Act"), Ivy Hill Prep will be relentless in our pursuit of "increasing learning opportunities for all students,

¹⁸These are best practices that are seen at BES school Great Lakes Academy in Chicago, IL. Serving a high-risk community, Great Lakes maintains a very high attendance rate, currently at 95.5%. www.glachicago.org.

¹⁹ Ladd, H. F. (2012), *Education and Poverty: Confronting the Evidence*. J. Pol. Anal. Manage., 31: 203–227. doi:10.1002/pam.21615

²⁰ Burnsed, Brian. "How Higher Education Affects Lifetime Salary." *U.S. News & World Report*, U.S. News & World Report, www.usnews.com/education/best-colleges/articles/2011/08/05/how-higher-education-affects-lifetime-salary.

with special emphasis on expanded learning experiences for students who are at-risk of academic failure,” particularly students designated as having special needs or as economically disadvantaged. We are committed to providing an educational option that has been proven successful to ensure the socio-economic mobility of children of circumstances similar to those of who will attend our school. Lead Founder Ambrosia Johnson was awarded Teacher of the Year in 2017 from Community Board 3 for the consistent academic success of her students in Brooklyn. In literacy instruction, 95-100% of her scholars consistently met literacy benchmark goals at the close of each academic year in Newark, NJ and Brooklyn, NY. Her instruction resulted in unprecedented test scores as her students consistently ranked #1 out of 13 Uncommon wide elementary schools on Math Interim Assessments.²¹

Charter School Demand.²² We have also chosen CSD 23 as our target population because of the demand for charter school seats. In 2017-18, NYC charter schools received 287,960 applications for kindergarten through grade 12. Adjusting those numbers for students who apply to more than one charter school, this indicates an estimated 73,000 applicants for approximately 25,200 available seats. In NYC, there is a city-wide charter school waitlist of an estimated 47,800. The number of applicants continues to outnumber available seats in Brooklyn particularly, with 20,820 charter school applications for 10,310 available seats in Brooklyn. In East New York (ENY), there were 1,690 applicants for 1,260 seats, resulting in a waitlist of over 430 children. An even stronger demand is evidenced in Brownsville. During the last academic school year, in proposed District 23, there were 2,030 applications for 860 seats, with a waitlist of over 1,100 children. Combined, there are over 1,500 children and families awaiting a seat for a high-quality charter school. As we have canvassed the community, we have seen evidence to support this data as we have had one-on-one conversations with hundreds of families in Brownsville and ENY. We have spoken one-on-one with over 150 families and have garnered over 300 signatures in Brownsville and ENY, which reflects parent demand and support for a school like Ivy Hill Prep.

Community Support. We began our community outreach in August 2017. Since then, we have met with 60+ community organizations and received their input on our school design. As we have built relationships with community members, leaders, and families, we have solicited feedback from 150+ parents of students who reside in our target communities, have a following of 250+ supporters on social media, secured 300+ signatures, and have distributed 500+ flyers. To date, we have presented Ivy Hill Prep at a myriad of events and locations (**Attachment 2a; Table 2**), including speaking at the 73rd Clergy Council meeting, both Community Boards 16 and 5 Youth and Education Committees, building relationships with Community Education Council 19, hosting four Community Information Sessions, and tabling at seven different prominent locations in Districts 23 and 19. After meeting with 150+ parents one-on-one, 95% who reside in the Brownsville/ENY communities, and 75% of whom have children who are school-aged, we learned that parents have prioritized the following components that they want to see in their child’s school: (1) safety, (2) parent and teacher communication, (3) after-school enrichment opportunities, and (4) specialized, targeted, and individualized supports for all students, including advanced and struggling students. A more detailed and comprehensive summary of parent conversations can be found in **Attachment 2a. Community Member Input & Implementation Chart**. As outlined in **Table 2: Public Outreach Information**, to date we have met with and built

²¹ Lead Founder, Ambrosia Johnson’s resume can be found in **Attachment 8b**.

²² <http://www.nyccharterschools.org/sites/default/files/resources/NYCCSC-LotteryReport-2017-18.pdf>.

relationships with 60+ community organizations in Brownsville and East New York. Many of these are among the most prominent and influential in our communities. We look forward to continuing our work with them as we serve the Brownsville/ENY communities together. Through our community engagement, we have encountered few constituents who are apprehensive about the presence of a new charter school in the community; 90% of those opposed were opposed due to the possibility of co-location, and 75% were opposed due to pre-conceived notions about our discipline system. After collecting this data, we have ensured that both our facility plans as well as our restorative justice approach are at the forefront of our talking points when communicating with our community. We have learned that what the families, community organizations, and community leaders are looking for most in a new school is consistency. Several prominent local leaders and their organizations—including Assemblywoman Latrice Walker, Pastor Steven Carter of Mt. Aarat Baptist Church (the largest church in Brownsville), President Dan Craig of the 73rd Precinct Clergy Council, and multiple members of the Clergy—have offered their support of Ivy Hill Prep, provided that we continue to prioritize relationships with the families and constituents of Brownsville. All stakeholders have played a vital role in our community outreach and school design. We are thankful for these partnerships and are looking forward to partnering with even more families, leaders, and organizations as our work continues.

D. Applicant Group History and Capacity

Ivy Hill Prep's Founding Team is comprised of a diverse group of civic-minded leaders with the professional and leadership experience that will be essential to the strong governance and leadership of Ivy Hill Prep. All members are respected and accomplished members of their communities and all are deeply committed to providing a K-5 college preparatory charter school for the children of Brownsville and East New York. Founding Team member bring a wide variety of skills and talents, including finance, human resources, business, community development, education, and law. Beginning in August 2017, Lead Founder Ambrosia Johnson leveraged a myriad of professional networks to assemble the Founding Team. Ms. Johnson shared her vision for the school, and with the assistance of Building Excellent Schools (BES), assembled a team of individuals who were already like-minded in the belief that all children deserve a high-quality education despite their race, zip-code, or socio-economic status. While diligently looking for the right team, Ms. Johnson traveled around the country with BES to study the DNA of high-performing charter schools around the country. The strong systems, strategic choices, and high bars of excellence of BES schools like South Bronx Classical in New York, NY and Purpose Prep in Nashville, TN influenced the overall mission of Ivy Hill Prep. This vision was clearly articulated to the Founding Team members to ensure mission alignment across our team. Over 150 professionals were interviewed for the seven seats on the Founding Team. Judge Marsha Michael was our Lead Founder's supervisor at the Supreme Court in 2010 and has mentored Ms. Johnson in recent years, and thus was known to her prior to the Board recruitment process. All other members were found through a diligent search of New York City leaders. The assembled team includes four people of color, two with experience working and/or leading in Brooklyn, three with start-up experience, and six with experience working with low-income communities. The Founding Team has met monthly since the fall of 2017, and in February 2018 participated in a full-day retreat and received extensive training on board governance, including training related to all board policies such as the By-Laws and Code of Ethics. In addition to attending in monthly

meetings and communicating as a team weekly, all Founding Board members have had a presence in the Brownsville and East New York communities as we have tabled, canvassed, and volunteered at multiple events in the community. The primary author of the application is **Lead Founder Ambrosia Johnson**, who is a BES Fellow. A native of Brooklyn, NY, Ms. Johnson earned a BA in Sociology and Education at Bryn Mawr College and MAT from the Relay Graduate School of Education. Ms. Johnson served at Uncommon Schools as a lead kindergarten and first grade teacher at North Star Academy. Most recently, she served as a kindergarten teacher and phonics instructional coach at Excellence Girls Charter School, a K-8 school in Bedford-Stuyvesant. Ms. Johnson was recently honored for her work at Excellence Girls, earning the distinction of Teacher of the Year from the Community Board 3 Subcommittee of Education and Youth. She was particularly recognized for student achievement in literacy instruction, as 95-100% of her scholars consistently met literacy benchmark goals at the close of each academic year. Her instruction resulted in unprecedented test scores as her students consistently ranked #1 out of 13 Uncommon-wide elementary schools on Math Interim Assessments.²³ She also served as an Adjunct Professor at the Relay Graduate School of Education, where she taught and coached first-year teachers specifically around math and literacy content, using data to drive instruction, and transferrable instructional best practices that lead to student academic achievement. Founding Team members and BES staff provided significant feedback, advice, and consultation during the application development process. During weekly phone calls, Founding Board members gave feedback on all aspects of the application, specifically in their individual areas of expertise. Our team consulted with back-office provider EdTec for the creation of our budget. Founding Board members are listed below, and all required information is provided in **Table 1**.

Founding Board Member Derrick Lewis, Proposed Vice Chair, is an entrepreneur who received his BS in Management Information Systems from Boston College. Currently, Mr. Lewis is Senior Manager in the IT and Cybersecurity practice in Ernst & Young's Financial Services Office based in New York. He brings over 15 years of business strategy and analytics development, execution and management experience serving banking, insurance, wealth/asset management, and capital market clients in Cyber and Technology Risk Management, Vendor Risk Management, IT Service Delivery Management, Business Continuity Management, and Privacy). In addition to his financial background, Mr. Lewis brings to our Founding Team an extensive background in Board governance. As Founder of The Bronx Foundation, an organization that empowers residents to achieve their full potential while focusing on prosperity, health and food security, community, and culture, Mr. Lewis will bring his start-up experience to our Founding Team.

Founding Board Member Talia Kovacs received her BA from Columbia University and MED in Curriculum and Instruction from George Mason University. Currently, she serves as the Chief Operating Officer of LitLife, an organization dedicated to innovative approaches in professional development for literacy education. She brings to the Board an unwavering belief that all children can academically achieve, her skills and expertise that she has cultivated as a founding teacher of a high performing charter school, Adjunct Professor at Relay Graduate School of Education, and COO of LitLife. She looks forward to bringing her data-driven approach to the Board as she works with the Board to set academic goals and provide oversight, ensuring all scholars reach the ambitious academic goals set for them.

²³ Lead Founder, Ambrosia Johnson's resume can be found in **Attachment 8b**.

Founding Board Member Judge Marsha Michael received her BA from State University of New York at Binghamton and her JD from Albany Law School of Union University and brings over a decade of legal experience. Ms. Michael serves New York City as a Civil Court Judge. With her expertise, Ms. Michael also brings a previous mentorship relationship with Lead Founder, Ms. Johnson. Serving as her employer at the Supreme Court during Ms. Johnson's undergraduate career, Ms. Michael provided wise counsel as Ms. Johnson navigated the professional world. Ms. Michael will bring her habitual experience of providing real and honest feedback to our Lead Founder, along with her organizational skills, understanding of the law, and compliance background to the Board of Ivy Hill Prep. Her commitment to equality as well as her legal background will assist the Board in legal and statutory compliance.

Founding Board Member Rebecca May, Proposed Board Chair, received her BS in Public Policy, Management and Planning, and a concentration in Real Estate Development and Urban Planning from the University of Southern California. As a real estate professional, Ms. May has worked in many capacities surrounding the acquisition, management, and sale of real estate properties. Currently, her role at Civic Builders gives her a unique understanding of the needs of charter schools seeking affordable space in New York City. Ms. May is eager to bring her volunteer experience, commitment to equality, and real estate expertise to the Board of Trustees.

Founding Board Member Adam Schulman graduated from Cornell University, earning a BS in Applied Economics and Management, with a Concentration in Business. He began his career as a strategy and mergers and acquisition consultant advising for-profit organizations. Mr. Schulman developed growth strategies and performed commercial/contract due diligence for private equity, Fortune 500, and strong middle-market clients and transitioned into the role of network operations lead for Explore Charter Schools of Brooklyn. At Explore, he became heavily involved in the hiring, on-boarding, and supervision of members of the school-based operations team. Mr. Schulman brings extensive expertise in the creation, redesign, and execution of operational systems and looks forward to bringing his experience in school operations to the Board.

Founding Board Member Leiya Williams, Proposed Secretary, earned her BS in Communications/Public Relations from Morgan State University, and her MS in Human Resources Management from the University of Maryland. She brings several years of Human Resources experiences and HR affairs, including experience in employee recruitment and retention, professional development, mediation, conflict resolutions, budget administration, benefits and compensation, HR records management, HR policies development and legal compliance. Ms. Williams has experience writing personnel manuals, corporate policies, job descriptions, and management reports. As an HR professional, she has been responsible for supporting and driving organizations' culture and core values, managing compliance, spearheading the professional development of faculty and staff, and supporting overall people performance management. Having worked in two major markets - charter schools and higher education - she is looking forward to bringing her thorough understanding of the personnel management needs in an academic setting to the Founding Board.

Founding Board Member Nataki Williams, Proposed Treasurer, received her BS in Finance from Montclair State University and Executive MBA from Fairleigh Dickinson University. She brings to the Board strong management, leadership, negotiation, and stakeholder relations skills, and is an action-oriented leader that delivers results in a highly complex matrix environment across multiple countries and organizational functions including Sales and Marketing, Finance, Legal,

Operations and Creative functions. Ms. Williams is looking forward to bringing her background in financial planning and strategic expertise, exceptional creative/analytical mindset, and superior ability to effectively align strategy with business and organizational needs, develop focused initiatives and provide tactical, grassroots solutions to the founding team of Ivy Hill Prep.

E. Public Outreach

In accordance with Education Law 2852(9-a)(b)(ii), the Founding Team of Ivy Hill Prep has solicited input and garnered support from a wide variety of community leaders, community organizations, and families. This input has informed our school design. **Families and Parents.** Our team has had one-on-one conversations with over 150 families in the Brownsville/ENY communities. We have tabled, canvassed, and volunteered at multiple events in both communities, including but not limited to, Brookdale Hospital, the Brownsville Family Care Center, and New Lots library. While engaging with the community, our Founding Team has had conversations with parents who have children in traditional public schools and charter schools. We have listened to their experiences and took notes on elements they would like to see in a new school. **Attachment 2b** outlines parent feedback and its influence on our school design. **Community-Based Organizations.** As outlined in **Table 2**, beginning in October, our team has met with 70+ prominent organizations in Brooklyn, many located in the Brownsville/ENY. We have cultivated and sustained relationships with: the Kings County District Attorney's Office; Assemblywoman Latrice Walker; Senator Kevin Parker; Senator Roxanne Persaud; Urban Strategies; East New York's District Leader Nikki Lucas; Brownsville's District Leader Anthony Jones; Brownsville Recreation Center; Brookdale Family Care Center; Nehemiah Economic Development, the East Brooklyn Business Improvement District, the 73rd Precinct's Youth Department; the 73rd Precinct Clergy Council; Emerging Youth Towards Excellence (EYTE); Hope and Healing Family Center (HHFCI); CAMBA; multiple religious leaders; and others. We continue to learn from these organizations, building relationships with all stakeholders. **Community Findings.** Beginning in October, we have solicited as much input as possible from all community stakeholders. We have met with 70+ organizations, had one-on-one conversations with 150+ families, distributed 500+ flyers, and have a following of 250+ supporters on social media. We have tabled at community organizations on seven occasions. We have held four community information sessions (11/18/17, 1/25/17, 1/26/17, and 1/29/17), public notice of these sessions was posted at least seven days in advance on our social media accounts and in various community organizations in the proposed district, including 444 Thomas Boyland, the central location for a wide variety of organizations. After meeting with seven elected officials, and 150+ parents one-on-one (95% of whom reside in the Brownsville/ENY communities and 75% of whom have children who are school-aged), we learned that parents prioritize the following components in their child's school: (1) safety, (2) parent and teacher communication, (3) after-school enrichment opportunities, (4) specialized, targeted, and individualized supports for all students, including advanced and struggling students. A more detailed and comprehensive summary from parent conversations can be found in **Attachment 2b. Signatures.** As part of our community engagement efforts, we have tabled and canvassed in high-volume areas to share our mission and vision with our proposed communities. Outlined in our written petition, we have garnered 300+ signatures and are looking forward to continuing our outreach to gain more supporters. All signatures have come from individuals who live or work in our target populations.

F. Enrollment, Recruitment, and Retention

Enrollment. If authorized, Ivy Hill Prep will be a public school open to all grade-eligible students. Executing a slow-growth model, we will enroll 120 students in our first year of operation, 60 kindergarteners and 60 first graders. In all subsequent years, we will enroll 60 kindergarteners each year. We will reach full capacity in 2023-24, serving 360 students in K-5.

Projected Enrollment Table over the Charter Term

Grades	Ages	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
K	5-6	60	60	60	60	60
1	6-7	60	60	60	60	60
2	7-8		60	60	60	60
3	8-9			60	60	60
4	9-10				60	60
5	10-11					60
Totals		120	180	240	300	360

Rationale for Enrollment Plan. We believe that preparation for college begins in kindergarten. Strategically choosing to begin in kindergarten, we accept the challenge of providing students with the foundational knowledge crucial to their academic success. On average, 80% of students in Brownsville enter middle school without the ability to read or compute math on grade level. We will change this. Supported by our strategic slow-growth model, we will build a strong school culture, prioritizing academic success and character development among our students and teachers. Growing slowly gives us the opportunity to develop passionate teachers into teachers who have the skill and technique to consistently drive strong academic growth and achievement. Our slow-growth model allows us to develop our standards-based curriculum to ensure our rigor remains high, upholding our promise to stakeholders that our students will be equipped to compete with students regionally and nationally. Our intended grade span aligns with NYC district schools, as district schools transition from elementary to middle school at the end of fifth grade.

Recruitment and Retention. We will implement a **student recruitment plan** to attract a student population that mirrors the demographics of the district: 87% qualifying for free and reduced lunch (economically disadvantaged), 85% at risk of academic failure, 22% students with disabilities, 4% ELLs, and 15% of students in temporary housing or homeless. As described in **Section I.E**, Ivy Hill Prep has been intentional about our community engagement. To **recruit ELLs**, flyers will be in English and Spanish, and when canvassing the neighborhood, we will inform parents of our plan to acclimate and accommodate their children to ensure our promise of educating *all* children is kept. To **retain our ELLs**, we will implement a school-wide ELL inclusion model to educate ELLs in the regular education classroom. We will provide scaffolds to support language acquisition, including but not limited to, flash cards, sight word walls, and writing structure templates. We will ensure there are Spanish-speaking staff members on the outreach team and in the main office to allow for effective communication. During Family Teacher conferences, we will have translators on site to assist with communication. To **recruit economically disadvantaged students**, we will continue to canvass in the Brownsville community, targeting NYCHA Public Housing complexes. We have built a relationship with Storybook Gardens, an initiative that enforces the importance of literacy to children and their families. We will continue to work with Assemblywoman Latrice Walker, a strong advocate for all

constituents of Brownsville, especially those who are economically disadvantaged, and will continue to partner with her office to spread the word about our school and assist parents in the application process. To **retain economically disadvantaged students**, we will limit the financial burden on parents by providing at no cost almost all supplies, including pieces of the school uniform. We will provide an extended day to assist with parent work schedules and bus service to and from school. To **recruit students at risk of academic failure**, we will be explicit in all recruitment materials and conversations that Ivy Hill Prep is open to all students. We will promote targeted instruction and individualized scaffolds and interventions when speaking to families of students at risk of academic failure. To **retain students at risk of academic failure**, we will implement with fidelity the academic program and supports detailed in **Section II**. To **recruit families who are homeless or residing in temporary housing**, we have partnered with NYCHA Housing community centers, as well as attended Storybook Garden's events in NYCHA housing three times to share details and answer questions about Ivy Hill Prep. We have visited Women in Need, CAMBA, and Flagstone shelters, visited local food shelters, and volunteered at soup kitchens to meet families on five occasions. We have shared our school design with all families in these locations and at these events, garnered signatures, and invited their input as we asked them to join us in our efforts to open. To **retain students facing homelessness**, we will offer personalized support on an as-needed basis to accommodate their changing circumstances, including but not necessarily limited to complying with the McKinney-Vento Homeless Assistance Act. In terms of staffing, a Social Worker is in our staffing plan starting in Year 1. We will increase the number of Social Workers in the building as our enrollment numbers increase. To ensure our message reaches the **full community**, we have held information sessions at Stone Avenue Public Library, Brownsville Recreation Center, and the local YMCA. In addition, we have partnered with three of the largest Baptist churches in Brownsville, attending 15+ events, handing out 500+ fliers, and speaking to 150 families about a high-quality K-5 school option for their children.

Demand. As outlined earlier in this section, there is significant unmet demand in our target community. Specifically, there are more than 1,500 children and families awaiting a high-quality charter school seat. As detailed in our Letter of Intent and **Section I.E**, we have received tremendous initial support from the families and constituents that reside in the Brownsville and East New York communities. To date we have received 300 signatures in support of our school, have 250+ followers on social media, have had conversations with 150+ families one-on-one, and have gained the support of 70 of the most prominent organizations in our target areas.

Enrollment Process. Our enrollment process has been designed in accordance with §119.5. Our enrollment target for Year 1 is 120 students. If we receive more applications than the number of available seats, we will conduct an open, random, public lottery to determine which applicants receive a seat. If authorized, this lottery will take place within 10 days of April 1, 2019. We will conduct our public lottery in accordance with Public Officers Law §104; the date, time, and location of the public lottery will be made available to the public. We will alert the media of lottery details at least two weeks prior and will use the same methods of communication that we use to alert the public about our Board meetings. We will alert all families of the results of the lottery; families will not be required to attend, nor will they be penalized for not attending, the lottery. After parents are made aware of their lottery position, each family will have two weeks to formally accept their offered seat. If a student accepted through the lottery declines to enroll, a scholar will be enrolled from our waitlist in their place. Upon the start of school, we will enroll

students from our waitlist, in order, to fill vacant seats. **Enrollment Preference.** Students who reside in CSD 23 will receive enrollment preference. When applications are received, we will separate all applications by scholars who reside in the CSD and those who do not. If there are more applicants from CSD 23 than available seats, we will conduct a public lottery first for scholars who reside in CSD 23 and then for all other applicants. If we have fewer applicants from CSD 23 than number of available seats, all CSD 23 scholars will be admitted first, and we will hold a separate lottery for all other applicants who reside outside of CSD 23 to fill remaining seats. **Backfilling.** We will backfill vacant seats in kindergarten through third grade up to and including the last day of the first trimester. Seats vacated between the initial lottery and the last day of first trimester will be offered to students on the waitlist. Seats vacated in the second and third trimesters will remain vacant through the end of the academic year and will be filled for the next academic year through the public lottery. We make a promise to families that we will prepare their children for the most competitive middle and high schools, which will firmly set them on the path to college. We know that to reach this goal, our students must be exposed to our rigorous curriculum, targeted instruction, and individualized scaffolds and interventions. As such, we will not enroll students in grades 4 and 5 regardless of whether there are open seats.

Enrollment and Retention Targets

Enrollment and Retention Targets (at full scale)		
	Enrollment # / %	Retention # / %
Economically Disadvantaged	342 / 94.5%	304 / 88.8%
Students with Disabilities	72 / 19.9%	64 / 89.4%
English language learners	21 / 5.8%	19 / 89.9%

G. Programmatic and Fiscal Impact

Programmatic Impact. We are proposing to open in August 2019 with 120 students, 60 kindergarteners and 60 first graders. At full capacity, we will be a K-5 school serving 360 students. We intend to have a positive programmatic impact on the other schools Districts 23 and 19. There are other elementary schools in our proposed districts; however, when looking at school performance holistically, there are not enough schools providing students with a high-quality education. In accordance with the NYC Charter School Education Law 2851(2)(q), we have studied the performance of other school options in our target areas. With 18 elementary schools within District 23, for the past four years, on average, 14.5% of CSD 23 students in grades 3-8 were proficient in ELA and 13.9% in math. In CSD 19, 23% of students were proficient in ELA and 19% in math. In both districts, charter school performance exceeds that of the district in ELA and math. During the 2016-17 in CSD 23, 44% of charter school students were proficient in ELA while 19% of district students were; 52% of charter school students were proficient in math while 15% of district students were. During the same year, in CSD 19, 39% of charter school students were proficient or above in ELA while 22% of district students were; 48% of charter school students were proficient in math while 18% of district students were. We have concluded that though there are some schools making academic gains in CSD 19 and CSD 23, there are not enough high-quality options for the children and families that reside in Brownsville. Brownsville's graduation rates are 30 percentage points lower than those of Brooklyn and the city at large. We have

designed Ivy Hill Prep by studying high performing schools that are in neighborhoods that mirror our demographics²⁴ and are confident in our ability to provide scholars with an education that equips them academically while also giving them the leadership skills necessary to be successful.²⁵ Through our community engagement efforts, we have created a presence and built relationships in both districts. If authorized, our plan will be to recruit and enroll across both communities as well, resulting in us not severely impacting any one school in CSD 19 or 23.

Projected Fiscal Impact upon District of Location							
Year	Number of Enrolled Students	Charter School Basic Per Pupil Tuition Rate ²⁶	Total Charter School Per Pupil Cost to District	Estimated Additional Costs to District (e.g. SPED funds) ²⁷	Total Projected Funding from District	Total District General Fund Budget ²⁸	Projected Impact on District Budget
2019-20	120	\$14,527	\$1,743,240	\$967,954	\$2,711,194	\$24.3B	0.0112%
2020-21	180	\$14,527	\$2,614,860	\$1,103,799	\$3,718,659	\$24.3B	0.0153%
2021-22	240	\$14,527	\$3,486,480	\$1,486,925	\$4,973,405	\$24.3B	0.0205%
2022-23	294	\$14,527	\$4,270,938	\$1,838,504	\$6,109,442	\$24.3B	0.0251%
2023-24	343	\$14,527	\$4,928,761	\$2,167,048	\$7,149,809	\$24.3B	0.0294%

II. EDUCATIONAL PLAN

A. Education Philosophy

Our goal for our students is to ensure that each of them are able to take full advantage of the opportunities available in our democracy. To be able to do so, it is critical that they have access to a strong foundational education that develops their minds to critically think and their hearts to make moral and ethical decisions that will allow them to access lives of promise and opportunity, as they engage with and improve their communities as leaders. The greatest opportunity to remediate academic gaps and place at-risk students on the path to academic success is high-quality, foundational instruction in the elementary years. Our educational philosophy is grounded on the premise that we will ensure these foundational years are ones where all students experience school success to begin their journey of academic success in subsequent years. Through our relentless approach to academic achievement through our maniacal focus on data, scholars will be in an environment that is predictable, structured, encouraging, rigorous, and joyful. Every choice we make will be made with the student success in mind. This includes success of all students: including those with special needs and ELLs. Our school design has been impacted by the findings of two well-respected studies of urban school success: Roland Fryer and Will Dobbie’s 2011 study of successful charter schools “The 2011 Fryer Paper”²⁹ and the Consortium on Chicago School Research’s (“CCSR”) Five Essentials research,

²⁶NYC Charter Schools Operations Guide, <http://www.nyccharterschools.org/sites/default/files/resources/Operations-Resource-Guide.pdf>.

²⁷ Includes Per Pupil SPED, Facility Subsidy, NYSTL, NYSLIB, NYSSL, Title 1, Title II, DYCD.

²⁸ NYCDOE Financial Status Report - FY2018 Approved Budget as of 11/20/2017; http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/fsr/December/pdf/Dec_2017_fsr/12coverprint.pdf; Rounded down for conservatism.

²⁹ Dobbie, Will, and Roland Fryer. “Getting Beneath the Veil of Effective Schools: Evidence from New York City.” American Economic Journal: Applied Economics. Forthcoming. December 2012. < http://scholar.harvard.edu/files/fryer/files/dobbie_fryer_revision_final.pdf >

explained in “Organizing Schools for Improvement: Lessons from Chicago.”³⁰ The 2011 Fryer Paper research showed that five policies explain approximately 50 percent of variation in school effectiveness: (1) frequent teacher feedback, (2) data to guide instruction, (3) high-dosage tutoring, (4) increased instructional time, and (5) high expectations.³¹ In the Five Essentials research, five factors were found strongly predictive of school success: (1) effective leaders, (2) collaborative teachers, (3) involved families, (4) supportive environments, and (5) ambitious instruction.³² Our model is based on this research and informed by the study of successful urban schools and national research on successful urban schools. We know students learn best **In an ambitious environment that is predictable, structured, encouraging, rigorous, and joyful.** In *Nothing’s Impossible*³³, Dr. Lorraine Monroe emphasizes that order and stability facilitate learning by reducing the amount of teaching time misplaced to non-academic matters. In KIPP’s Student Growth and Achievement Framework, joy is identified as more than just a tool for increased engagement – it is a way of life in their school buildings. At Ivy Hill Prep, joy will meet rigor as scholars and teachers engage in chants and kinesthetics, coupled with rap, rhythm and rhyme as rigor remains joy. Ivy Hill Prep’s structured and joyous environment will be modeled after Great Lakes Academy in Chicago, a school known for consistently strong academic achievement and high rates of student retention and parent satisfaction.³⁴ **When literacy is recognized as foundational and is treated as such.** Research indicates that, on average, our entering students will have heard 30 million fewer words than their affluent counterparts by the time they reach kindergarten. Ivy Hill Prep will mirror the literacy instruction proven successful at Excellence Girls Elementary Academy in Brooklyn, NY, where in 2017, scholars nearly doubled the New York State proficiency rate in ELA.³⁵ Devoting over 200 minutes to literacy daily, scholars will receive targeted instruction that meets their individual needs as they make progressive gains towards mastering decoding strategies, accuracy, fluency, and reading comprehension. **When the school sets ambitious goals, measures student growth, and takes action.** Ivy Hill Prep will adopt the data collection, analysis, and application systems implemented at BES school Purpose Prep in Nashville, TN, where in 2016, over 95% of scholars were reading at grade level and, on average, students scored in at least the 90% percentile across every tested content area on the nationally norm-referenced Terra Nova, and in 2017 performed in the top 5% of all schools in the state in 2017 on state exams.³⁶ **When they are taught by passionate, strategically trained, and consistently coached teachers.** We will implement the teacher training and coaching model successfully practiced at Uncommon Schools and Relay Graduate School of Education, as well as documented in Paul Bambrick-Santoyo’s *Get Better Faster*. Four of Uncommon’s NYC elementary

³⁰ Bryk, Anthony, et. al. “Organizing Schools for Improvement: Lessons from Chicago.” Chicago, IL: University of Chicago Press. 2009. “Based upon twenty years of research conducted by the University of Chicago Consortium on Chicago School Research in over 400 schools, the five essentials have been shown to be strongly predictive of school improvement success. Schools strong in 3 to 5 of the essentials are 10 times more likely to make substantial gains in reading and math than schools weak in 3 to 5 of the essentials. Those differences remain true even after controlling for student and school characteristics including poverty, race, gender, and neighborhood characteristics. Strength on the essentials also correlates with increased teacher retention, student attendance, college enrollment, and high school graduation.”

³¹ Dobbie, Will, and Roland Fryer. “Getting Beneath the Veil of Effective Schools: Evidence from New York City.” *American Economic Journal: Applied Economics*. Forthcoming. December 2012. < http://scholar.harvard.edu/files/fryer/files/dobbie_fryer_revision_final.pdf.

³² Bryk, Anthony, et al, “Organizing Schools for Improvement.” Chicago, IL: University of Chicago Press. 2009.

³³ Monroe, Lorraine. *Nothing’s Impossible: Leadership Lessons from inside and Outside the Classroom*. Public Affairs, 1999.

³⁴ BES school Great Lakes Academy (GLA) is on Chicago’s South Side, serving an at-risk community, yet 3rd graders are outperforming their city and state counterparts and the school in 2017 earned an A1+ rating. www.glachicago.org. Lead Founder and proposed Head of School Ambrosia Johnson completed a leadership residency with GLA Founder and Executive Director Katherine Myers.

³⁵ Lead Founder and proposed Head of School Ambrosia Johnson served at Uncommon in 2013 – 2017. For Ms. Johnson’s resume, please see **Attachment 8b**.

³⁶ Ms. Johnson has studied Purpose Prep as part of the BES Fellowship and has been trained in that Fellowship by Purpose Prep’s Founder and Head of School Lagra Newman. For more detail, please see www.purposeprep.org.

schools were counted among the top 5% of schools statewide in math, and two were counted among the top 5% of schools statewide in ELA.³⁷ **When intentionally-designed character development is infused into the academic program.** Research shows that teaching character is essential in schools, and when done intentionally, it can have a significant impact on outcomes for students.³⁸ Dave Levin, cofounder of KIPP Schools, has spent a great deal of time studying character and the way it should be taught in schools.³⁹ The Ivy Prep team has extensively studied KIPP's approach to character development and will adopt many components of their model. All other schools studied by the team demonstrate the critical relationship between character education and student success.⁴⁰ **Among a community — teachers, families, community leaders, and peers — who are committed to their success.** If parents and teachers have high expectations for students' academic performance, then students exceed expectations.⁴¹ Ivy Hill Prep will cultivate a culture of "family" by implementing a model similar to that created among teachers, students, parents, and the community at Great Lakes Academy in Chicago, IL. In the 2016-17 school year, Great Lakes Academy received a 1+ rating, the highest rating for a Chicago Public School. Through communication with families, different opportunities to celebrate success, and a continued high bar for excellence, scholars will achieve academically in the classroom.

B. Curriculum

Curriculum Selection. Ivy Hill Prep will use internally-created and purchased curriculum. Through the BES Fellowship, Lead Founder and proposed Head of School Ambrosia Johnson has studied over 40 high-performing schools across the country that educate students reflective of our target student population. Through BES support and from her experience as an educator and coach at Uncommon's North Star Academy, Ms. Johnson is well-qualified to select high-quality curricular materials. The Head of School in Years 1 and 2 and Dean of Curriculum and Instruction and Head of School in subsequent years will evaluate all curriculum to ensure its alignment to the New York State P-12 Common Core Learning Standards. Curriculum will be evaluated based on the research and its proven effectiveness in high-performing urban charter schools and with scholars who mirror the demographics of our scholars, including those with increased learning needs due to disability or language. The curriculum choices as currently made for each content area across grade levels are outlined further into this response. Each year, the Instructional Leadership Team will evaluate the effectiveness of our curriculum by analyzing data from assessments (STEP, end-of-course assessments, MAP, and state assessment results, as available). We will compare our results to those of high performing charter schools and BES schools across the country. This reflective process will ensure we are consistently delivering to students the most effective and rigorous content, preparing them to academically compete with the highest performing students regionally and nationally. As noted, Ivy Hill Prep's curriculum will be rooted in practice and

³⁷ Lead Founder and proposed Head of School Ambrosia Johnson served on the team at Uncommon in 2013 – 2017. In addition to being a graduate of Relay GSE, she also served as an Adjunct Professor from 2016-2017. For Ms. Johnson's resume and Letter of Support from Relay GSE, please see Attachment 8b and Attachment 2c, respectively.

³⁸ <https://qz.com/656900/schools-are-finally-teaching-what-kids-need-to-be-successful-in-life/>.

³⁹ "Character strengths | Learn why KIPP focuses on character development." *KIPP Public Charter Schools*, www.kipp.org/approach/character/.

⁴⁰ Our character education has been built from study of creed values at the following schools: BE GREAT values at Great Lakes Academy in Chicago, IL (www.gla.org), RISE with Purpose values at Purpose Prep in Nashville, TN (www.purposeprep.org), and Excellence Girls Elementary Academy's Respect, Grit, and Responsibility (<http://excellencegirls.uncommonschoools.org/egcs/our-school/elementary-academy>).

⁴¹ Benner, A. & R. Mistry. (2007). "Congruence of mother and teacher educational expectations and low-income youth's academic competence." *Journal of Educational Psychology*. Volume 99, No. 1.

research. In the introduction to the study of 21 high performing, high-poverty schools, Adam Meyerson notes that “high performing school achievement is not an accident. Their success is the intended result of hard work, common sense teaching philosophies, and successful leadership strategies that can be replicated. One of the nation’s highest priorities should be to learn from the best practices of these high-performing schools and to insist that all schools serving low income children aspire to the No Excuses standard of excellence.”⁴² Our curriculum is designed around the New York State P-12 Common Core State Learning Standards and the standards informing the New York State Exams. It is supplemented with internally-defined standards developed by our staff who have experience moving students toward high academic achievement and college preparation. Leadership will create and refine the Ivy Hill Prep standards and break the standards into a scope and sequence for each grade to ensure that our students are working towards college preparation from the first day of kindergarten.⁴³ The practice of aligning our curriculum to the Common Core State Learning Standards as well as standards that inform the New York State Exams makes us confident in our abilities to surpass **Benchmark 1** on the New York State Education Department’s Charter School Performance Framework. Our standards will be aligned vertically K-5 to ensure scholars are academically prepared for New York’s most competitive middle and high schools. Our standards will be aligned horizontally within each grade level so that scholars can apply academic practices across content areas. For example, in Reading Comprehension, first grade scholars will learn how to answer questions using the RACE structure, ensuring they Restate the question asked, make an inference to Answer the question, and Cite Evidence from the text to defend their answer. Though a skill taught in Reading Comprehension, scholars will use this strategy when answering questions in their science classes. From our study of the highest performing charter schools, coupled with our firm understanding of the New York State P-12 Common Core Learning Standards, we have adopted a set of curricular models and materials. Each year, after comparing our achievement data to that of the highest performing schools, we will make necessary curricular adjustments.

Curriculum Overview. All students will receive instruction in literacy, mathematics, science, and social studies. We will also implement a character development program. **Literacy.** Research proves that students who unable to read on grade level by third grade are four times less likely to graduate by age 19 than a child who does read proficiently by that time.⁴⁴ By third grade, students enter a pivotal point in their academic career where they are no longer learning to read, but reading to learn.⁴⁵ Our program is designed to ensure all scholars are reading at or above grade level by third grade and to equip third, fourth and fifth grade scholars to draw meaning from deep and rich texts. In **lower elementary** (K-2), scholars will receive remediation and enrichment within small group settings. The literacy program will focus on phonemic awareness, decoding skills, reading fluency, reading comprehension skills, vocabulary development, writing and oral language development. The writing program will teach scholars how to first express their thoughts and ideas in picture form. With our horizontal alignment, scholars will use the transferrable skills of decoding and phonemic awareness to convert pictures into words. As

⁴² Carter, Samuel Casey. *No excuses: lessons from 21 high-Performing, high-Poverty schools*. Heritage Foundation, 2001.

⁴³ North Star Academy is the highest performing charter network in NJ. Their results can be found here: <http://www.uncommonschoools.org/results-for-charter-schools>. Lead Founder Ambrosia Johnson was trained here for five years and has served as an Adjunct Professor in its teacher training program as part of RELAY.

⁴⁴ “Year in Review: Early Childhood and Other Research Interests from 2014.” *States News Service*, 31 Dec. 2014, www.highbeam.com/doc/1G1-395882581.html?refid=easy_hf-

⁴⁵ Chall, J.S., and V.A. Jacobs. “Poor Children’s Fourth-grade Slump.” *American Educator*. 2005

students mature, they will begin to formulate stories, ensuring their stories contain all necessary components and use multiple literary devices. In **upper elementary**, scholars will begin the shift to “reading to learn.” In alignment with New York State P-12 Common Core Learning Standards, students will be exposed to more informational texts, and their writing assessments will become more complex. Classrooms across **all grade levels** will have an extensive library of books of varied levels and genres. Research shows that a classroom library plays an important role in a child’s literacy development.⁴⁶ Ivy Hill Prep’s classroom libraries will be modeled after those at Excellence Girls in Brooklyn, NY. Students will have regular opportunities to choose books appropriate for their level and aligned to their interests. As scholars independently read, they will practice reading and comprehension strategies taught to them during instruction. To ensure reading is continued at home, scholars will bring home their independent classroom books, devoting at least 30 minutes to reading each evening.

Mathematics. Our core curriculum for Math will be internally created with supplements from Everyday Mathematics. This program is research-based, developed by the University of Chicago, and uses a balanced approach that ensures students are receiving foundational computation skills, and engaging in work to develop conceptual understanding beyond formulaic computations. The program focuses on real-life examples, frequent practice of basic computation skills, and the use of multiple methods and problem-solving strategies to effectively attack any problem.⁴⁷ Classrooms across all grades will emphasize the use of various models to illustrate the solution to a problem, and will use strong Habits of Discussion to explain and defend their thinking to their classmates. Scholars in grades K-2 will also engage with Everyday Counts Calendar Math which will reinforce core mathematical concepts. Our balanced mathematical approach will develop our students to be proficient in computation and able to think critically.

Science. Ivy Hill Prep will use the Full Options Science System (FOSS) curriculum developed by the National Science Foundation, aligned with the NYS Common Core standards. The curriculum and tool kits are focused on scholars having a concrete understanding of the sciences by integrating the three dimensions of disciplinary core ideas, science and engineering practices, and crosscutting concepts. Each of these dimensions will be taught using tools and strategies that engage students with its hands-on approach that lead to a deeper understanding of both the natural and designed world.

Social Studies. We will primarily use the Houghton Mifflin Social Studies curriculum. Through inquiry-based instruction, scholars’ curiosity will be inspired as they cultivate analytical skills. We will supplement curriculum with units from the Core Knowledge program to introduce more complex content to lessons, as well as to broaden scholars’ background knowledge. We emphasize background knowledge because research has shown strong correlation between schema, greater understanding, and academic achievement, particularly in reading.⁴⁸

Character Development. While we are fiercely relentless on our focus of closing the achievement gap, we understand that it takes more than reading and computing math on grade-level to access a world of increased opportunity. First, our students must cultivate the soft skills required to navigating a challenging, complicated world and the multiple relationships that will build their world as they mature over time. Our character-based education program teaches students directly about our **IVY LEAGUE** creed values, then supports their understanding of how to use those values and apply them to their everyday lives. For

⁴⁶ <http://teacher.scholastic.com/products/paperbacks/downloads/library.pdf>.

⁴⁷ Empsom, Susan. *What Does a CGI Classroom Look Like?* Retrieved from: <http://hbcasd.org/view/11425.pdf>.

⁴⁸ Marzano, Robert J. *What Works in Schools*. ASCD. 2003.

example, what leadership looks like for a kindergartener is different than what it looks like for a third grader and thus we teach towards grade level and age level understanding and exemplification of these creed values. Each month we will focus on a historical figure that exemplified the creed value of the month. This supplemental curriculum will be developed internally and used for our character education program. In alignment with our values, we believe that Martial Arts is an effective tool that can be used to teach character and leadership skills. Research demonstrates that in addition to character and leadership skills, Martial Arts has the power to develop social and interaction skills, as well as perseverance and discipline. Mychael Sledge⁴⁹, national and international martial arts champion who has traveled the world as an elite member of the U.S. Karate Team, winner of several National and International Championships, and has attained unprecedented status by being listed in the World Almanac for five consecutive years, has agreed to work with us to recruit the highest quality individual to lead our Martial Arts character curriculum course as we develop a supplemental curriculum and bring it to life.

Curriculum Development. To ensure all curriculum is rigorous and teachers devote the majority of time to lesson execution and student interventions, leadership will create and disseminate to teachers at the beginning of each unit complete scope and sequence documents and unit plans, detailed lesson plans, and standards-aligned interim and final assessments. To ensure we are delivering an engaging, rigorous, standards-aligned curriculum, our leadership team will thoroughly review curricular materials for each subject and grade level. In the first year of operation, the Head of School will assess and refine purchased curriculum. In subsequent years, the Dean of Curriculum and Instruction (DCI) will lead this work, with assistance and support from the Head of School. The development of scope and sequences, unit plans, lessons, and assessments will be leveraged from resources of other high-performing urban charter schools, specifically those within the BES network. The Head of School and DCI will use curriculum development documents from Uncommon Schools in Brooklyn, NY and best practices outlined in *Great Habits*, *Great Readers* and the EngageNY curriculum. Guided by the Understanding by Design framework, all unit plans will be backwards planned from provided assessments, our standards-aligned scope and sequences, and aligned interim and final assessments.

Curriculum Used Across Content Areas

GRADE	LITERACY	MATH	SCIENCE	SOCIAL STUDIES
Grades K-3	Phonics: Reading Mastery Comprehension: Guided Reading; internally-created Writing: Teachers College Reading & Writing; internally-created	Internally-created with supplements from Everyday Mathematics	FOSS	Houghton Mifflin Social Studies curriculum; Internally-created

⁴⁹ Emille, Lexine. "Mychal Sledge- Community Activist, Writer & Motivational Speaker." *Mychal Sledge- Community Activist, Writer & Motivational Speaker*, 1 Oct. 2012, blackstreetonline.org/2012/10/02/mychal-sledge-community-activist-writer-motivational-speaker/.

Grades 4-5	Literature: Junior Great Books Writing: Teachers College Reading & Writing; internally-created	Internally-created with supplements from Everyday Mathematics	FOSS	Houghton Mifflin Social Studies curriculum; Internally-created
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C. Instruction

Ivy Hill Prep’s instructional design is rooted in the successful practice and research of high performing charter schools across the country. At Ivy Hill Prep, we realize that to drive academic achievement, a rigorous curriculum must be coupled with dynamic execution of instruction. As described in **Section II.B**, we will provide our teachers with fully scripted lesson plans to ensure they can focus on lesson internalization and execution. Our study of high performing charter schools has influenced our instructional design. The following strategies will be taught to all founding teachers and future staff, beginning in Summer Institute. **Strong Emphasis on Differentiated Instruction in Literacy.** We will strategically place two teachers in every classroom to allow for differentiation throughout all literacy blocks. Differentiating instruction according to reading level will ensure all learners, including those with special needs and ELLS, are reached through multiple modalities. With a focus on individualization, research proves that early reading instruction is most effective within small, homogeneous groups. Our model allows for two groups of 10 scholars to receive direct instruction in phonics and reading comprehension. Scholars will be grouped based on reading levels and literacy proficiency. Teachers will use data to drive instruction and intervention for scholars based on most recent assessment data. This strategic approach allows for increased opportunities for differentiated instruction for all scholars, including our scholars with special needs, ELLs, and those at risk of academic failure. Teachers will have the flexibility to change groups according to changes in reading level for each student. Each scholar will participate in three literacy blocks daily. While one group is receiving direct instruction from one teacher in phonemic awareness, another will receive direct instruction from the other teacher in reading comprehension. Remaining scholars will engage in blended learning, practicing decoding and comprehension skills using a computer-based literacy program. Depending on individual educational development plans, scholars may receive pull-out services for literacy development during time allotted for blended learning. **Two-Teacher Model for Early Literacy and Math.** Research proves that a smaller student-to-teacher ratio plays a role in closing the achievement gap between minority and non-minority students, and between affluent and lower-income students.⁵⁰ The two-teacher model will allow for additional small group instruction. Our 15:1 ratio in math and 10:1 in literacy will allow teachers the flexibility to meet the individualized needs of multiple students. This model also allows teachers to specialize and perfect their crafts in specific content areas, facilitating faster growth and deeper content knowledge. The specific breakdown of teachers’ instructional duties is outlined below.

Specific Breakdown of Instructional Duties for Two-Teacher Model

TEACHER	INSTRUCTIONAL DUTIES
Teacher 1	Read Aloud (Lead), Reading Comprehension, Guided Reading, Mathematics (Lead), Writing

⁵⁰ <https://www.brookings.edu/research/class-size-what-research-says-and-what-it-means-for-state-policy/>.

Teacher 2	Reading Mastery, Social Studies, Science, Mathematics (Support), Read Aloud (Support)
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Systematic Checks for Understanding. Data drives all decisions our teachers make, during and after instruction. Teachers collect real-time data through strategic and frequent checks for understanding, which are deliberate and purposeful. Methods to effectively check for understanding in K-5 include, direct questioning and paraphrasing, Think-Pair-Share, Everybody Writes (whiteboards), Turn and Talks (partner or small group discussions), written responses, use of signs or cues, and purposeful choral responses. Teachers will “poll the room” as they check for understanding to assess gaps in understanding. Depending on the data, teachers may remediate immediately, use a taxonomy to get a scholar to master a simple gap more quickly, or use data to alter the lesson for the following day as they plan time to close the misunderstanding.

Direct Instruction and Inquiry-Based Instruction. We will provide scholars with the foundational knowledge and critical thinking and problem-solving skills necessary to be successful in middle school, high school, and college. All lessons will incorporate direct and inquiry-based instruction. During **Direct Instruction**, a teacher explicitly presents information or directly teaches to a specific method or mode of solving a problem. This type of instruction is most often used to introduce new topics or activate prior knowledge of previously-taught content. Research shows that to maintain student engagement and challenge students to do the heavy cognitive lifting across content areas, direct instruction should last no more than 10-15 minutes.⁵¹ **Inquiry-Based Instruction** gives students the opportunity to develop high-level skills such as analyzing and evaluating as they are actively thinking about content and engaging in material. This allows scholars to make connections to themselves and the world around them, and serves as a powerful learning experience. During science, social studies, and math instruction, scholars will be immersed in an inquiry-based learning approach that will develop critical thinking and problem-solving skills. Scholars will be able to apply academic problems to real-life situations.

Purposeful Homework (Life’s Work). All teachers are trained on using data from homework, which is called Life’s Work at Ivy Hill Prep. We believe that Life’s Work assignments are a valuable opportunity to increase the amount of “at-bats” or independent practice attempts of skills taught in school. To prepare scholars for middle school, high school, and college, we reinforce that Life’s Work should be done neatly and completely. Families are involved in our effort of aiming for 100% completed Life’s Work nightly, and are required to check and sign their child’s Life’s Work nightly. Scholars who have 100% completed Life’s Work each month are rewarded publicly with an incentive that will be advertised at the beginning of each month. Scholars who fail to meet this expectation are required to finish unfinished Life’s Work during Collaborative Play.

Word Walls and Anchor Charts will be posted in an organized format by content area, used by scholars in all classrooms. Students will learn the meaning of a resource, and how resources in our world are used to assist us when we do not know certain pieces of information. Across all grades and content areas, resources will be used as an anchor for teacher-to-student prompting, as well as peer-to-peer prompting. For example, in Guided Reading, beginning in Kindergarten all scholars will learn how to find and use text evidence. In **Attachment 3b**, please find an “Evidence” resource that will remind scholars of the appropriate steps to take when locating text evidence.

⁵¹ “The Science of Attention: How to Capture and Hold the Attention of Easily Distracted Students.” InformED, 27 May 2016, www.opencolleges.edu.au/informed/features/30-tricks-for-capturing-students-attention/. Accessed 8 Feb. 2017.

Blended Learning. During rotating literacy blocks, three groups of 10 scholars rotate between computers and direct instruction from teachers. We will purchase rigorous and engaging computer programs to give students extra “at-bats” to practice key reading and mathematical concepts. Students’ progress will be monitored by teachers, as performance and growth data is reported to teachers electronically as students move through levels of learning.

Common Blackboard Configuration. All classrooms will feature a Common Blackboard Configuration, consisting of the lesson’s Aim, Do Now, Agenda and Homework. This visual is an accountability tool for both teachers and students. It sets academic expectations and serves as a visual cue to manage instructional pacing.

Rap, Rhythm, and Rhyme. Chants, cheers, rhymes, and songs will fill Ivy our hallways. Chanting and rhyming build excitement for learning and play a key role in children remembering concepts across content. **Kinesthetic Learning.** Physical activity helps to maintain student engagement, reinforces understanding, and makes learning enjoyable. Scholars will use hand signals to non-verbally communicate with the teacher and one another (i.e. placing one fist on top of another to indicate they are prepared to build off another scholar’s response; snapping fingers to show agreement), and reinforce their learning by matching hand signals to key vocabulary.

Small Group/One-on-One Tutoring. Targeted interventions will be used throughout the day to deliver intentional support to struggling scholars.

Taxonomy of Teaching. We will use a variety of academic, behavioral and advanced instructional techniques that reinforce student behavioral and academic expectations, as well as ensuring that teachers constantly build high levels of student engagement. We will identify six *Teach Like a Champion (TLAC)* taxonomies for Summer Institute, and will add additional strategies throughout the school year. A list of proven *TLAC* strategies that will be present in all Ivy Hill Prep classrooms is provided below. We will implement the *Get Better Faster* scope and sequence for teacher growth and development. As each teacher will master instructional techniques at different speeds, each teacher will be supported to meet defined, personalized instructional goals.

Gradual Release “I Do/We Do/You Do.” Lessons will typically begin with the teacher modeling a skill (“I Do”), then scholars engage in teacher-guided practice (“We Do”), then practice independently (“You Do”).

Aggressive Monitoring. We will collect data daily from informal and formal assessments. After receiving and analyzing data, teachers will intervene strategically and frequently to close academic gaps as quickly as possible. To ensure teachers are gathering data frequently in the moment, they will be trained to aggressively monitor, a technique used in many high-performing schools across the country, including Uncommon Schools and BES Purpose Preparatory in Nashville, TN. While scholars are independently working, both teachers will have individual zones, or groups of students each is responsible for monitoring. In **Attachment 3b**, please find an example Math lesson plan with portion of the lesson plan dedicated to how a teacher should aggressively monitor, what they should be looking for, different misconceptions they may find, and the correct prompts to use to help scholars arrive to the best answer.⁵² Teachers will evaluate work against an exemplar, using an Aggressive Monitoring Feedback Code to mark each paper and communicate progress to scholars.

⁵² Math lesson plan is sourced from Uncommon Schools. Ivy Hill Prep will model the format of our lesson plans to include the “Aggressive Monitoring” section that is used here in **Attachment 3b**.

Format Matters. Excellence is not an accident, it is purposeful. When scholars respond, orally or in writing, the way they respond is an opportunity to reinforce college readiness skills, such as clarity of language and professionalism. Students will always be encouraged to respond in complete sentences and use correct grammar. The culture will be one of constant growth. Students will become accustomed to being stopped, corrected, and asked to rephrase to practice perfect. By encouraging scholars to *do it again*, they will internalize the corrections and begin to self-correct in the future, when they are writing as well as when they're speaking.

Habits of Discussion. We will equip scholars to be comfortable publicly disagreeing or defending their own thoughts when challenged. These skills will be built from kindergarten, when scholars will be taught how to utilize Habits of Discussion, and appropriately reinforced through fifth grade. Upon entering Ivy Hill Prep, scholars will be taught the importance of looking at and listening to the speaker to build the habit of listening to the thoughts of others. After scholars have mastered the initial skill of listening to others speak, students will be taught to actively listen, or listen with the purpose of evaluating the responses of others. Scholars will use a kinesthetic movement to non-verbally convey agreement or disagreement and will ultimately be skilled in verbally explaining why they agree or disagree by providing concrete evidence from a text, or from a relevant text-to-self, text-to-world, or text-to-text connection. Scholars will be taught specific sentence stems to formulate their responses in a respectful, collegiate format. As scholars mature, the bank of sentence stems will continue to grow to reflect their more sophisticated language skills. Sentence stems will be posted in all classrooms so scholars can use the visuals as resources to help formulate their evaluative responses, whether oral or written.

Ratio. We value a high student talk and think ratio. This means that we prioritize how much teacher talk vs. student talk is present in a classroom. By using different techniques such as choral response, turn and talk, and cold calling, teachers will ensure that scholars' voices are heard. Secondly, we prioritize and value the effectiveness of prompting. When scholars give a partially right or wrong answer, prompting is paramount. Teachers will prompt using universal prompts, seen below, to push students to the right answer without *giving* them the right answer or just informing them that they are incorrect. As the year progresses and students mature, Ivy Hill Prep teachers will prompt less and less because other scholars will hold their peers accountable by prompting them on a peer-to-peer level. This contributes to the Habits of Discussion and creates a higher student talk *and* think ratio. As scholars mature, not only do we want to hear their voices frequently, we want to ensure students are doing the majority of the cognitive lifting.

D. Special Student Populations and Related Services

Our mission is to equip all scholars with the academic tools necessary to be successful in middle school, high school, and college. We have been strategic about our instructional plan, staffing model, scheduled interventions, and RTI system and responses to ensure all scholars are given equal access to our high-quality education.

Response to Intervention (RTI). In alignment with a traditional application of the Response to Intervention (RTI) model, we believe that the **Tier 1** supports provided to all scholars will prove successful to approximately 80-90% of students. Supports will include the use of intentional instructional strategies coupled with data driven instruction. We recognize that some scholars will require more intensive supports. At the midpoint and endpoint of each trimester, six times per year, teachers will meet with the Head of School, Dean of Curriculum and Instruction, and

Dean of Special Supports to identify students at risk of promotion. Scholars in the bottom 10% or scoring below a 60% on core assessments will be identified as scholars to receive our RTI Tier 2 supports. We anticipate approximately 10-15% of our students will require **Tier 2** supports. Each student's struggles will dictate the types of interventions s/he receives. Interventions may include one-on-one academic support, daily behavior tracker, designated mentor to check in daily with, family conference, lunch/choice time study sessions with another scholar or teacher, and/or an incentive system. Literacy rotations in K-3 will take place at the same time, allowing struggling or accelerated students to participate in a rotation in another grade level that fits their individual needs. All interventions will be tracked for a 6- to 7-week period. At the end of that period, all parties will reconvene to discuss the scholar's progress. If the student is not showing adequate progress towards achieving academic goals, then the scholar will receive RTI Tier 3 interventions. At the **Tier 3** level, the scholar will receive more individualized interventions in their area(s) of struggle. Behaviorally, we may develop a behavioral tracker that is taped to the scholar's desk so s/he can keep track of behavioral practice as the day goes on. A scholar may also have a self-regulation chart taped to his/her desk to help the child identify when s/he is beginning to feel overwhelmed. Academically, if a child is struggling in a specific subject, the teacher may schedule one-on-one lunch dates to target the misconception and send home individualized practice with the scholar. With all interventions, families will be called for a conference with the leadership team to discuss strategies that can be streamlined at home as well as in school. We believe that it takes a village to raise a child, and will keep all guardians abreast of their child's progress from day 1. Interventions will be tracked, for a 6- to 7-week period. This data, stored on our dashboard, can be pulled at any time to be available to all stakeholders, including our CSE and any related service providers. If, at the end of that time, a scholar has not made adequate progress, s/he will be referred for Special Education testing. In Brownsville, we anticipate that 22% of scholars will have disabilities and will require extra supports. We believe that all children, when equipped with a high-quality, targeted education, in a structured, joyous, and encouraging environment, can and will be successful. We anticipate that 80-90% of our scholars will reach the ambitious academic goals we have set for them through Tier 1 supports embedded within our academic model for all scholars, and realize that 15-20% of scholars will require more assistance. Through research-based, practice-proven curriculum and instruction, frequent small group settings (10:1 student to teacher ratio), daily individualized Blended Learning opportunities, and built-in daily blocks for reteaching and remediation needs, we will provide numerous supports for all students including the unique needs of our students who are at risk of academic failure, students with disabilities, ELLs, and gifted and advanced students. We have made intentional decisions around curriculum, instruction, scheduling, and staffing to ensure that all of our children learn. We will conduct formal reviews to assess the effectiveness of our programs. It is our duty to learn the needs of our scholars before they enter our school building. Following the conclusion of our lottery, we will conduct home visits with each Ivy Hill Prep family. During this time, we will acquire all available information regarding any special supports that scholars may need to ensure we have made the proper decisions on to best meet the needs of all children. As the year continues, Ivy Hill Prep will employ a process to identify, assess, and serve students with disabilities, both academic and behavioral.

Students with Disabilities. We will provide a Free and Appropriate Public Education (FAPE) and will comply with all applicable state and federal statutes, including Title II of the American with

Disabilities Act of 1990 (ADA), the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1974. We will educate students with disabilities in the least restrictive environment (LRE) and with their peers who are not disabled to the appropriate extent, and what is specifically allowed by individual Individualized Education Plans (IEPs). We will not discriminate in our admission and enrollment processes against students who have or who are suspected to have disabilities. **Identification.** During the enrollment period we will conduct intake activities at which we will ask parents to identify if their child has an existing IEP or has received special education services in the past. We will secure necessary documentation to ensure our school's programming and environment are equipped to offer the services necessary. We will ensure all students receive the required accommodations and modifications aligned with requirements of their IEP or 504 Plan. We will conduct Child Find by reaching out to the previous school districts and preschools of our scholars to determine if students have ever been identified in accordance with IDEA. **Methods, Strategies, Programs.** Our instructional practices will integrate frequent, strategic academic monitoring of all students through national normed assessments and six-week interim assessments. Staff will receive ongoing PD in the summer and throughout the year on delivery of scientifically-based academic and behavioral interventions and supports led by our Dean of Special Supports. Our frequent internal assessment program will provide an efficient means to identify students struggling academically or behaviorally and to take quick action to meet students' needs. Weekly, each teacher will review students' progress based on HW, classwork, and spiral review results. School leaders and staff will monitor assessment data on a regular basis. For students identified as not meeting minimum levels of progress, we will use a pre-referral RTI process. For those students, teachers, administrators, and the CSS will work together to design a proactive intervention plan to bolster the student's academic progress, and monitor the impact of the plan for six weeks. Our commitment, particularly with students in the early stages of their educational career, is to provide additional academic and behavioral support to promote success to the greatest degree possible in the general education environment. If the intervention plan is considered unsuccessful, not resulting in student academic or behavioral improvement, we will meet with the child's parent/guardian and discuss next steps, including whether evaluation for special education eligibility and related services is needed. With written parental approval, the school will conduct testing, either in-house or accessing an appropriately licensed educational psychologist. Once tests have been conducted and results received, a conference will be reconvened with the parents, the Dean of Special Supports, the student's teacher, and other appropriate staff and a decision will be made as to eligibility for special education services. If the student is eligible, an Individual Education Plan (IEP) is developed. Each IEP will be reviewed at least once each school year and each student will be re-evaluated at least once every three years. We will evaluate any student for a disability when a legal guardian requests. Section 504 requires schools to provide students with disabilities appropriate educational services designed to meet the individual needs of such students to the same extent as the needs of students without disabilities. Section 504 prohibits discrimination on the basis of disability. We adhere to all obligations under Individuals with Disabilities Education Act (IDEA) and Section 504. We will immediately evaluate and identify any students protected under Section 504. This includes any student determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities, (2) have a record of such impairment, or (3) be regarded as having such

impairment. The Dean of Special Supports will serve as the Section 504 coordinator to ensure students' legal rights are met and their special needs are effectively served. We will work with the CSE to secure related services (Speech/Language, OT, PT) in accordance with IEPs and provide time and space for these services to be administered onsite. We have budgeted for contracted special education services and increase this amount each year as our student population grows. We will implement an inclusive, heterogeneous educational model to serve our students. As we have studied the highest performing urban charter schools that serve similar student populations, a great majority serve similar student populations including disabilities, language proficiency barriers, and/or special circumstances that put them at risk for academic failure, we have found that a full inclusion model, to the fullest extent possible, will maximize achievement for our subgroups. Classroom accommodations include, but are not limited to: purposeful seating charts – placing students with disabilities either strategically close to general education students who will model expectations, or by placing them in the front of the classroom to minimize distractions. Students with wheelchairs or crutches will be in a classroom that is accessible and safe to them. In terms of behavioral accommodations, we may also provide stress tools to scholars who are classified as having an Emotional Disturbance or ADHD. The tools provided will be research proven tools that assist with the focus of the child, therefore impacting their academic achievement. We will ensure that our plan for inclusion still incorporates all accommodations and modifications that are explicitly stated in individual IEPs.

Designated Responsibilities and Qualified Staff. During Child Find, our Head of School and Dean of Special Supports will oversee the process of reaching out to previous preschools or school districts to determine if any students have been identified in accordance with IDEA. Our Dean will be a NY licensed special educator. We will open in Y1 with this full-time, licensed special education position. In each subsequent year we have planned to add licensed Special Education teachers to ensure successful management of the caseload of scholars who receive special supports. Roles and additional positions will be added as needs are presented upon enrollment and over time. All staff hired to teach or supervise Special Education programming will hold a NY license to teach Special Education. We will work with CSE to appropriately contract all other services, including but not limited to counseling, speech and language, and occupational therapy.

Evaluation of Effectiveness. Our process used to evaluate the effectiveness of our programs will be in alignment with the individual IEP goals of our students and will be reported accordingly. After each assessment, we will look closely at our students with disabilities who receive special education services. Specifically, we will look for improvements in performance on the NWEA MAP, STEP, internally created interim assessments, daily exit tickets, and spiral reviews to determine the effectiveness of our programs. During our 10 scheduled Data Days along with other Friday PDs that are designated for data analysis, we will disaggregate assessment results between students with disabilities and students without to monitor and improve the efficiency of our special education program. The Head of School (HOS) and Dean of Special Supports (DSS) will lead targeted professional development sessions around best practices for implementing IEPs and tracking the progress of scholars. In weekly meetings with the HOS, teachers and leadership will closely monitor the progress of scholars to discuss other plans of action if necessary. Monthly, the HOS will submit an academic dashboard to the Academic Achievement Committee. In their analysis, they will closely monitor the progress of subgroups, including students with disabilities and present that dashboard and analysis to the Board monthly.

English Language Learners. We expect our subgroup percentages to mirror those in our proposed school district, thus 4% of will identify as English Language Learners (ELLs). In accordance with all applicable Federal Laws and regulations related to the education of language minority students as outlined under Title IV of the Civil Rights Act of 1964 and the Equal Education Opportunities Act of 1974, we will serve all ELLs that enter our school building. It is our duty to proactively identify, support, and provide targeted and individualized plans to ensure academic success of our ELL scholars.

Identification. We will take the necessary steps to identify our ELL scholars as soon as possible. During home visits in the summer prior to opening, we will identify any families who have indicated on their Student Enrollment form that their child is an ELL. We will cross-reference the list of identified students with students identified as ELLs in ATS. We want to identify scholars who identify as ELL as early as possible to properly plan as we ensure we have the correct staffing and programming to provide targeted supports as early as possible. Any students new to the country or are attending a public school in NYC for the first time will be given a Home Language Survey. If any parent identifies a language other than English on the exam, the student will be given the NYSITEL to determine their proficiency in English. If a student qualifies for ELL support, their parent will be notified and we will begin to administer our services.

Methods, Strategies, and Programs. Scholars will take formal and summative exams throughout the year. Scholars identified as ELL students will also take the NYSESLAT exam at the end of each school year. This exam will assess proficiency in reading, writing, and speaking in English. After the exam is administered, each scholar will receive a score that indicates if s/he is Entering, Emerging, Transitioning, Expanding, or Commanding. As a leadership team, we will identify the level of support necessary for each child based on their score from the NYSESLAT exam. Scholars who receive a score of Entering will receive intensive services to assist in development of foundational skills. Scholars are already given 225 minutes of literacy instruction daily, however scholars receiving intensive services will receive additional targeted attention in Reading Mastery and Guided Reading. In the place of Blended Learning, scholars will sometimes be pulled out to receive targeted supports. Scholars will receive some materials in their home language, as well as additional tutoring. Scholars who score in the Expanding range will receive fewer services, such as a period or two of pull out or push in supports. The Dean of Special Supports with a contracted Language Specialist and general education teacher will decide how instruction is differentiated.

Designated Responsibilities and Qualified Staff. At the beginning of the year, our Dean of Special Supports will train staff on strategies for working with ELLs, including but not limited to, the presence of visuals, increased wait time after questions, strategic seating pairs for turn and talks, visuals including sentence stems, frontloading verbal responses by providing sentence stems, and increased opportunities for discourse and discussions.

Evaluation of Effectiveness. Our process to evaluate the effectiveness of our ELL program will be centered around analyzing the progress ELL scholars make in reading, speaking, listening, and writing. We will analyze results of formative and summative assessments to track progress towards these goals. Progress in reading will be measured by assessing by performance on our literacy assessment, STEP, which will be administered every six weeks. Progress in writing will be measured by assessing the scores of end-of-unit internally created writing exams. Progress in speaking will be measured by growth on practice NYSESLAT assessments administered by our contracted ESL teacher during pull-out sessions every six weeks. The ELL teacher will analyze and support the results of these practice exams every six weeks and will present them to the team

on Data Days. Leadership and General Education teachers will use this data to create an action plan for next steps to continue to support scholars in and out of the classroom based on individual needs. The Dean of Special Supports will work directly with the ESL Teacher, reviewing and providing weekly feedback on all lesson plans, provide live coaching, provide written observation feedback, and will conduct check-ins weekly regarding data of all scholars.

Gifted and Talented Students. We will consistently challenge our high performing gifted and talented students. As we scaffold lessons down for scholars who are at-risk for academic failure, we do the same for our gifted students by scaffolding up. In scripted lesson plans (**Attachment 3b**) all scholars may be playing the same game to master the same objective, however there are modifications for scholars who are at-risk, (L), and scholars who are above grade level (H). This will be present in all lessons as we strategically plan in ways to push our gifted and talented students. As outlined in **Section G, School Schedule and Calendar**, scholars who are gifted and talented will be given independent work that meets their needs. For example, numbers in mathematics problems may be larger or more conceptually challenging, and homework assignments will have reading assignments with higher Lexile levels. Certain scholars will be able to travel to other classrooms for literacy instruction due to their higher STEP level.

Record Keeping. All physical copies of IEPs, progress reports, results of psychosocial evaluations conducted as part of triennial reviews, FBAs and BIPs developed as part of an IEP, and other related documents will be kept in a locked filing cabinet in the Dean of Special Supports' office, only accessible to the HOS and DSS. As noted in section 408 of Regulatory Requirements of the Education Law, "Under FERPA, school districts may disclose personally identifiable information in a student's education records, including the student's IEP, to school personnel with 'legitimate educational interests.'" To ensure we are aligned with the federal confidentiality requirements, we will ensure IEP confidentiality during distribution, storage, and destruction stages: (a) Only our DSS will have access to SESIS—providing access to review, update, and print student IEPs; the SSS will provide copies of IEPs to staff at in-person meetings; any printed IEPs will be stored in locked file cabinets in the DSS's office; all other IEPs will be shredded after use. (b) Ensure all persons interfacing with IEPs receive training on FERPA requirements; during Summer PD, the DSS will provide training on students with special needs, FERPA, IEP, and 504 processes and procedures. All IEP/504 plans will come through the DSS, who will have his or her own office with a locked file cabinet. (c) Ensure teachers and related service providers whom the school determines to have a legitimate educational interest and who receive a copy of the IEP do not disclose personally identifiable information from the IEP of a student without parent consent. The DSS will be the only person at the school with access to share IEPs, and will only share with those who have a direct need to be informed. The DSS will collect parent consent prior to sharing any information. (d) Upon request, the DSS will provide parents with a list of types and locations of education records, including the IEPs collected, maintained or used by the school district.

D. Assessment System

Ivy Hill Prep aims to be counted among an elite group of charter schools known as 90/90/90 schools, schools where more than 90% of students are eligible for free and reduced lunch, 90% represent ethnic minorities, and 90% meet or achieve high academic standards. There are 90/90/90 schools scattered across our country, and one of the five characteristics common among them is "frequent assessment of student progress and multiple opportunities for

improvement.”⁵³ Our students’ academic success relies on leaders and teachers efficiently and strategically using data generated from standards-based assessments. Before their first day as an Ivy Hill Prep scholar, each student’s reading level will be assessed using the Strategic Teaching and Evaluation of Progress (STEP) Assessment System. We will also use an internally-created math diagnostic to assess counting abilities, number sense, and math comprehension. Diagnostics results will be used by staff to establish benchmarks, inform instructional planning, and immediately support students through small group interventions, and the data collected will be shared with parents. Throughout the year, we will collect formative and summative data to track our progress against ambitious goals, identify conceptual misunderstandings, and further inform our instruction. Our Lead Founder and proposed Head of School has participated in and further studied the assessment practices of high performing schools across the country, and has selected a group of assessments proven effective in the assessment of student mastery.

Formative Assessments. Throughout the year, formative assessments will be given to measure student progress and performance. Teachers will use this data to adjust instruction, modify student groupings, and raise or lower rigor according to individual students’ needs. At the end of lessons, teachers will use **daily exit tickets** as formative assessments to gauge mastery of knowledge and skills taught that day. Teachers will score and reflect upon exit slips daily, determining whether to address the results through a whole group reteach, small group instruction, or one-on-one intervention. Similarly, teachers will collect data during their daily **spiral review (Attachment 3b, page 7)**. Spiral review will be given at the beginning of the day to address literacy or mathematics gaps seen on unit and interim assessments. After analyzing data, teachers will isolate the standards on which students were lowest performing, reteaching and assessing progress one standard at a time. As teachers aggressively monitor, they will track the progression of academic achievement on each standard assessed that week (**Attachment 3b, page 8**). This data will impact their instruction, who gets chosen for small group remediation, and which scholars will receive extra Life’s Work to gain an additional “at bat” or attempt to succeed at the work. **Weekly classroom quizzes (2-5)** will be given to gauge mastery of knowledge and skills taught throughout the week. Multiple skills will be simultaneously assessed through classroom quizzes. Quiz data will illustrate which scholars are ready for further enrichment. In higher grades, teachers will invest scholars in tracking their own data from quiz results to build self-monitoring skills and promote academic ownership. **Unit Assessments** are cumulative assessments which will be given at the end of a unit in core content areas. Data will be used to help teachers understand what specific instructional strategies are most effective for scholar learning. This information will aid teachers to intentionally group scholars, ensuring tailored instruction is delivered to the appropriate scholars. **Interim Assessments (IAs)** are subject-specific cumulative assessments given every 6-8 weeks. Aligned to the NY State P-12 Common Core Learning Standards, teachers will be able to assess mastery of standards taught throughout the year. IAs are the best predictor of how scholars will perform on state assessments. Teachers will collaborate on 10 pre-scheduled, designated Data Days to unpack interim data, reflect on effective teaching practices, and action plan for the coming weeks. **STEP Assessments** will be administered every six weeks to assess literacy growth in skills of fluency, accuracy, phonemic

⁵³ Barr, Robert D., and William Parrett. *The Kids Left behind: Catching up the Underachieving Children of Poverty*. Bloomington, IN: Solution Tree, 2007.

awareness, and reading comprehension. Data will illustrate strengths and gaps of each scholar, and allow for purposeful intervention to get every scholar to the end of the year benchmark.

Summative Assessments. Our team uses our end-of-the-year data to evaluate students' growth and proficiency, and when possible, compare their performance to local and national peers.

Internal End-of-the-Year Exams. These are summative assessments that measure mastery of standards taught throughout the year in math and literacy. These will be created as end-of-the-year benchmarks, and will assist in lesson planning as we backwards plan to benchmark goals.

Nationally-Normed Assessments. We will implement the NWEA MAP three times per year. At the beginning of the year, the MAP assessment will serve as a diagnostic tool to assess students' math and literacy proficiency. This data will allow us to: (1) obtain baseline data for each individual scholar so that we can measure the student's academic growth as the year progresses and (2) strategically target and pace instruction and academic supports to ensure we are closing conceptual gaps and leading students to content mastery by the end of the academic year. The MAP assessment will be administered again in February and in June. Data collected through the end-of-the-year assessment will allow us to: (1) prove academic growth of all scholars to all constituents, and (2) identify any grade-wide gaps that can be addressed through instructional modifications in future years. The HOS will use data to inform curricular updates, ensuring all standards are sufficiently taught to and assessed throughout the year. The Board will use data to inform strategic planning, allocation of resources, the annual evaluation of the Head of School.

Administering Assessments. Teachers will administer assessments during varying windows of time, depending on the type of assessment. Daily exit tickets will be administered daily, spiral review daily, classroom quizzes weekly, and unit, interim assessments, and STEP assessments every six weeks. In teams, using exemplars to ensure consistency, teachers will grade assessments, input results into a school-based template for analysis, and submit this data to the HOS in Years 1 and 2, and to Dean of Curriculum and Instruction (DCI) in Years 3 and beyond. (3) The HOS (Years 1 and 2) or DCI (Year 3 and beyond) will analyze the data and prepare a document of data points, charts/graphs, common trends, and distribute to teachers prior to Data Day. For daily and weekly assessments, the HOS or DCI will analyze the data and respond back with Quick-Hit emails for teachers that will assist in their targeting of specific standards/question types/or exemplar responses. On Data Day, teachers will use their class's exams to break down the test using question-level analysis, standard-level analysis, and student-level analysis. In grade teams, teachers will work together to determine the objectives they will reteach and how to reteach them, which students would benefit from small group instruction, and which instructional practices worked/work best to reinforce certain objectives and standards. Teachers will identify high achieving scholars to create groups of scholars who will have scaffolded material to continue to push their thinking. Monthly, the HOS will compile all data into an academic dashboard to submit to the Academic Achievement Committee, to then be submitted to the Board for review.

Assessment Storage. To aid in communicating assessment results to families, we will implement systems for assessment storage. When scholars complete assessments, the assessments will be binder-clipped together and placed in a content-specific bin. Assessment results will be uploaded into a web-based system to allow for easy access and classroom and schoolwide comparisons. Teachers will not physically separate assessments by student name until the completion of the trimester. Teachers will keep assessments clipped together and stored together to allow for easy access when analyzing the data. Daily exit tickets and spiral review will be brought to weekly

check-ins with the HOS. Check-ins will be used to analyze class-wide strengths and gaps. The HOS and teachers will devise a plan to address conceptual misunderstandings to push student achievement. For all major assessments (STEP, NWEA, Interims, State Assessments), the DOO will maintain dashboards of all results for retrieval and analysis by all stakeholders as needed.

Using, Managing, and Analyzing Data. Teachers will use performance data to modify instructional practices, inform future planning and instruction, assign students to reading groups, and target students that require additional or supplemental materials for academic advancement. Teachers will work closely with students to inform them about their academic performance, highlighting their glows and grows in age-appropriate ways. All data will be tracked visibly in the classroom on charts and content-specific data trackers. Teachers and students will discuss ways for students to set and work towards their own personal goals. After each assessment, there will be time designated to celebrate student growth and achievement. **Leaders** will use achievement data on a weekly, six-week interim, trimester, and annual basis to assess curriculum and instruction, inform PD, evaluate teachers, and work with the DOO to make operational decisions regarding the use of resources. The DOO will manage all technology platforms used to organize and warehouse assessment results and data analysis. **Board members** will use academic data to hold the HOS accountable for achieving academic goals set in the charter application. Board members will also use academic data to inform the school's strategic planning in alignment with the school moving progressively towards goals. Each month, the Board's Academic Achievement Committee will receive an academic dashboard that highlights the monthly academic progress of students with key performance indicators (STEP, nationally-normed assessments, interim assessments, state assessments) disaggregated by subgroups (students who are economically disadvantaged, those receiving special education services, ELLs, and students at risk for academic failure). The academic dashboard will reflect absolute scores, within-year gains/losses, and year-to-year gains/losses. The Board will issue an Annual Report to the authorizer and larger school community that will provide all assessment results. **Families** will be consistently informed about how their child is performing academically. Through monthly phone calls and trimester Family Teacher conferences, teachers will confer one-on-one with all families to highlight students' academic strengths and weaknesses. When discussing academic areas of growth, teachers will give parents concrete strategies to use at home to assist their child in their academic development. Families will receive written reports on their child's absolute and growth performance on all major assessments (STEP, NWEA MAP, and state assessments).

Data Goal Setting. Teachers and students will know Ivy Hill Prep academic goals. In our data room, modeled after that at South Bronx Classical and used by all staff for weekly check-in meetings, the year's academic goals will be clearly posted, serving as a visual reminder for leaders and teachers. As teachers meet with the Head of School weekly, the HOS will constantly refer to the academic goals. In classrooms, teachers will have data goals posted in a student-friendly way to ensure scholars are clear on their academic goals and their progress against those goals. For example, STEP walls will be present in each classroom. Whenever a scholar moves up a level, the scholar will be able to physically move their physical representation on the STEP visual to communicate their growth. Parents will be notified of their child's progress via daily homework logs and during monthly phone calls. If a teacher must communicate to a parent that a scholar is performing below the benchmark, s/he will share at-home strategies to promote growth.

F. Performance, Promotion, and Graduation Standards

In our data-driven environment and with our focus on individualized instruction, we backwards plan to provide all scholars with the individualized supports necessary to close any academic gaps. If we must ever retain a student, it is because all appropriate and offered accommodations and modifications were unsuccessful. While retention is never our goal, we are committed to ensuring students are set up for success upon entering the next grade level. **Promotion Criteria.** Ivy Hill Prep's promotion criteria is rooted in a balance of understanding that though students learn at different rates, and may experience plateaus at different times as they grow, the best way to measure promotion to the next grade level is mastery of grade level academic standards. This ensures that scholars can be successful in the next grade as they are academically prepared to handle the increase in rigor as they matriculate. Our promotion criteria are based on a scholar's performance on the national NWEA MAP exam, literacy STEP assessments, and internally-created mathematics interim assessments. Students may not be promoted due to one or more of the following, all of which reflect student mastery of grade level content: (1) Not demonstrating a year's of growth on the NWEA assessment, (2) Failing to meet the end-of-the-year benchmark on the STEP assessment (K - STEP 4; 1 - STEP 7; 2 - STEP 9; 3 - STEP 12; 4 - STEP 15; 5 - Internally created assessment aligned to STEP level 17), or (3) scoring a 65% or below on the end-of-the-year math interim assessment. Due to the vertical alignment of our curriculum, end-of-the-year assessments reflect students' academic readiness for the next grade. While we will work relentlessly to avoid retaining students, we prefer retention over promoting a scholar before they have the foundational skills necessary to achieve at the next grade level. As we consistently track student data, teachers and leadership will assess all scholars' progress towards meeting end-of-year benchmarks. There will be benchmarks set to assess progress to meeting those benchmarks throughout the year. If scholars are not meeting those benchmarks during the year and are thought to not be on track, teachers will infuse our RTI model, providing multiple tiers of support during our extended day and extended year, including tutoring, to ensure that students have the supports they need to master the skills necessary for promotion. **Promotion in Doubt Monitoring System.** We believe that it takes a village to raise a child. Classroom teachers, parents, the learning support team, as well as the HOS, will work closely and strategically throughout the academic year to track the academic progress of all scholars. After each assessment cycle, teachers will use a computer-based system, Illuminate, to record academic data, while also completing a deep analysis of all student assessment results. Scholars who are struggling will receive additional supports as soon as needs are identified, as detailed in **Section II.D.** Teachers will be in regular communication with parents of struggling students to highlight all areas of misconception as well as concrete tools that can be used at home to assist in closing these gaps. **Family Communication.** We communicate regularly with families to ensure all students can meet our attendance and academic requirements for promotion, included but not limited to, our daily reports in Life's Work binders, formal report cards provided and reviewed at our three Family Teacher Conferences, sharing of staff phone numbers, and the requirement that all classroom teachers speak with all families at a minimum of one time monthly. Office staff will closely monitor attendance, and all daily averages will be part of our Academic Accountability Dashboard given to the Board monthly. Families will be required to meet with the HOS and Dean of Students once their scholar has accumulated over five absences; this meeting will provide time

to work together to create and support them in their attendance action plans. **Compliance.** In compliance with IDEA, all students with IEPs or 504s will need to meet all promotion criteria, unless their IPE indicates separate goals in particular content areas. In the event of this scenario, their meeting their individual goal outlined in their IEP will satisfy our promotion criteria. **Promotion in Doubt Meeting.** During Family Teacher Conferences at the end of each trimester, the Leadership Team will conduct Promotion in Doubt (PID) meetings. During these meetings, leaders, teachers, and families will meet to discuss the progress of scholars who have scored below the grade-level benchmark for literacy or math. The Leadership Team will present the Report Card and current grades of the student, present student work and assessment data, and work with the family to define next steps to support the scholar. Parents will be made aware that the meeting is a PID meeting to communicate the seriousness and urgency around working diligently to bring the scholar up to speed. The Dean of Special Supports will analyze the data of our lowest performing scholars across grade levels to compile a list of scholars who are Promotion in Doubt. This list will be submitted to the team to ensure all have incorporated their input before the family meeting. Should a child need to be retained, the DSS will create with the family an Success Plan for the next year, and will meet with the family before the start of the next year and as needed throughout the next year. **Daily attendance** is vital to student success, allowing the school to support students as they pursue academic success and simultaneously teaching students to take responsibility for their educational futures. Thus, if student misses more than 15 days of school, he/she may be retained. We adhere to all regulations regarding extended illness during which we would provide school support and tutoring; these would not impact attendance averages. **Exit Standards: Attachment 3c**

G. School Culture and Climate

Our goal is to ensure that every child that walks through our doors is equipped with the tools necessary to prepare them to access lives of promise and opportunity. Within our community, we deeply believe that lifelong success is not only achieved by one's academic strength, but also by one's strength of character. We will work to foster a unique culture that allows students to celebrate the growth and development of their character in addition to their academic skills. We will surround our scholars with a fiercely positive, structured environment. Learning will happen among the presence of zest and enthusiasm for the work ahead. In our community, our students will: (1) know the rules and expectations of the entire Ivy Hill Prep community, (2) consistently and clearly receive feedback on their academic and behavioral choices, (3) be taught by teachers who sweat the small details, and (4) be educated in a warm, yet strict environment where feedback comes from a place of incredibly high expectations rooted in love. The culture in our school will strike a balance between being warm and demanding, a key underpinning success in all high-performing schools. Bondy and Ross explain the potential danger of having great intentions for students without holding them to high expectations to meet those goals: "Many teachers in high-poverty schools struggle to establish a positive classroom environment. These teachers know a great deal about their students, feel affection for them, and empathize with their struggles. Unfortunately, the way these teachers act on their caring is often not comprehensive enough to make a difference. The teachers work hard to design interesting lessons, but if students are disengaged, the quality of the lessons will be irrelevant and misbehavior will reveal students' underlying resistance. What is missing is not in skill in lesson

planning, but a teacher stance that communicates both warm and nonnegotiable demand for student effort and mutual respect. This stance – often called the *warm demander* – is central to sustaining academic engagement in high-poverty schools.”⁵⁴ A predictable and structured environment has been proven effective for scholars with special needs. Weekly we will use data to track our progress towards reaching our cultural goals. Each week, our Dean of Students will track and analyze key cultural indicators. The Dean of Students will track daily the number scholars who went home on red, the number of Dean Send-Outs across the school, the number of tardies and absences, as well as how many scholars failed to submit Life’s Work. These numbers will be compiled to create our Culture Dashboard. The Dean of Students and Head of School will assess the data, analyze trends, and devise an action plan to support individual teachers and classrooms with their respective trends.

Leadership. We believe that academic excellence coupled with strong leadership and character skills will result in long-term success. As a college preparatory school, we realize our students need character development around **Core Values**. The development of these values will assist in them in their journey leading up to gaining admission to the middle and high schools of their choice, and eventually the college or university of their choice, and it will propel them to excel in a college environment as well as the professional world that will follow. In *How Children Succeed*, Paul Tough highlights that students are dropping out of universities and colleges at exponential rates because they have not acquired the skills necessary to navigate challenges independently or within an unstructured environment. Ivy Hill Prep has chosen to prepare our scholars for the rigor of an Ivy League education by equipping them with **IVY LEAGUE** values: **Leadership**, **Excellence**, **Academic Growth**, what makes you **Unique**, and **Confidence**. Our values are ones that we explain, model, teach, and reinforce daily as we set our children on a firm foundation to college. **Leadership.** Some leaders are born, but most are made. Our scholars will demonstrate leadership by using a loud and proud voice. In our classrooms, visitors will hear, “Your words have meaning. Let them take up space. Please try it again.” Scholars will be rewarded for taking initiative to help another student or by offering a solution to solve a problem. **Excellence.** Aligned with our mission, we are committed to excellence in everything that we do. Students will demonstrate excellence by coming to school daily with their Life’s Work (homework) completed and done to the best of their ability. We will emphasize, “Your work is a product of you, and represents you. Always do your best.” We will encourage scholars to always submit their best work and present themselves in an excellent way: wearing full uniform daily, with shirts tucked in and shoelaces always tied. **Academic Growth.** We will celebrate the climb that all students individually take to achieve academic success. We will celebrate high levels of proficiency in all academic subjects and scholars who make significant amounts of growth due to effort. After formal assessments, teachers will announce scholars who achieved 90% or above. Teachers will announce scholars who have made at least 15 points of growth. What makes you **Unique**. When our children leave our academic space, we realize that not all spaces will be as inviting and encouraging as ours. In addition to the strong academic foundation that our students will have, it is also imperative that they are aware of what makes them unique. They need to be aware of their strengths and the values they bring. This will add to their **confidence** and will assist in their navigation through college and the professional spaces that follow. **Martial Arts.** We believe

⁵⁴ Bondy E., Ross D. “The Teacher as Warm Demander.” *Educational Leadership*. ASCD. 66, 54-58. 2008.

Martial Arts is an effective tool to teach character and leadership skills, and to cultivate a positive culture rooted in high expectations. Research demonstrates that in addition to character and leadership skills, Martial Arts has the power to develop social and interaction skills, as well as perseverance and discipline.⁵⁵ The culture of Ivy Hill Prep is one that is fiercely relentless in our pursuit of our children being academically equipped to succeed. We believe that for us to achieve our goal, our students must be resilient, tenacious, team players, leaders, and advocates of change that have an unwavering belief in their innate capabilities. With Martial Arts as a character course taken by all students, we will use the outlet of Martial Arts to teach the creed values that have been proven necessary for success.

Discipline. Our discipline system will be based on a color chart and a reminder number system. The four-color chart (green, yellow, red, and superstar silver), tracks each scholar's behavioral status. Each classroom will have a wall pocket chart tracker with each scholar's name in alphabetical order, with the four colors inside the pocket. **Superstar Silver:** You are modeling exemplar behavioral expectations. You are performing above and beyond our expectations and have received no more than one reminder. **Green:** "Good job. You are meeting all behavioral expectations and are on track. This scholar has received under three reminders. **Yellow:** You are in warning mode. You have received at least three reminders for not following expectations. **Red:** You are making poor behavioral decisions that are negatively impacting your academic success, or the success of those around you. As witnessed at Excellence Girls Elementary Academy, the power of the color system rests in the consistency, fluidity, and emotional constancy in which it is used. Teachers are **consistent** with the color chart by issuing a "number reminder" that alerts the child of their action at that moment. This will sound like, "Anna, that's 1. Please fold." After a scholar receives three reminders, s/he will go down a color, moving from green to yellow, or yellow to red. However, Anna also has the power to move back up a color, by correcting her behavior continuously. Anna's teacher will be actively looking for Anna to correct her behavior, so she can be praised for it, "Anna, star. Focused with hands folded!" If Anna is praised two to three times for correcting her behavior, the **fluidity** of the color chart will move her back up a color. We are a community that uplifts and encourages as we hold each other accountable. As communicated to scholars and families, reminders are given to keep students on track to be successful. As a staff, we hold each other accountable, and as educators, we hold our students accountable. Between all parties, we communicate our high expectations in an **emotionally constant** manner. We seek to praise more than we correct, with a ratio of 80:20. The purpose for our structured and disciplined culture is to allow for a genuinely joyful environment that is focused on learning, supporting, uplifting, and celebrating achievement and growth. This culture extends frequent opportunities to praise students and celebrate success through impromptu celebrations, college chants, and recognitions, because teachers are confident students can immediately re-engage in academics.

Rewards. To celebrate our scholars, we will implement systems to reward students individually as well as collectively. Daily, scholars' parents are notified of their day's behavior through a behavior log. Teachers circle the color each student was on at the end of the day, and parents

⁵⁵ *Enhancing Resilience in Children: A Proactive Approach.*

www.bing.com/cr?IG=D1A8E98111D24D4AB3565513228B2636&CID=1501EB27AB2566582ACEE096AA8A6769&rd=1&h=RXNaC6LabzLNwcbw8mAT84SAiYZcrOZPCg2K3fJdy9M&v=1&r=http%3a%2f%2fartsintegratedresources.org%2fwfp-content%2fuploads%2f2015%2f10%2fEnhancing-Resilience-in-Children.pdf&p=DevEx,5067.1

are asked to sign to acknowledge receipt and understanding. Every Friday, scholars who earned Green or Superstar Silver for four days or more will take a trip to the Treasure Chest. On Fridays, a staff member will dress up in a costume and travel to each classroom. Scholars who are receiving Treasure Chest will choose a prize as a result of their hard work. Row challenges will be used across classrooms. To build and contribute to the team, scholars will work hard together during the week to become the Row Masters of their classroom. By Friday, all students will know the winner as score points will be public on the board. The winning row takes a trip to the Prize Box, and the class discusses how the row showed teamwork to win the prize. On a school wide level, dress down days and other incentives will be used for scholars who have completed their homework every night, arrived to school on time, or were present for each day of the month.

Study Hall. Students who do not bring in their Life's Work (homework) will attend Study Hall rather than participating in cooperative play at the end of the day. It is the expectation that all Life Work is done every night. If a child misses cooperative play for Study Hall, his/her parent will be notified. For the first two offenses, once the scholar completes the missing portion, s/he will be able to return to cooperative play. If it happens a third time, s/he will miss the remainder of cooperative play and continue to work on the Life Work for that night. Scholars who end the day on Red will also attend Study Hall. Instead of working on a Life Work assignment, they will complete a reflection about ways they will improve their behavior the next day.

Dean Send-Outs. For infractions such as hitting, putting other scholars in danger, and continued outward defiance, scholars will receive a Dean Send-Out. Our goal is that scholars will spend all of their time learning in the classroom. Teachers will use all preventative management techniques to prevent Dean Send-Outs as we believe that teachers are the deans of their own classrooms. However, the Dean Send-Out system is in place if those are ineffective for that scholar and situation. When the scholar enters the Dean's office, the scholar will: (1) calm down using breathing techniques led by the Dean, (2) have a self-reflective conversation about the situation, (3) receive a phone call home, and (4) discuss the ways their behavior will improve. The scholar must verbalize what s/he will do to improve to enter back into the classroom community. If the scholar is unsuccessful, the student will complete academic work in the Dean's office.

Introducing Staff to Discipline System. During Summer Institute, staff will receive a training on the discipline system. The color chart will be explained, and the language to give reminders will be practiced continuously to ensure alignment across the school. Teachers will learn to incorporate positive behavior incentive systems that increase engagement and cooperation.

Introducing Parents to Discipline System. Parents are offered six options for Orientation during the months of July and August. During Orientation, parents learn about our discipline system. The HOS will explain the color system, the meanings behind each, and set the expectation that parents will sign behavior logs nightly. There will be a role play opportunity during the orientation where parents will get to see different "scholars" making small mistakes, like taking their hands out of star or not tracking the speaker. We will model for parents how we positively narrate and use other preventive strategies before issuing a reminder. We want parents to feel comfortable knowing that their child is only given a color change after receiving a series of reminders.

Introducing Students to Discipline System. During the first days of school, behavioral expectations will be taught explicitly. Teachers will sweat the details. The color system will not be introduced to scholars until the second week of school. By the third day of school, teachers will begin using the language, "Anna, remember to keep your hands folded. When we come back to

school on Monday, that would be a written reminder.” We will highlight being on blue and Superstar Silver, and add excitement around going to the Treasure Chest and winning the Row Wars for the week. On the blackboard, a Row Challenge will live. During the week, teachers will give rows individual points when all scholars are on task academically, behaviorally, or exemplifying one of our creed values. Used as an incentive tool, at the end of the week, the row with the most points will get the opportunity to visit the class’s Treasure Chest. Scholars in the winning row will give a brief speech explaining what decisions they made to receive points through the week. Teachers will give points objectively based on stars present on her clipboard.

Discipline of Students with Disabilities. All students are expected to meet the requirements for behavior that we have outlined in our Discipline policy. However, in accordance with the Individuals with Disabilities Education Act and related regulations, the following additional provisions will be made for students eligible for special education services. **(1)** The IEP for all students with disabilities will indicate whether the student can be expected to meet the regular discipline code or whether the code should be modified to tailor the needs of the individual student. **(2)** If an incident occurs and the Leadership Team, parents, teachers, and members of the SST determine that the student’s conduct was not a manifestation of the student’s disability, the school may discipline the student in accordance with the procedures and penalties applicable to all students, but will continue to provide a free appropriate public education to that student. **(3)** an incident occurs and the Leadership Team, parents, teachers, and members of the SST determine that the conduct *was* a manifestation of the student’s disability, the team will review any Behavior Intervention Plan or, where appropriate, conduct a Functional Behavioral Assessment, and develop a Behavior Intervention Plan for the student.

Severe Consequences. Our Reminder Color system is set up to track common behaviors and misbehaviors. If a student makes a decision that is more severe, there are a series of more severe discipline decisions, ranging from in-school reflection to expulsion. These discipline decisions are outlined in **Attachment 4: Student Discipline Policy** in accordance with state and local suspension and expulsion laws and will be provided to students and families in the handbook.

G. School Schedule and Calendar

Calendar. We operate on a trimester schedule that totals to 191 instructional days, which totals to 11 more days than the district calendar. 148 of these days are full days, while we will operate an abbreviated schedule for 43 of these days (Fridays and Report Card Conference Days). Over the year, scholars will receive 1,671 hours of academic instruction. We will offer an extended school day from 7:00am to 4:20pm Monday-Thursday and 7:00am to 1:30pm on Fridays, with extended blocks of literacy and math daily. To ensure teachers are supported and developed on a consistent basis, we will engage in 19 days of Summer Institute, a practice-based summer development program used to equip teachers with key instructional taxonomies and proven schoolwide routines and procedures. The mastery of these practices will allow our teachers to make the best use of our extended time: ensuring that learning is impactful and purposeful. Because we believe that exceptional teaching produces exceptional results, we provide 34 days of professional development annually; 19 of these are part of our Summer Institute; 8 fall directly after the administration of our interim and STEP assessments. We have placed Data Days as full days of Professional Development to give our teachers ample time to analyze data, teacher moves that impacted the results, and strategically plan their next steps with the data in mind.

We have scheduled 43 abbreviated school days that occur every Friday. During these days, teachers will receive targeted professional development based on observed schoolwide trends. The time will be devoting to supporting teachers in learning new strategies, sharpening their skills in instructional practices, and collaborating with other teachers in preparing for the next week. There are 66 days on our schedule designated for assessment days. Though none of our assessments will encompass the entire day, we believe our parents are our partners and want them to be fully aware of these days to provide the support for their scholars when at home. The NWEA MAP (3 times per year), STEP (every six weeks), and Interim Assessments (every six-eight weeks) are all used to assess our scholars' proficiency in literacy and mathematics. Because we believe it takes a village to raise a child, we have pre-scheduled Home Visits, Family Orientations, and family events like skating and bowling to invest our families by showing that we want their presence, desire their input, and believe in strong partnerships. We will inform parents of these events well in advance to increase parent participation. Both student and teacher schedules reflect our relentless pursuit of living out our mission of ensuring scholars are equipped with the academic tools they need to be successful. Time is valuable with our scholars, so we obsessively protect instructional time by minimizing transitions to maximize our time in the core content areas of literacy, mathematics, science, and social studies. When creating our schedule, we closely mirrored that of BES school Purpose Prep in Nashville, TN. When analyzing their schedule and execution of instruction, we realized that minimal time was spent on transitions. Instead, the majority of time was allotted to content areas. Similarly, we have modeled the amount of time scholars spend in each content area on their schedule as well. Currently, scholars in grades K-2 are performing in the 90th percentile on the nationally normed TerraNova assessment and are in the top 5% of performance on state assessments. We are confident that our breakdown of allotted time will benefit the academic growth of our scholars from the first day of instruction.

Student Schedule. Scholars will arrive between 7:00am and 7:35am. Scholars will be presented with a healthy breakfast and Brain Work, a folder that holds math and literacy work on their academic level, to get their minds ready for learning. Following breakfast, scholars will attend Community Circle, a ritualized experience led by the Head of School, which serves as an inspirational session designed to pump scholars up for a great day of learning. They indulge in Ivy League songs, chant college cheers, and are asked a series of academic questions to get their brains thinking about the rigorous strategies they will be using throughout the course of their day. Scholars will begin their academic day with Read Aloud that is the start of their 225 minutes of daily literacy instruction (Monday-Thursday). During these 225 minutes, scholars are charged with learning decoding strategies, fluency, accuracy, vocabulary, and reading comprehension. For scholars who receive intervention and remediation supports, one block of Literacy rotations is devoted to pull out supports. Scholars will attend an additional literacy class with other students on similar reading levels to give them additional, individualized, data-driven supports. Learning support teachers and General Education teachers work closely together to ensure scholars are making adequate progress towards their academic goals. During the 100 minutes of mathematics instruction daily, scholars not only learn how to solve problems procedurally, but dive into Cognitively Guided Instruction (CGI) which pushes their critical thinking skills as they conceptualize mathematical concepts. In Social Studies and Science, scholars learn how to explore the world around them using their five senses. They use the transferrable skills taught in literacy to assist in their mastery of the content. In Writing, scholars learn how to formulate

letters correctly, and learn how to use decoding skills to help them spell the words in their stories. As the year progresses, their level of detail increases as they include dialogue, character feeling, and plots to capture the attention of the reader. When scholars cross the threshold for Martial Arts, they will exercise their coordination and motor skills while learning the importance of self-esteem, self-control, good decision-making, and responsibility. In Collaborative Play, scholars will learn the essence of teamwork as they work together in different centers, such as art, dress up, blocks, and puzzles. On Fridays, our students dismiss early to allot extra time for the professional development of our teachers. During those days, aligned with our mission, we continue to prioritize our literacy and mathematics instruction. Writing does not occur on Fridays, however the skills enforced during Writing courses are reinforced during Reading Blocks and Mathematics. With a shorter school day on Fridays to accommodate for staff professional development, we are still able to devote 135 minutes to literacy instruction and 95 minutes to math instruction. A description of each component of our student schedule, including how we will differentiate for scholars at risk of academic failure and those above grade level, is below.

INSTRUCTIONAL DAY FROM THREE PERSPECTIVES	
Instructional Day	Description from Three Perspectives
Arrival and Breakfast (35 mins)	All scholars are presented with breakfast and Brain Work each morning. Brain Work will be used to reinforce mathematics and literacy skills when working independently. On-Grade Level: Scholars on-grade level will have Brain Work that reflects the mathematics or literacy standards being taught at that specific time. For example, near or in the month of April, scholars will be introduced to the concept of base-ten. For a scholar on-grade level, his/her Brain Work questions will request the scholar to use two strategies, one including a base-ten strategy to solve. At Risk for Academic Failure: For a scholar at-risk for academic failure, s/he will be asked to solve a similar question with smaller numbers. The scholar will not be required to solve using base-ten, but may instead use direct modeling to solve. Above Grade Level: For a scholar above grade level, s/he will be asked to solve a similar question with larger numbers. The scholar will be required to use a base-ten strategy to solve all questions.
Community Circle (30 mins)	On a typical day of Community Circle, scholars will participate in a Chant Competition, review our value of the month, discuss how our value is reflected by the historical figure we are honoring that month, and will answer a content-specific question whole-group. Before answering the question whole-group, scholars will have to defend their response to the peer next to them. On-Grade Level: A student on-grade level will not receive any modifications during this time. At Risk for Academic Failure: A student at-risk for academic failure will be strategically placed next to a scholar who is above grade level to ensure a more effective turn-and-talk. Above Grade Level: A student who is above grade level will be paired with a student at risk for academic failure and given the responsibility of supporting the at-risk student to engage in the turn-and-talk.
Read Aloud (30 mins)	During Read Aloud, scholars will build their comprehension skills by listening to a text and answering questions. Differentiation during Read Aloud is primarily driven by student seat assignments. Scholars are strategically placed on the carpet because there are many turn-and-talks scripted into Read Aloud lesson plans. By having scholars of varying levels next to one another, on-grade level and above grade level scholars will benefit from being challenged to push the thinking of another scholar, while at-risk students benefit from the model of their more advanced peers.
Reading Blocks (Mon-Thu 135 mins;	On-Grade Level: During Reading Blocks, a scholar who is on-grade level will have three, 45-minute literacy rotations: Reading Mastery, Guided Reading, and Blended Learning on the computer. They will rotate with a group of scholars at their reading level. Scholars will be in

Fri 105 mins)	literacy groups with other students who have similar foci to theirs and will be pushed in the similar areas to strengthen their literacy foundation. At Risk for Academic Failure: Scholars at risk for academic failure will have Reading Mastery, Guided Reading, and pull-out services. All reading groups and pull-out groups will be assigned based on reading level. Scholars will be in literacy and pull-out groups with other students who have similar foci to theirs and will be pushed in the similar areas to strengthen their literacy foundation. Above Grade Level: During Reading Blocks, scholars who are above grade level will have modified independent practice after Guided Reading, be on a higher lesson in Reading Mastery, and will most likely be further along on their Blended Learning computer program. Scholars will have extra RACE (Restate, Answer, Cite Text Evidence, Explain) responses in their folder bags behind their chair to offer rigorous work after they complete their computer-based lessons.
Math Meeting (15 mins)	On-Grade Level: During Math Meeting, scholars who are on-grade level will recite their numbers, answer questions pertaining to Calendar Math, and will use strategies to build number sense. At Risk for Academic Failure: For scholars at risk of academic failure, Math Meeting will look similar as it does for those on-grade level. However, at-risk scholars will often be named the Mathematician and have the opportunity to come up to the board to answer questions. Teachers will look to give at-risk scholars as many opportunities as possible to use manipulatives to help them solve problems. At-risk scholars will typically be called up after another scholar has modeled an exemplary response, doing two things for at-risk scholars: (1) allows them an opportunity to see the problem an extra time before solving alone, and (2) boosts their confidence and increases their desire to participate. Above Grade Level: During Math Meeting, scholars who are above grade level will recite their numbers, answer questions pertaining to Calendar Math, and will use strategies to build number sense. Above grade level students may complete additional problems or problems involving larger numbers.
Cognitively Guided Instruction (CGI) (50 mins; 35 mins)	In the beginning of CGI, scholars will hear the question recited aloud from memory three times before going into independent work. On-Grade Level: A scholar on-grade level will typically be chosen as the second scholar to recite the word problem. During independent work, teachers will check-in with this scholar and will typically encourage this scholar to try a more sophisticated strategy after solving the problem accurately using one strategy. At Risk for Academic Failure: A scholar at-risk for academic failure will typically be chosen as the last scholar to recite the word problem. Strategically, teachers want scholars at-risk of academic failure to hear the problem multiple times, allowing the student more time for processing before having to recite it alone. During independent work, the teacher will check-in with this scholar and will have the scholar explain all steps as they solve. Teachers will be specifically listening for when the breakdown occurs, if one occurs. When solved correctly, the teacher will encourage this scholar to try a more sophisticated strategy after solving the problem accurately. If scholar continues to struggle with the question, teacher will encourage the scholar to flip over to the opposite side, where a similar problem will be found with smaller numbers. This student will also have access to more manipulatives to assist with solving, (i.e.: base ten cubes, counters). Above Grade Level: A scholar above grade level will typically be chosen as the first scholar to recite the word problem. During independent work, teachers will check-in with this scholar and encourage the scholar to explain all steps taken and why. A scholar above grade level will have the same question as other scholars, but will always have additional questions. The additional questions will assess the same conceptual idea.
Math Workshop (Mon - Thu 35 mins Fri 45 mins)	During Math Workshop, scholars are often tasked with a “mission” or a game while working in pairs. Pairs are pre-determined by both teachers before the lesson begins to ensure that scholars are paired with another scholar who is on a similar level. Tasks that are given are scaffolded to match the level of the student. At Risk for Academic Failure: Scholars who are at-risk of academic failure are pulled together in a small group with one teacher.
Lunch (Mon-Thu 25 mins)	Scholars eat and fellowship with one another.

Fri 30 minutes)	
Social Studies/Science (Mon-Thu 40 mins)	During Social Studies and Science, scholars will explore different aspects between both content areas. Both subjects will push critical thinking skills as scholars work in pairs. Pairs are pre-determined by both teachers before the lesson begins to ensure that scholars are paired with another scholar who is on a similar level. Tasks that are given are scaffolded to match the level of the student. At Risk for Academic Failure: Scholars who are at-risk of academic failure are pulled together in a small group with one teacher in the classroom.
Handwriting (15 mins)	During handwriting, scholars will learn the correct formation of one letter per day, and will have practice time to master the formation. On-Grade Level: If an on-grade level scholar finishes before the end of 15-minute block, there will complete the packets with extra letter practice in their Writing folders. At Risk for Academic Failure: As teacher aggressively monitors, if s/he notices that an at-risk scholar is struggling, the scholar will be pulled for 1 on 1, or small group support. Above Grade Level: If an above grade level scholar finishes before the end of the 15-minute block, they will complete packets with extra letter practice in folders.
Modeled Writing (15 mins)	On-Grade Level: During modeled writing, scholars who are on grade level will have multiple opportunities to assist the teacher in spelling words that are aligned with the decoding skills they are learning in Reading Mastery. For example, "I can spell shop. Shhh, is s-h. Aaaah is o. Pih is p. S-H-O-P. Shop!" The Writing teacher would ask for the correct spelling of this word because scholars who are on-grade level are currently working on that skill. At Risk for Academic Failure: For scholars who are at risk of academic failure, the teacher might not require this scholar to spell the entire word. The teacher might prompt the scholar with, "Jeremy, shopping. I'm coming to you. Which letters make the sound, shh?" The teacher would adjust her questioning to this student to match his academic level. If the scholar struggled to spell any part of the word, the teacher would prompt the scholar using Break it Down techniques to help him/her reach the answer. Above Grade Level: The teacher will often encourage this scholar to spell more challenging words. For example, "Cherie, how could I turn shop into shopping?" Cherie would then chunk the word out loud and explain how she came to the word shopping. That might sound like, "I know that shop is s-h-o-p. I know that ing is i-n-g." The teacher might respond, "Ok, so S-H-O-P-I-N-G?" Cherie may respond by saying, "No, there are 2 P's because double consonants make 2 say the sound short!"
Writers Workshop (20 mins)	All scholars will independently respond to a writing prompt using the techniques modeled in Modeled Writing. On-Grade Level: A scholar that is on-grade level will have an independent conference with the teacher as s/he writes. The teacher will most likely push to add more detail to the story after s/he congratulates her on spelling all her sight words correctly. At Risk for Academic Failure: A scholar that is at-risk for academic failure will have an independent conference with the teacher as s/he writes. The teacher will most likely push the scholar to sound out each sound slowly, and then record. "Samantha, you said the word dog. Ddddogggg, what sound do you hear at the beginning of ddddooggg?" Above Grade Level: A scholar that is above grade level will have most likely mastered the objective to write 3-5 sentences with detail. The writing teacher would then encourage this scholar to order the story in chronological order using sequence words.
Martial Arts (60 mins)	In Martial Arts, all scholars will exercise their coordination and motor skills while learning the importance of self-esteem, self-control, good decision making, and responsibility.
Collaborative Play (20 mins)	During Collaborative Play, scholars will have the opportunity to explore different stations where they will build their communication, social, and teamworking skills. Any scholar, whether on-grade level, at risk for academic failure, or above grade level , will miss a portion of Collaborative Play if their homework is incomplete. These scholars will instead complete their homework in Study Hall. Upon completion, if time permits, scholars will be encouraged to join Collaborative Play with their peers.
Pack Up and Dismissal	All scholars receive their Life's Work binders, pack up, and be dismissed. At Risk for Academic Failure: Scholars who are at-risk for academic failure will go home with scaffolded homework. Their Life's Work packet will appear to look the same as the others, but the Lexile levels of

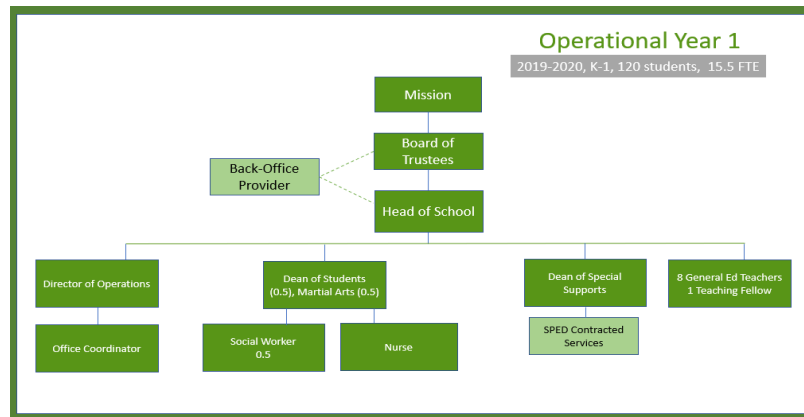
(10 mins)	<p>their reading comprehension stories are lower than the stories for scholars who are on-grade level; the numbers represented in their Math CGI Story Problems are lower as well for accessibility. These scholars are pushed to solve math problems with one strategy instead of two. Scholars who are at-risk for academic failure will have an additional packet and resources in their Life's Work binders. Teachers will be in consistent communication with parents, and will often send home an extra Do Now, Spiral Review, or Story Problem from CGI with a note on the top that states, "Hi Mom! Sammy struggled with this today. On the back is an exemplar that shows two ways he could have solved. Please have him complete this tonight and return it in the morning. Feel free to call or text me with any questions!" Above Grade Level: Scholars who are above grade level will go home with scaffolded homework. Their Life's Work packet will appear to look the same as others, but Lexile levels of their reading comprehension stories are higher and the numbers represented in their Math CGI Story Problems are higher. These scholars are pushed to solve math problems with three strategies instead of two.</p>
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Teacher Schedule. Each week, our teachers will follow a rigorous teaching schedule that consists of core academic subjects. In response to the needs of our community, we have chosen to incorporate a two-teacher model in all classrooms. With a ratio of 15:1, teachers will provide more targeted and individualized supports to scholars. In addition, teachers will have more time to master their specific content areas and subjects taught. The Lead Teacher will in most cases be the more veteran teacher. Lead Teachers will be responsible for delivering 335 minutes of core academic instruction on Monday through Thursday and 265 minutes on Fridays. Co-teachers will typically be less experienced, but will still be expanding their content knowledge and are consistently being developed. Co-teachers will be responsible for delivering 260 minutes of core academic instruction on Monday through Thursday, and 230 minutes on Fridays. At Ivy Hill Prep, we will operate by using an "all hands-on deck" approach to ensure that students are constantly supported during the day. "All hands-on deck" indicates that there are some non-instructional duties that teachers will fulfill. For example, in the beginning of the school year all teachers will be present for all school-wide transitions to ensure accuracy and efficiency. As the year continues and systems are tightened, less teachers will be needed for those transitions. On Mon-Thu, Lead Teachers have 130 minutes of prep time and Co-Teachers have 160 minutes. To ensure teachers are developed on a regular and consistent basis, weekly we prepare them with the resources and training necessary to best impact student achievement. On Fridays, teachers will receive 120 minutes of Professional Development after students are dismissed. On Wednesdays, teachers will meet from 4:45 – 5:30 for collaborative grade level planning and data analysis.

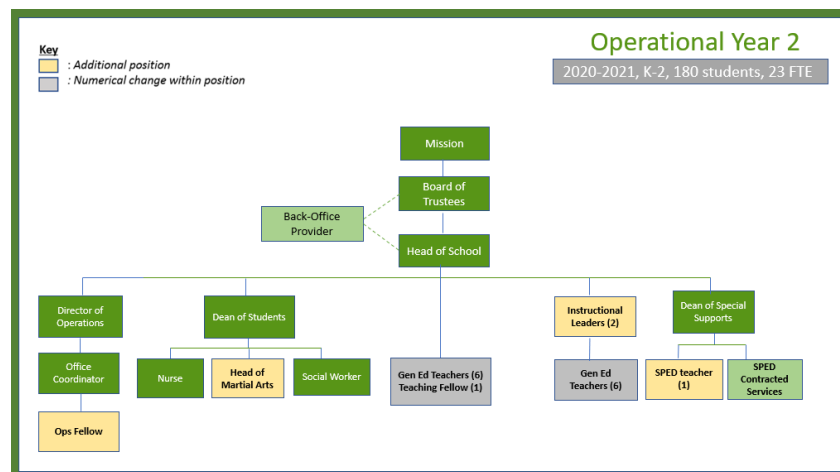
III. Organizational and Fiscal Plan

A. Organizational Structure

Ivy Hill Prep's organizational charts outline the reporting relationships of the Governing Board of Trustees, Head of School, and all school staff for the duration of our proposed five-year charter term, demonstrating our ability to grow and sustain the school's success over time.

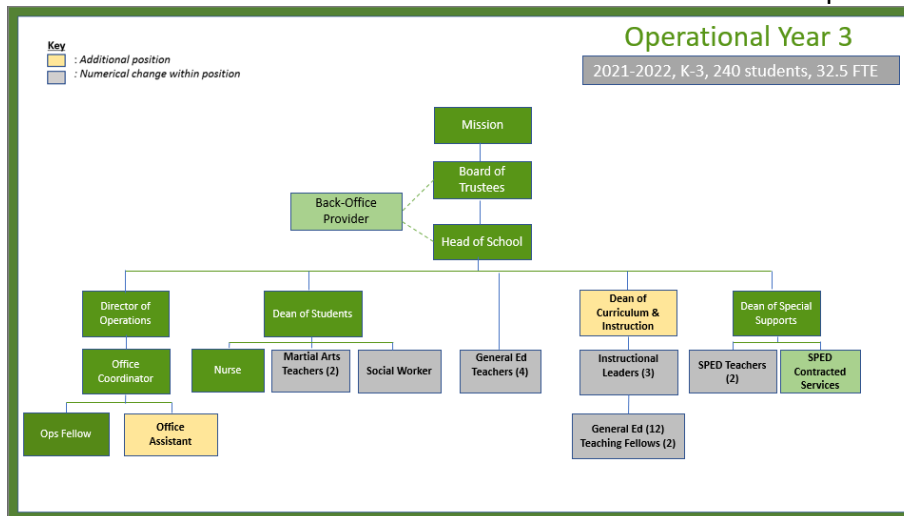


Ivy Hill Prep is proposing to open in August 2019. In Y1, we will open with the Head of School, Director of Operations, Dean of Students, who will also assume the role of Martial Arts instructor, and Dean of Special Supports, who will be a special educator licensed in NY State. The Office Coordinator in Year 1 will report to the Director of Operations. The Director of Operations will meet with the Coordinator formally once per week to discuss progress towards goals, and informally throughout the week to communicate expectations around tasks and systems. Our Social Worker (0.5 FTE) and Nurse will report directly to the Dean of Students, and both will work with the Dean of Special Supports as needed. We will contract with a Back-Office Provider that will work with the Board and Head of School, and we will contract with special education service providers, who will be overseen by our Dean of Special Supports. We will open with 120 kindergarten and first grade students. Our two-teacher model will require us to hire 8 general education teachers (4 kindergarten teachers and 4 first grade teachers) and one general education teaching fellow. All teachers will report directly to the Head of School In Y1 who will be responsible for formal and informal professional development.

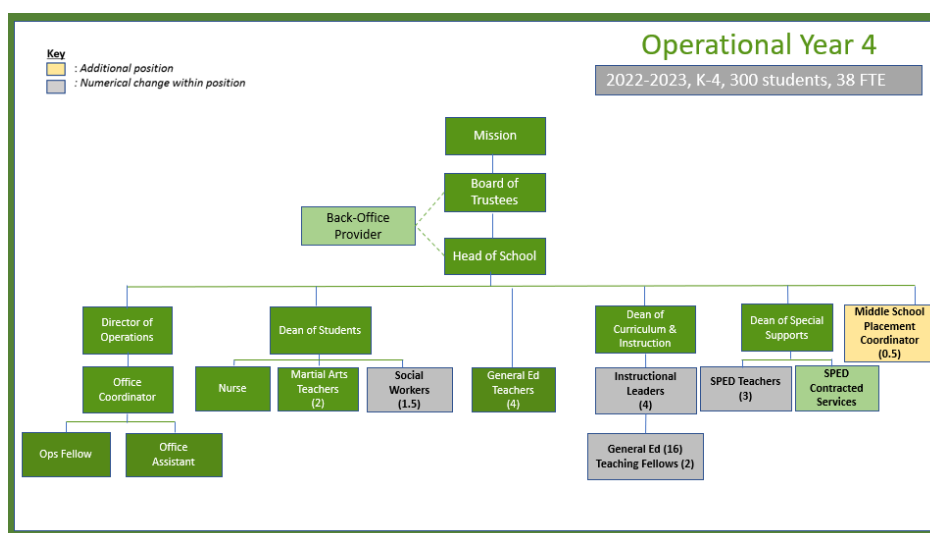


In Y2, we will enroll 60 more students. We will add an Operations Fellow, Head of Martial Arts, one Special Education teacher, and two Instructional Leaders for K and 1. Our Operations Fellow will assist in the increase of operational tasks. Our Social Worker is now a full-time employee. Our two Instructional Leaders will be veteran teachers on the Kindergarten and first grade teams.

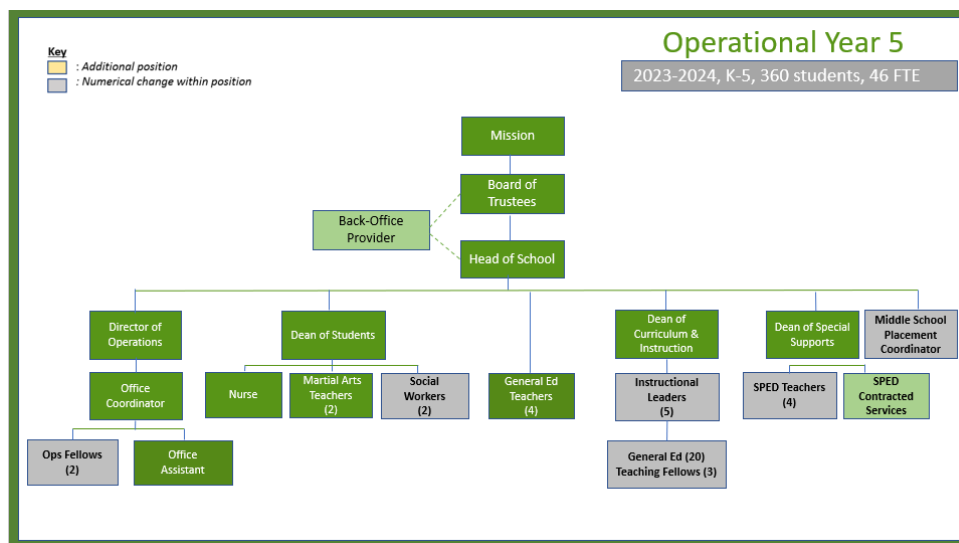
Instructional Leaders will coach three teachers each; the Head of School will coach Instructional Leaders and the remaining General Education teachers and one Teaching Fellow. We will hire another Special Education teacher to share the workload with our Dean of Special Supports.



In Y3, we will add a Dean of Curriculum and Instruction, Office Assistant, and increase the number of Martial Arts teachers, Social Workers, Instructional Leaders, Special Education, and General Education Teachers. With 240 scholars, we add an Office Assistant. With eight classrooms and an additional Martial Arts instructor to evenly distribute Martial Arts classes among two instructors. The caseload of managing and developing the 12 General Education teachers and two Teaching Fellows will be distributed between the Dean of Curriculum and Instruction and the three Instructional Leaders. To equally distribute the weight of coaching responsibilities and to continue to provide instructional leadership, the Head of School will continue to manage four of the six teachers she managed the year prior.



In Year 4, we will add an instructional leader, four teachers, and one Special Education teacher to ensure we have adequate instructional staff for scholars, including those with special needs.



In Y5, we add one instructional leader, four teachers, and one Special Education teacher to ensure we have adequate instructional staff for all scholars, including those needing special supports.

B. Board of Trustees and Governance

The Board of Trustees holds the school's charter and is responsible for effective academic, financial, and organizational oversight. These responsibilities include, but are not necessarily limited to: maintaining legal and ethical responsibility for the school; hiring, managing, and evaluating the Head of School; defining the school's mission and vision; defining policies related to the mission and governance; defining metrics to be used to review and assess the school's progress against the goals defined in the charter; reviewing monthly academic and financial dashboards prepared by management; reviewing and approving the annual budget; reviewing monthly financial statements relative to defined benchmarks; participating in fundraising and making an annual, personal contribution to the school. The Board will delegate to the Head of School management of day-to-day operations including all staff hiring; the Head of School will report to the Board, be the only role to do so, and serve in a non-voting, *ex officio* position

Board Size. The Board is comprised of seven members. If authorized, membership will increase to 9-11 members prior to the August 2019 opening. The Board will grow to a maximum of 15 as outlined in our Bylaws and will maintain an odd number of members for voting purposes.

Qualifications. Board members must be committed to the school's mission and values and to the community we serve. Board members must have experience and expertise that allow them to effectively serve on a committee, and must bring skill sets that inform effective and accountable oversight. Members must be able to work as members of a team committed to accountability, and able to exercise their legal duties of care, duty, and obedience.

Recruitment and Selection. As we transition from a Founding Team to a Governing Board, we will employ strategies for short-term and long-term recruitment. Our short-term recruitment efforts focus on filling anticipated board needs as we prepare for start-up, while long-term

recruitment efforts allow us to identify the right Board members for the long-term viability and sustainability of the school and to address any impending vacancies. We will recruit new members through personal networks, LinkedIn, and other professional networking sites and screen for individuals with volunteer or other personal experience to ensure mission alignment and fit with our team. Prospective Board members will be identified and screened by the Governance Committee, participate in an in-person interview with the Board Chair, and only be welcomed as official members of the Governing Board after a full Board vote to take place at a public Board Meeting, and will be approved by a 2/3 vote of the full Board.

Appointment or Election. All officers will be members of and elected by the Ivy Hill Prep Board of Trustees. Annually, the Governance Committee will present a group of members for election for the upcoming year. Defined in our Bylaws, **Attachment 5b**, all Board Officers will serve a one-year term of office, renewable for three consecutive terms by approval of a majority vote of the Board. All officers assume responsibilities defined in their job descriptions for their role. If an officer position becomes vacant, the Governance Committee will recommend a member of the Board to fill the role. The Board member will assume the position providing a majority 2/3 vote.

Member Terms. Individuals will serve up to two three-year terms. Officers will hold officer positions for 1 year before the Board votes again to re-elect existing or elect new officers for the next year's term. For initial Board membership we will have staggered terms to ensure continuity over time and prevent large turnover at any one time; we will draw names so that 1/3 of Board members terms expire after one year, 1/3 after two years, and 1/3 after three years.

Officer Positions. There will be four officer positions. The **Chair** presides over all meetings, guides the Board in enforcement of all policies and regulations related to Ivy Hill Prep, and ensures the Board is abiding by all policies set forth upon authorization. The **Vice Chair** will fill the role of the Chair in the event the Chair is not present. If the Chair can no longer fulfill his/her duties, the Vice Chair will assume the role for the unexpired portion of the term. The **Secretary** will create and post agendas for full Board and committee meetings. The Secretary will prepare, disseminate, and file meeting minutes, and maintain an official list of Board members in accordance with all adopted procedures. The **Treasurer** will serve as Chair of the Finance Committee. S/he will work with the Head of School to ensure that appropriate financial reports are made available to the Board in advance of each meeting. The Treasurer will assist the Head of School to prepare the annual budget and present it to the full Board for approval. The Treasurer, along with the Finance Committee, will review the annual audit report, summarize key findings for the Board, and respond to any questions the Board might have pertaining to the results of the audit.

Committees. There will be four standing Board committees. **Academic Achievement.** During the year immediately prior to the school's opening, this committee will define academic goals and a system for regularly tracking progress against those goals. Monthly, the Head of School will submit academic dashboards to the committee, presenting data relevant to each academic goal and reporting on progress toward meeting each goal. If benchmarks are not met and/or appropriate progress is not being made, the Committee will work with the Head of School to identify concerns and define next steps. **Finance.** This committee is chaired by the Treasurer and works with the Head of School and back-office provider to build and create the annual budget before it is presented to the Board for review and approval. Monthly, the Committee will evaluate a defined set of financial reports including budget-to-actuals, cash flow, and three-month projections. The Committee will monitor the implementation of the annual budget and make

recommendations for budget revisions as necessary. The Committee will secure a NY State-licensed auditing firm to conduct the annual financial audit. Following completion, the Committee will review the audit report and findings, defining and overseeing the implementation of any procedural changes that must be made. **Governance.** This Committee reports to the Board. Chaired by the Board Chair, the Committee maintains and grows the strength of the composition of the Board. The Committee will be responsible for developing an objective protocol and set of tools to evaluate the strength of the Board and provide PD opportunities to Board members, as needed. The Committee will be responsible for the identification, recruitment, nomination, verification, and training of all new members and for leading annual policy training to keep veteran members up to date. **Development.** This Committee reports to the Board and is responsible for working with the Head of School to establish fundraising strategies, increase public awareness about the school, develop strong partnerships with political, financial, and business allies, and develop marketing materials.

Board Conduct. Upon authorization, the first priority of the Board will be to approve its Conflict of Interest Policy and Bylaws. In addition to complying with all applicable laws and regulations, the Board is accountable to our authorizer and must ensure the school operates in alignment with its charter. Ivy Hill Prep will release all required documents to our authorizer according to the authorizer's defined schedule and when otherwise requested.

Promotion of Parental and Staff Involvement in Governance. Parents and staff will play a critical role in governance as we present multiple opportunities to gain their feedback and insight. In accordance with the Open Meeting Law, all Board meetings will be open to the public. With notice, all constituents including parent and staff will be aware of the time, date, and location of the meeting. During the meeting there will always be a reserved space on the agenda for Public Comment. During this time parents, staff members, community members, or teachers will have the opportunity to publicly state their concerns. All comments made during this time will be recorded by our Secretary, and posted publicly after the meeting. Additionally, surveys will be distributed twice per year to staff and families. The data collected from these surveys will be provided to the Board and will inform both its own strategic planning as well as the annual evaluation process of the Head of School. During our monthly family events, parents will have the opportunity to express their inquiries and concerns.

Open Meetings Law Compliance. The Board will comply with New York Open Meeting Laws and Article 7 of the Public Officers Law. All Board and Committee meetings will be open to the public. The Board will hold at least 12 meetings, all of which will be open to the public, each year. In accordance with §104, notice of all meetings will be posted at least 72 hours in advance of the meeting in a previously-designated, public location; meeting notices will contain the date, time, and place of the meeting. In accordance with §106, the Board Secretary will record the minutes of all meetings, making them publicly available for inspection and copying within two weeks of the date of the meeting. Committee meetings will take place at least 10 times per year for standing committees, and on an as-needed basis for other committees.

Board Training and Development. The Board will invest the necessary resources and time to build an effective governing body. We will have an annual retreat to review the school and Board's performance to generate annual strategic plans. The Board will participate in an annual self-evaluation to help us better understand our strengths and weaknesses. We will seek out additional professional development opportunities from outside companies that specialize in

charter school Board development. Our back-office provider will provide Board development on financial oversight. During the Founding Year, BES will provide Follow On Support for the Head of School and the Board, including facilitating a Committee Action Planning meeting to set goals and action items for committees, holding regular check-ins with the Board Chair, providing resources and samples of documents, and conducting three audits throughout the year of Board meeting effectiveness with a complete audit of minutes taken.

Accountability. The Board will conduct annual formal review of the Head of School, through an ad-hoc Evaluation Committee led by the Board Chair and including member of the Finance and Academic Achievement Committees. All progress and performance towards academic and organizational goals as outlined in the charter will be a significant component of that evaluation. The Board will conduct monthly oversight and maintain management's accountability through its examination of key academic, cultural, and financial documents and dashboards.

Expertise and Background of Founding Team. The applicant group is comprised of seven Founding team members who have been recruited by the proposed Head of School Ambrosia Johnson, as she worked closely with the executive leadership of Building Excellent Schools. Through a comprehensive search that began in August 2017, Ms. Johnson used different networks to identify and recruit high-capacity, mission-aligned individuals to gauge their interest in and capacity for joining the Founding Team of a proposed charter school for the students of Brownsville. During conversations with prospective Board members, we discussed the school's mission, vision, and design. Each proposed Founding Board member is goal-centered, passionate, and relentless as we continue to work together to build a strong foundation for the proposed opening of Ivy Hill Prep in August 2019. If authorized, one of our first priorities will be to elect our officers, as proposed here. **Founding Board Member Derrick Lewis and Proposed Vice Chair** is an entrepreneur who received his BS in Management Information Systems from Boston College. Currently, he is Senior Manager in the IT and Cybersecurity practice in Ernst & Young's Financial Services Office based in New York. He brings over 15 years of business strategy and analytics development, execution and management experience serving banking, insurance, wealth/asset management, and capital market clients in the areas of Cyber and Technology Risk Management, Vendor Risk Management, IT Service Delivery Management, Business Continuity Management, and Privacy. Mr. Lewis brings extensive background in Board governance as Founder of The Bronx Foundation, an organization that aims to empower residents to achieve their full potential while focusing on prosperity, health and food security, community, and culture, Mr. Lewis will also bring his start-up experience to our Founding Team. **Founding Board Member Talia Kovacs** received her BA from Columbia University and her MED in Curriculum and Instruction from George Mason University. Currently, she serves as the Chief Operating Officer of LitLife, an organization dedicated to innovative approaches in professional development for literacy education. Ms. Kovacs brings to the Board an unwavering belief that all children can academically achieve, her skills and expertise that she has cultivated as a founding teacher of a high performing charter school, an Adjunct Professor of Relay Graduate School of Education, and as COO of LitLife. She looks forward to bringing her data driven approach to the Board of Ivy Hill Prep as she and her team work together to set academic goals and provide oversight to ensure all scholars reach the ambitious academic goals set for them. **Founding Board Member Judge Marsha Michael** received her BA from State University of New York at Binghamton, and her JD from Albany Law School of Union University. She brings over a decade of legal experience and

currently serves New York City as a Civil Court Judge. Ms. Michael will bring her organizational skills, understanding of the law, and compliance background to the Board. Her commitment to equality as well as her legal background will assist the board in complying with all necessary legal and statutory requirements. **Founding Board Member Rebecca May and Proposed Board Chair** received her BS in Public Policy, Management & Planning, and a concentration in Real Estate Development and Urban Planning from the University of Southern California. As a real estate professional, she has worked in many capacities surrounding the acquisition, management, and sale of real estate properties. Currently, her role at Civic Builders gives her a unique understanding of the needs of charter schools seeking affordable space in New York City. Ms. May is looking forward to bringing her volunteer experience, commitment to equality, and real estate expertise to the Board. **Founding Board Member Adam Schulman** earned a BS from Cornell University in Applied Economics and Management, with Concentration in Business. He began his career as a strategy and mergers and acquisition consultant advising for-profit organizations. He developed growth strategies and performed commercial/contract due diligence for private equity, Fortune 500, and strong middle-market clients. He soon transitioned into the role of network operations lead for Explore Charter Schools of Brooklyn. At Explore, he has been heavily involved in hiring, on-boarding, and supervision of members of the school-based operations team. Mr. Schulman is looking forward to bringing his experience in school operations to the Board of Ivy Hill Prep. **Founding Board Member Leiya Williams, Proposed Secretary,** received her BS in Communications/Public Relations from Morgan State University and her MS in Human Resources Management from the University of Maryland. She brings several years of HR experiences, including in employee recruitment and retention, professional development, mediation, conflict resolutions, budget administration, benefits and compensation, HR records management, HR policies development and legal compliance. She has demonstrated success in developing team-building programs, writing personnel manuals, corporate policies, job descriptions and management reports. As an HR professional, she has been responsible for supporting and driving organizations' culture and core values, managing compliance, spearheading the professional development of faculty and staff, and supporting overall people performance management. Having worked in charter schools and higher education, she is looking forward to bringing her understanding of personnel management needs in an academic setting to the Founding Board. **Founding Board Member Nataki Williams, Proposed Treasurer,** received her BS in Finance from Montclair State University, and her Executive MBA from Dickinson Farleigh University. As a finance leader, she brings to the Board strong management, leadership, negotiation, and stakeholder relations skills. She is an action-oriented leader that delivers results in a highly complex matrix environment across multiple countries and organizational functions including Sales and Marketing, Finance, Legal, Operations and Creative functions. Ms. Williams is looking forward to bringing her background in financial planning and strategic expertise, exceptional creative/analytical mindset and superior ability to effectively align strategy with business and organizational needs, develop focused initiatives and provide tactical, grassroots solutions to the Founding Team of Ivy Hill Prep.

C. Management and Staffing

If authorized, Ivy Hill Prep will open in August 2019 with 15.5 FTEs, and grow to employ 46 FTEs at full scale in Year 5. A comprehensive staffing plan is detailed below.

Proposed Staffing Chart						
Positions	Avg. Starting Salary	FTE				
		Year 1	Year 2	Year 3	Year 4	Year 5
Head of School	\$130,000	1	1	1	1	1
Dean of Curriculum & Instruction	\$80,000	0	0	1	1	1
Dean of Students	\$80,000	0.5	1	1	1	1
Dean of Special Supports	\$70,000	1	1	1	1	1
Director of Operations	\$85,000	1	1	1	1	1
Office Coordinator	\$70,000	1	1	1	1	1
Office Assistant	\$42,000	0	0	1	1	1
Operations Fellow	\$55,000	0	1	1	1	2
Teachers	\$65,000	8	12	16	20	24
Special Education Support Teachers	\$67,000	0	1	2	3	4
Teaching Fellows	\$55,000	1	1	2	2	3
Co-Curricular Teachers	\$63,000	0.5	1	2	2	2
Social Workers	\$60,000	0.5	1	1.5	1.5	2
Nurse	\$58,000	1	1	1	1	1
Middle School Placement & Alumni Coordinator	\$50,000	0	0	0	0.5	1
Total		15.5	23	32.5	38	46

The Head of School is hired by, evaluated by, and held accountable to the Governing Board relative to all aspects of the school's academic program, financial management, and organizational health. S/he is responsible for maintaining the integrity of Ivy Hill Prep's mission and for constantly monitoring school-wide goals, academic progress towards goals, leadership development and coaching, student and adult culture, staff communication, parent communication, and family events. The Head of School oversees the academic program, including curriculum development, instruction, and the professional development of instructional staff. S/he ensures that business and operational procedures are sound by maintaining the school budget, accounting systems, and ensuring Ivy Hill Prep is operating in compliance with all federal, state, and local requirements. The Head of School is responsible for interfacing with the constituents of the school and will serve as the liaison between the Board and the school's leadership and instructional staff. S/he is responsible for recruiting, hiring, supervising, and evaluating all employees of the school. When appropriate, the Head of School can choose to delegate certain duties to other members of the leadership team, which include the Dean of Curriculum and Instruction (hired in Year 3) or Instructional Leaders, who will be teachers who assume an additional leadership role. The Head of School is responsible for maintaining and sustaining all working relationships with all contracted agencies. The Board of Trustees plans to hire Ambrosia Johnson as Head of School of Ivy Hill Prep. Ms. Johnson brings extensive education experience in urban education and has worked as a Teacher, Instructional Coach, and Adjunct Professor within the charter school sector in Newark, NJ and Brooklyn, NY. As Lead Teacher at Uncommon's North Star Academy, Ms. Johnson has a proven track record of producing consistently high math and literacy scores within the network. Mastering the ability to cultivate a warm/strict environment, using data to drive instruction, and cultivating systematic and effective relationships with parents, Ms. Johnson created a classroom environment where children felt safe and were pushed to reach their highest academic potential. As Instructional Coach, Ms. Johnson led teachers to achieve rigorous school wide goals by using data-driven

observation feedback, intentional practice and modeling, strategic lesson plan feedback and collaboration planning. She planned, executed, and led weekly Phonics Professional Developments and supervised and evaluated teachers through observations, real-time feedback, and written feedback. Her coaching resulted in substantial instructional growth for new and veteran teachers. As Adjunct Professor for Relay Graduate School of Education, Ms. Johnson taught district and charter school teachers in year 1 of the Masters of Arts in Teaching program through direct instruction, facilitation of practice, and provision of in-the-moment feedback. Through video review, she assessed and provided feedback to graduate students to strengthen teaching practices. Ms. Johnson is a Fellow with Building Excellent Schools (BES), a nonprofit organization nationally recognized for its rigorous, year-long training program that focuses on school design and school leadership. Through the BES Fellowship, Ms. Johnson has traveled across the country to study more than 40 high-performing charter schools that are in neighborhoods that mirror the demographics of Brownsville. Through the Fellowship she has engaged in over 800 hours of intense training on all aspects of charter school management and leadership development. Closely studying the key design elements of each school, Ms. Johnson has used her studies to impact the vision of Ivy Hill Prep. Through her partnership with BES, Ms. Johnson completed leadership residency at Great Lakes Academy Charter School in Chicago, IL. Here, she coached kindergarten through second grade teachers in math and literacy instruction, helping to improve their instructional practices around classroom management, lesson plan internalization, and overall effective execution techniques. For Letters of Support from Jamey Verilli of Uncommon, Linda Brown of BES, and Great Lakes Academy, please see **Attachment 2c**.

The Director of Operations (DOO) will be hired during the planning year to support with the execution of personnel policies and procedures, operational tasks related to recruitment and enrollment, and in conjunction with the Back-Office Provider, the definition of procedures designed to ensure fiscal compliance. Upon opening, the DOO will manage the facility, human resources, vendor relationships, and day-to-day operations and attendance systems. The DOO will maintain all student records and will track student attendance and homework completion data. S/he will assist with preparation for our annual audits, execute compliance-related procedures, coordinate health, food, transportation, and security services, and will manage all members of the Operations Team. The DOO reports to and is evaluated by the Head of School.

Dean of Curriculum & Instruction (DCI) will support teachers and learning as s/he develops curriculum, oversees the assessment system, and observes teachers in conjunction with the Head of School. The DCI will be trained by the Head of School to lead professional development, manage teachers, deliver instructional written and verbal feedback, and develop curriculum. The DCI will be responsible for administering the assessment system, analyzing results, and guiding instructional and individualized supports in response to the results.

Dean of Special Supports will oversee the Special Education and English Language Learner (ELL) programs. A licensed special educator in NY, s/he will be responsible for all testing and compliance to ensure all students receive necessary services including those defined by their IEPs, 504 Plans, or ELL status. During our first year of operation, the Dean of Special Support will provide direct services for students as defined by their IEPs, 504 Plans, or ELL status. The Dean of Special Supports will work closely with the Head of School and staff to ensure teachers are incorporating the specifics of students' plans within their lessons. The Dean of Special Supports

along with the Head of School will lead PD during Summer Institute and during the year to train teachers to implement techniques impactful for students with disabilities and ELLs.

Teacher Recruitment. We will perform a wide search for teachers who have a passion for this work, understand the importance of it being done well, and have a commitment to working in inner city communities like Brownsville. We will conduct a comprehensive search to find teachers who are mission-aligned and committed to providing excellent instruction for all students. We will leverage our networks, including the Relay Graduate School of Education and Teach For America alumni network, to find top talent. We will travel to local and national colleges and universities to find mission-aligned educators. We will leverage our connections at Morehouse and Spelman Colleges in Atlanta, GA, as well as local colleges and universities including St. John's and Long Island Universities, Queens College, and Brooklyn College.

Teacher Retention. Because student achievement is our top priority, we will ensure our students are educated by passionate, mission- and vision-aligned, and well-trained teachers. The best way to retain mission-aligned, high-capacity educators is to deliver intentional, high-quality PD that has immediate and long-term impacts on student achievement. As described in **Section III.D**, PD will include extensive professional training and support designed to hone teachers' skills and facilitate relationship-building with their colleagues. We will prioritize the hiring of internal candidates for leadership positions, and will offer competitive salaries and benefits. The Head of School will implement a system adopted from BES school Equitas Academy Charter School in Los Angeles, CA, that ensures each team is celebrated monthly. We will partner with local organizations to deliver Teacher Appreciation Week programming, including but not limited to, a cooking class with the Brownsville Culinary Kitchen, a meal catered by 3 Black Cats, and haircuts, manicures, and pedicures at local businesses.

C.1, C.2, C.3 – Not Applicable.

D. Staff Supervision and Development

Instructional Leadership Roles. The Head of School will be solely responsible for teacher supervision, support, and professional development in Years 1 and 2. In Year 3, the Dean of Curriculum and Instruction position will be added to support this work. At Ivy Hill Prep, we believe that teacher quality is the primary determinant of student achievement, and we have developed our staff professional development, management and coaching plan with this in mind.

Head of School Professional Development. The professional development plan for our Head of School includes: (1) Ongoing Follow On Support from BES, (2) Participation in professional development led by the Uncommon Schools Network, and (3) Enrollment in the Relay Graduate School of Education's Principal Academy. **Teacher Professional Development.** We believe that exceptional teaching produces exceptional results. Quality teacher development is at the core of attracting and retaining talented individuals to drive the achievement levels of our children. We undoubtedly believe that when classroom instruction improves, student achievement gains increase.⁵⁶ Therefore, we prioritize on-going, varied opportunities for teachers to improve their instructional practices as detailed below.

⁵⁶ Odden, A., and M. J. Wallace. (2003, August 6). "Leveraging Teacher Pay." *Education Week*, 22 (43), 64.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES	
Summer Institute	Teacher development is rooted in 19 days of professional development at our annual Summer Institute, totaling 152 hours of professional development.
Classroom Observation & Formal Feedback Cycle	The Head of School or Dean of Curriculum and Instruction will conduct weekly 10- to 25-minute classroom observations of all teachers. After observations, teachers will receive written feedback that highlights observed areas of strength and growth. Coaches will highlight teacher and scholar actions that led to the achievement data collecting during and after the lesson. When coaches observe, they will look for teachers modeling exemplary practices. Often, coaches will shift the schedule of a struggling teacher to allot time for the struggling teacher to observe the teacher who is modeling a particular skill.
Data Analysis & Action Planning Meetings	During our 10 scheduled Data Days, teachers will gather with the Head of School and/or the Dean of Curriculum and Instruction to analyze student data and define instructional adjustments. Teachers will analyze questions in conjunction with standards-based objectives to identify percentages of scholars who did/did not master the content. Teachers will closely analyze areas of misunderstanding to identify which scholars will need intervention. They will then closely analyze the errors to strategically plan how they will re-teach to increase conceptual understanding of the standard as well as the percentage of mastery.
Curriculum Deep Dive, Development & Review	Curriculum development occurs during the summer and consists of standards alignment, vertical and horizontal, and creation or modification of scopes and sequences. Based on data, Leadership will make adjustments to scopes and sequences on an ongoing basis through the year to ensure we are meeting the needs of all students.
Lesson Review & Analysis	The Head of School or Dean of Curriculum and Instruction oversees lesson plan creation. Coaches will provide feedback to teachers before teachers establish their final version of lesson plans. When teachers meet to collaborate, they will discuss any major adjustments that were made due to student achievement trends.
Demo Lessons	During Grade Level Team Meetings, teachers will practice their lessons for the following week and receive feedback from the Head of School or Dean of Curriculum and Instruction. Teachers will pre-script exemplary responses and discuss concrete plan of remedying areas they perceive will cause confusion. Teachers will also often pre-script names for questions based on data.
Collaboration Hours	During Grade Level Teams, teachers will collaborate and set the vision for excellence during lessons. Working backwards, teachers will script the format of responses they expect to receive from students. This may include teachers creating exemplars across academic levels, collaborating by score norming, or sharing teacher moves that resulted in high student achievement.
Video Observation & Debriefs	All teachers will record a lesson at least once every other week. The HOS and DCI will convene to watch recorded videos and discuss the areas of strength and weaknesses. Though all teachers will receive in-person observations, we plan to build a bank of instructional videos that highlight effective elements of instruction.
Bellwethers	Bellwethers are school-wide walk-throughs during which a review team gathers qualitative and quantitative data and allows leadership to evaluate the school's performance against school-wide goals. The review team will walk through every classroom and common space, utilizing a rubric that assesses academic rigor, operational systems, classroom management, and school culture. After completing the walk-through, the leadership team will identify school-wide trends, define next steps to address areas of improvement, and deliver feedback to the staff. We will engage external experts from Building Excellent Schools, Relay Graduate School of Education, Great Lakes Academy, Purpose Preparatory, and Uncommon Schools as members of the Bellwether review teams.

Leadership Opportunities	For teachers looking to expand their professional range, there are structured opportunities in place that allow teachers to gain more experience and grow in their leadership, such as planning an event, mentoring a teacher, or developing curriculum.
School Visits	Following the practice of Building Excellent Schools, we will continue to improve and refine our practices by observing the practices of the highest performing schools. We will make regular visits to schools in New York and Newark that have had an influence on our school design. During our planning year, our Director of Operations will work alongside a highly effective Director of Operations at a neighboring school that exemplifies high quality operational management.
Professional Development	Our Professional Development sessions will be led by our Head of School in Years 1 and 2, and will be shared with the Dean of Curriculum and Instruction in subsequent years. These sessions will provide information to teachers about specific areas of focus. Teachers will be able to watch certain practices modeled exemplary and will have adequate time to both practice and incorporate when executing an upcoming lesson.
Individual Check-Ins	Following observations, teachers will conduct one-on-one weekly check-ins with all staff members. The purpose of check-in meetings is for the Head of School to get a pulse on how the staff member feels about his/her performance in the past week, identify areas of strength and areas of growth, explicitly discuss action steps for improvement, address any areas of concern, and to provide support, insight, or advice regarding any challenges that are shared.

Professional Development for Non-Instructional Staff. This will begin in the summer. As relevant, non-instructional staff will participate in whole-staff PD sessions during Summer Institute and throughout the year. Non-instructional staff will meet regularly with their managers and receive regular feedback and coaching during these meetings. Non-instructional staff may engage in external PD that is most relevant to their roles and defined areas of growth.

Differentiation of Professional Development. During the first two to three weeks of school, the Head of School will deliver live, in-the-moment feedback to each teacher, making note of each teacher's specific growth areas and ultimately translating those growth areas into individual PD goals. At the end of those three weeks, the Head of School will meet individually with teachers to define individual PD goals. Teachers will be observed weekly by the Head of School in Years 1 and 2 and by the Head of School and/or Dean of Curriculum and Instruction in Years 3 and beyond. During and after these observations, the observer will deliver feedback and coaching aligned to the teacher's individual professional development goals. All teachers will be coached on mastering a core set of instructional strategies, including the execution of *Teach Like a Champion* techniques which will allow teachers to feel successful on their first days in front of scholars. These techniques have proven effective at building strong instructional culture, ensuring scholars are carrying the cognitive load, and delivering rigorous content. Taxonomy training will be transferrable across content areas. Ivy Hill Prep will prioritize individual teacher coaching to ensure every teacher is receiving targeted support aligned to their most relevant and pressing areas of growth. Each teacher will be supported by an Instructional Coach (the Head of School in Year 1 or 2, or the Head of School or DCI in Years 3 and beyond). Instructional Coaches will provide in-the-moment feedback, which is impactful because it allows a teacher to receive and immediately implement the feedback and has a direct and immediate impact on student learning. Instructional coaches will deliver in-the-moment feedback utilizing the following techniques: **Jump in** feedback occurs when an instructional coach is observing a teacher and delivers feedback through modeling. The Instructional Coach will step in as a co-teacher, strategically modeling what the lead teacher should do. The lead teacher will observe the

Instructional Coach and then replicate his/her actions. The Instructional Coach will observe the lead teacher as he/she implements the feedback, and at the next opportunity, will debrief with the teacher, highlighting what went well and how the teacher can further improve. **Whisper feedback/Verbal Feedback** is when an instructional coach positions him/herself behind the teacher or in eyesight of the teacher, where he/she can quietly remind the teacher to execute a particular move, strategy, or taxonomy with which the teacher is already familiar. **Non-verbal Feedback** has the Instructional Coach positioning him/herself in clear view of the teacher. The coach will use a pre-taught non-verbal cue to silently remind the teacher to execute a particular strategy with which the teacher is already familiar. **Video feedback** allows an Instructional Coach to give feedback on a lesson even when they were not present during the lesson. The teacher films their lesson, conducts his/her own analysis of the lesson (noting strengths and areas of growth), and then sends the video and self-analysis to the Instructional Coach. Prior to their next weekly meeting, the Instructional Coach reviews the video and the teacher's self-analysis, completing his/her own analysis. During the weekly meeting, the Instructional Coach and teacher share findings, discuss concrete and bite-sized next steps, and practice the implementation of taught strategies. Whether a teacher is a veteran or novice, our approach to developing and supporting that teacher is rooted in the spirit of constant growth; as a teacher meets a professional development goal, another is defined. The objectives of weekly whole-group PD sessions are often defined based on data collected by Instructional Coaches during one-on-one observations and coaching. Objectives related to effectively educating student subgroups, including those with special needs and ELLs will also be addressed throughout the year in a whole-group setting. The Head of School will deliver whole-group PD around behavior management, modeling, and training teachers to execute strategies to build strong classroom and school culture. Cumulatively, all teachers will be working towards their own independent PD goal. For example, veteran teachers tend to begin the year working towards the goal of getting scholars to utilize habits of discussion in their responses, while a novice teacher may be working on his/her "Strong Voice" to master classroom management. Whether a veteran or novice, as one goal is mastered, teachers will receive a new goal that contributes to their independent development trajectory. In addition to individual feedback, teachers will receive two hours of PD once a week after dismissal. Many PD topics will directly focus on areas of growth gathered throughout ongoing instructional observations. Certain PD topics will address effectively teaching our subgroups: students with special needs and our ELLs. The Head of School will provide development around behavior management and building strong classroom and school culture.

Evaluation of Professional Development. The objectives of both whole-group and one-on-one PD will be directly related to teachers' areas of growth as identified during weekly observations. As such, Instructional Coaches will be able to collect data on the effectiveness of recently-delivered PD by assessing teachers' proficiency in implementing the taught strategies in subsequent weeks. Teachers will complete feedback surveys at least three times each year, through which they will evaluate the relevance of professional development topics and the effectiveness of training and coaching. Instructional Coaches will evaluate teachers annually using the evaluation rubric presented in **Section III.D**. As teacher goals will correlate to the evaluation rubric's content, teacher evaluations will provide us with data to evaluate the effectiveness of our professional development program.

Professional Development in Relation to Retention. We will build an adult culture that celebrates teachers' professional growth and impact on student achievement. We believe teachers leave schools because they feel under-valued and under-supported and perceive limited opportunities for growth and development. Our PD plan will celebrate school-wide and individual achievement and growth will facilitate the delivery of intentional, personalized PD tied to individual goals, create opportunities for teachers to be models for others, and strategically support teachers to have a direct impact on student achievement and school culture.

Teacher Planning and Collaboration. Once per week, grade level teams will meet collaboratively with their Instructional Coach. During this time, the Coach will address grade-wide trends observed from collected data and observations. The Coach will define and train grade level teams to implement specific strategies to address the identified trends. During this time, teachers will compare student work samples and work to identify and define a work sample as exemplar, then work backwards to name the teacher's strategies that led to exemplary student work. Additionally, at the beginning of each unit, teachers will receive a unit plan, scope and sequence, scripted lesson plans, and independent practices from their Instructional Coach. Teachers will use grade level team meeting time to plan for effective delivery and script exemplar responses.

D. Evaluation

To ensure we are meeting all academic, fiscal, and regulatory obligations outlined in our charter application, Ivy Hill Prep will conduct evaluations regularly and share those results with our stakeholders. Methods of evaluation will vary as we assess the effectiveness of our progression towards our academic, financial, and regulatory goals. As we analyze our progress, we will make necessary adjustments for the subsequent year, using cyclical and annual review processes at the Board and Management levels.

Board of Trustees' Evaluation. The Board will evaluate its effectiveness quarterly. This evaluation will be completed using a rubric that facilitates evaluation of the school's progress toward its mission and defined goals. Upon approval, the Board will select and/or adapt an evaluation rubric used by the Board of a consistently high-performing charter school. The tool will encourage Board members to rate their performance and impact on the school as it relates to: (1) Working as a team, (2) Using data to inform decision making, (3) Establishing and following a clear decision-making protocol, (4) Making all decisions from a student-centered position, (5) Establishing goals and benchmarks to monitor progress, (6) Tracking and analyzing the progress towards those goals on a monthly basis, and (7) Being reflective and expressive about components that need to be changed to ensure the school's overall success.

Head of School Evaluation. The Head of School will be evaluated by the Board prior to the end of each year's contract. A sub-committee of Board members, which will include the Board Chair and at least one member from the Academic and Finance Committees will evaluate the Head of School against the criteria set forth in the job responsibilities and all elements of the school's Accountability Plan. The sub-committee will solicit feedback on the Head of School's performance from staff members and other members of the Board, and the Head of School will complete a self-evaluation. Upon completion of the evaluation, the sub-committee will decide whether or not to renew the Head of School's contract, and the Board Chair will hold an evaluation meeting with the Head of School. Following the meeting, all evaluation materials, including the self-evaluation, will be kept in the Head of School's personnel file. If the Head of

School continuously fails to reach acceptable academic and organizational outcomes, the Board of Trustees may terminate the Head of School and seek a qualified replacement.

Key Management and Non-Academic Staff's Evaluation. Annually, Ivy Hill Prep will formally evaluate all administrative, instructional, and non-instructional staff. Ivy Hill Prep leadership will evaluate all staff members using a data-driven, fair, and clearly-defined evaluation process. The evaluation will measure the employee's performance against their pre-defined performance and professional development goals. Data to inform the evaluation will be collected through the annual formal observation, monthly and/or weekly informal observations, staff self-evaluations, and student achievement data. Each staff member will have a formal mid-year review meeting with the Head of School. The results of the evaluation will highlight areas of strength and growth. All staff members will write a reflection on feedback to highlight key action steps to define a plan to improve their performance. Self-evaluations, evaluations, and reflections will be kept in employees' personnel files. While the Head of School will complete most evaluations, other members of the Leadership Team, including the Director of Operations, Dean of Special Supports, and Dean of Students will complete mid-year evaluations for staff members they manage. The Head of School will review and approve all evaluations before meetings are held. In some cases, an end-of-year evaluation may be completed as well.

Operational Effectiveness. Similar to the academic walk-throughs, or Bellwethers, described in **Section III.D**, we will conduct operations audits three times each year. During this inspection, we will evaluate the efficiency, effectiveness, and consistency in execution of all systems, designed to ensure our instructional staff is operationally supported and therefore entirely focused on student achievement. A school operations expert from an organization such as Building Excellent Schools will lead the operations audit. Systems evaluated during the audit will include: arrival and dismissal; procurement and supplies management; facility management, organization, and cleanliness; food services; transportation; technology; attendance; uniform; and vendor selection and management. The Director of Operations will formally evaluate all external vendors twice per year to ensure efficient delivery of contracted services. The results of operations audits and vendor evaluations will be inputted into a dashboard and submitted to the Head of School, who will then share the results with the Board of Trustees.

Fiscal Soundness.⁵⁷ Financial audits are conducted to ensure the school is appropriately managing all funds, complying with all laws and regulations, and operating in a manner that leads to the short- and long-term financial viability of the organization. Each year, the Board is responsible for vetting, choosing, and securing a Certified Public Accountant licensed to conduct financial audits in New York State to audit the school's annual financial statements in accordance with the GASS and GAGAS issued by the U.S. Comptroller General, as well as any additional requirements set forth by our authorizer. The Board and management will ensure the auditor has access to all materials needed, including financial records, non-financial records, accounting systems, and internal and external systems that are put in place to avoid financial mismanagement. During the first Board meeting following the end of the school year, the auditing firm will present its findings to the Board. When the review is complete, the Finance Committee will review all findings, defining and implementing any changes to address findings or prevent future issues. The Finance Committee will look for any major discrepancies that

⁵⁷ All language has been informed by the training and support of Building Excellent Schools.

indicate a deliberate act of wrongdoing or otherwise reckless conduct that causes loss of confidence in the abilities or integrity of the school, or jeopardizes its ability to continue to operate successfully. If minor discrepancies are noted, the Committee will work with management to make improvements.

Internal Programmatic Audit. The Board will require the school to collect survey results at least once annually from staff and families, and once annually from families who have children who receive Special Education services. These surveys will enumerate and qualify the level of satisfaction of the variety of programs at the school. Surveys will be given out and collected by the Director of Operations. Upon completion, results will be provided to the Head of School as well as to the Board. Following the analysis of results, management will identify trends for areas of strength and areas of growth. The purpose of the internal programmatic audit is to determine the extent to which all stakeholders are engaged and satisfied with our efforts of moving towards our collective mission. The Head of School and the Leadership Team will analyze the areas of growth to make decisions on ways to improve the satisfaction rate of the constituents of our community. The results from the yearly Internal Program Audit in conjunction with academic results from assessments are analyzed by the Head of School at the end of the year to determine priorities, goals, and potential changes for the subsequent year.

Family Input. The Board will require the school to collect survey results at least once annually from staff and families, and once annually from families whose children receive Special Education services. Surveys will be disseminated and collected by the Director of Operations. Survey results will be provided to the Head of School, who will complete an analysis of the results and identify trends that define areas of strength or growth. Raw survey data as well as the Head of School's analysis will be shared with the Board. The Head of School and the Leadership Team will then develop an action plan to address areas of growth. Survey results and analysis will also be used to inform the school's priorities and goals for the following year. As outlined in **Benchmark 3 – Culture, Climate, and Family Engagement**, we are striving for 80% of families to indicate they are satisfied with the overall Ivy Hill Prep program. Family engagement, student attendance, and re-enrollment are also important indicators of satisfaction. Our family engagement goals are that 100% of families attend Family Teacher Conferences and at least 65% of families attend monthly events. Our average daily attendance goal is 90%. We will also review attrition data on a monthly basis, paying particular attention to negative attrition, or students who withdrew for reasons other than relocation or admission to another college-preparatory program.

Evaluating Teacher Instruction and Student Performance Against Benchmark 1. Board. Each month, management will compile all academic data into a dashboard that clearly represents our current status across grade levels in comparison to our end goals, as outlined in our Accountability Plan. The Board's Academic Achievement Committee will meet monthly to review student achievement data; this data will also be shared with the entire Board monthly. The Board will analyze the dashboard and assess if the school is adequately progressing toward the measurable goals it has set, evaluate data for sub-populations including students with special needs and ELLs. The Board will use this data to ensure management remains accountable for results and is provided with the resources, support, and oversight needed to reach our goals.

Management. On the management level, we will not wait until assessments to gather student data across content areas. With data driving all choices we make, teachers will be responsible for collecting data daily to ensure they are making the correct choices to move students along

academically. There are multiple ways that the school will monitor progress towards academic achievement at Ivy Hill Prep. **Data Trackers.** Upon entering all classrooms in Ivy Hill Prep, teachers will have four clipboards on the wall near the entry door. These clipboards will contain trackers to assess the Spiral Review, Morning Math, and Do Now data given to scholars daily. At the end of the day when co-teachers conference, they are able to (1) identify gaps in understanding across question type and (2) identify scholars who consistently get certain questions wrong. Teachers will use this data to alter their instruction the following day by either working with that scholar separately or giving them extra at-bats during discourse and practice time. Another data tracker that will be found on the walls of our classroom are Sight Word Trackers, specifically in Kindergarten and first grade classrooms. These will outline all Sight Word Levels (Pre-Primer, Primer, K-4). Scholars will have their names represented on the Sight Word Level that they are on and are a way to hold teachers and students accountable for their own data, but also serves as a way for Leadership to enter into any classroom and quickly assess where gaps in understanding may be. There will be specific grade-level goals that all classrooms are aware of, and Leadership will consistently check in with teachers to assess (1) where students are, (2) where the gaps are, and (3) putting specific plans into action to close academic gaps for scholars who are still struggling. **Exam Analyses and Instructional Plans.** To ensure we are monitoring progress towards achievement of our mission and goals for Benchmark 1 specifically, we will have a formal structure for analyzing data to drive our instruction. After every assessment cycle, teachers will come together to “score norm” all assessments. Score norming at this level is a best practice used across high performing charter schools, like Excellence Girls Elementary Academy in Brooklyn, NY. This ensures that all students are held to the same expectation and are scored the same way. After exams are scored, teachers then look for all standards mastered, followed by the standards that were not mastered. As teachers analyze these trends, they do so in an Instructional Plan, a formal practice that will follow all assessment cycles. Also held as an accountability measure, teachers will plan exactly how they will target certain scholars for specific standards.

Annual Reporting. Each year, the Board will hire an outside organization that will conduct an audit, including: document review; operational and instructional observations; interviews with the staff, including the Leadership Team, Board, staff, students, and our families. The results will be reviewed by the Board of Trustees and will be submitted to our authorizer. The audit will include assessment of our overall financial health as an organization, expenditures, revenues, enrollment, overall academic health, special student population (SPED, ELL) performance, overall organizational outlook, action planning for specific issues experienced in previous year, as well as highlights from the previous year. As we use multiple ways to monitor our progress and achievement, as public stewards, we share this information with our community. We will utilize our website, social media accounts, and monthly newsletters as ways to keep our community involved in our progress.

E. Facilities

The table captures our facility needs through Year 5 of operation. We expect that our facility will include at least one communal space that will serve as our cafeteria, gymnasium, and auditorium.

	Year 1	Year 2	Year 3	Year 4	Year 5
General Education Classrooms	4	6	8	10	12

Special Education Classrooms	1	1	2	2	3
Counseling/Guidance Offices	1	1	1	1	1
Administrative Offices	2	2	2	3	3
Cafeteria	1	1	1	1	1
Gymnasium	1	1	1	1	1
Auditorium	1	1	1	1	1
Conference Rooms	0	0	0	0	0

Identification and Procurement Plan. Our Founding Team has defined the following steps to be taken, if authorized, to secure a facility: **(1)** Ivy Hill Prep will apply for co-location space in a New York City Department of Education facility. We have already alerted the NYCDOE of our interest. In the beginning of March, our Lead Founder had a conversation with Baik Jeanie, a representative at the DOE. Their correspondence surrounded the programmatic needs of Ivy Hill Prep and next steps that will be taken by both parties as the authorization process continues. **(2)** Our proposed Board Chair, Rebecca May, has worked directly with charter schools in her position with Civic Builders in obtaining facilities. If NYCDOE space is unavailable, Ms. May will Chair a Facilities Task Force and lead the team's efforts to secure a facility. If our co-location request is denied by NYCDOE, we will apply for rental assistance to fund private facility expenses. **(3)** We will work with real estate brokers and developers who specifically work on charter school development. They will set up tours of potential facilities in CSD 23 and CSD 19. Most recently, our team has corresponded with Maureen Coughlin, Licensed Real Estate Broker and Managing Director of the Division of Charter School facilities from IGUA Group, Inc. She is currently assisting in our search of finding a facility in District 23 or District 19. **(4)** During our community outreach, we have built relationships with multiple community stakeholders who have noted potential sites. These include: District Manager of Community Board 16; Viola Greene-Walker, Brownsville's Assemblywoman; Assemblywoman Latrice Walker; employee at Urban Strategies Joseph Deweever; Executive Director of Nehemiah Economic Development Mawauli Hormeku. We will continue to follow up with all stakeholders to tap into the professional networks of all parties involved to investigate potential sites further. We are confident we will find and secure a facility that meets all programmatic needs, is compliant with all federal requirements, including ADA, and meets all NYC Department of Buildings and NYCDOE codes and state sanitary specifications. If our co-location request is denied by NYCDOE, we will apply for rental assistance to fund facility expenses. We have financially planned to be leasing public space and have established budget details to support all lease and renovation costs, and we have created a work plan aligned with all regulatory requirements and access to space prior to staff and student arrival. We aim to identify a facility November 2018; we will sign the lease and ensure we have acquired facilities insurance by December 2018. Between the months of January 2019 and June 2019, we will complete necessary renovations to ensure the facility is fully ADA compliant and meets all the NYC building codes and NYCDOE codes and state sanitary specifications. We aim to obtain our Certificate of Occupancy 60 days prior to opening, by June 2019.

F. Insurance

Ivy Hill Prep is proposing to partner with FFB Insurance for coverage for liability, property loss, and the personal injury of students. From our correspondence with FFB, we anticipate that we will require Worker's Compensation and Employer's Liability, General Liability, Educator's Legal,

Property, Excess, Liability, Crime, Accident, Cyber, Special, and Fiduciary Insurance. This will include Directors & Officers coverage under Educators Legal Liability when the school is in operation. During the planning year, we will procure a Directors & Officers policy to insure the Head of School, Director of Operation and the Board. Costs budgeted are consistent with other charter schools of similar size in NYC and were recommended by our proposed back office provider, EdTec.

COVERAGE	LIMITS OF LIABILITY	RETENTION	COMMENTS	0	120	180	240	300	360
				Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
General Liability	Liability:		Liability:						
	Each Occurrence	\$1,000,000	Nil except:		\$9,120	\$13,680	\$18,240	\$22,800	\$27,360
	Personal and Advertising Injury	\$1,000,000	\$1,000 Employee Benefits Liability						
	General Aggregate	\$3,000,000							
	Fire Legal Liability	\$1,000,000							
	Medical Payments, per person	\$5,000							
	Hired and Non Owned Liability	\$1,000,000							
	Employee Benefits Liability	\$1,000,000							
Workers Compensation	Abuse & Molestation Limit	\$1,000,000							
	Abuse & Molestation Agg. Limit	\$2,000,000							
	Products Agg Limit	\$3,000,000							
Educators Legal Liability (incl. Directors & Officers)	Workers Compensation	Statutory	2.42 FTE @ \$150k E	\$968	\$7,313	\$10,725	\$15,113	\$18,038	\$22,913
	Employers Liability	\$1,000,000							
Educators Legal Liability (incl. Directors & Officers)	Educators Legal Liability	\$1,000,000	\$2,500 Educators Legal Liability	\$2,000	\$3,500	\$3,850	\$4,200	\$4,550	\$4,900
	Educators Legal Liability Aggregate	\$1,000,000	\$5,000 EPL						
Property	Property:		Property:						
	Contents	\$250,000	\$2,500						
	EDP	\$250,000							
Excess Liability	Business Income / Extra Expense	ALS			Included with GL	Included with GL	Included with GL	Included with GL	Included with GL
	Cause of Loss Form	Special							
Crime	Each Occurrence	\$10,000,000	\$10,000 SIR if no underlier		Included with GL	Included with GL	Included with GL	Included with GL	Included with GL
	Aggregate	\$10,000,000							
Accident Insurance	Employee Theft	\$1,000,000	\$25,000		Included with GL	Included with GL	Included with GL	Included with GL	Included with GL
	Depositors Forgery or Alteration	\$1,000,000							
	Theft, Disappearance & Destruction - Money, Securities, and Other	\$1,000,000							
	Computer and Funds Transfer	\$1,000,000							
Special Risk	AD&D:	\$1,000,000	Nil		\$1,200	\$1,800	\$2,400	\$3,000	\$3,600
	Accident Medical Expense:	\$250,000							
Additional Coverages									
Cyber Liability	Aggregate Limit	\$1,000,000	\$2,500		\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Special Risk	Ransom	\$1,000,000	Nil		\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
Fiduciary Liability	Limit	\$1,000,000	\$10,000		\$1,250	\$1,250	\$1,250	\$1,250	\$1,250
	Aggregate	\$1,000,000							
					\$3,750	\$3,750	\$3,750	\$3,750	\$3,750

H. Non-Academic Operations

Health Services. We have notified the NYCDOE of our request for co-location within a district school. If our request is accepted, we will share the same health services with the co-located school(s) in our building. If our request is declined, we will outsource school nursing services to a health professional licensed and authorized to administer medication to students, offer supports to scholars while they are ill, and operate in full compliance with §2853(4)(a) and §912 of the Education Law. The DOO will oversee the collection of student health and immunization records, and the health professional will work with the DOO on these collection efforts.

Record Collection and Storing. When families are enrolling their scholars, they will be required to submit a Medical Examination Record, Immunization Record, and a Medical Administration Form. In accordance with Public Law 2164, all scholars will have an immunization record submitted that includes Polio (IPV, OPV: 3 doses); Measles/Mumps/Rubella (MMR: 2 doses of measles containing vaccine and 1 dose each of mumps and rubella); Hepatitis B (3 doses); Varicella (1 dose), Diphtheria, Tetanus, Pertussis (DTaP, DTP, Tdap: 3 doses). As all health records, medication records, immunization records, and emergency contact information is submitted, the DOO will collect and store the information in a locked filing cabinet located in the Main Office.

The only individuals that will have access to these documents are the Head of School, Director of Operations, Office Coordinator, and the Health Professional.

Health Policies. We will implement a wide range of health, safety, and risk management policies that will be approved by the Board, and reviewed annually with staff, students, parents and/or guardians. These policies include: **(1)** Policies and procedures for response to natural disasters and emergencies including fires and tornadoes; **(2)** A policy requiring instructional and administrative staff to receive training in emergency response, including appropriate “first responder” training or its equivalent; **(3)** Policies relating to the administration of prescription drugs and other medicines; **(4)** A policy establishing that the school functions as a drug, alcohol, and tobacco-free workplace; and **(5)** A policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies. Child abuse will be reported immediately by the individual discovering or being informed of the alleged child abuse/neglect. In accordance with the requirements of the New York State Social Services Law § 413 and § 421, annual mandatory reporter training will be provided within the first six weeks of school or the first six weeks of a person’s employment, and proof of that training will be provided to the Board Chair. Ivy Hill Prep will also comply with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (food services, transportation, custodial services, hazardous materials, pest management, etc.).

Food Services. We will provide breakfast, lunch, and a snack to our students every day. We plan to participate in the Federal school breakfast and lunch programs, and will follow all nutritional guidelines outlined by the Federal government. We will make final decisions about food service once our facility is secured. If offered co-located space within a district school, we will use the food services used by the NYCDOE school with which we share a building. If not offered co-located space, we will follow the RFP process to contract a meal service provider. Within the RFP we will request that off-site preparation, transportation costs, serving utensils, and packaging be included in the cost. Our team is currently considering Revolution Foods, Red Rabbit, and Regina Caterers as possible options for food service providers. As we are making our decision, we will ensure compliance with NYC and State regulations, alignment to organizational needs, cost effectiveness, and overall quality. Our DOO will ensure that we have up-to-date records that outline all student food allergies, sensitivities, and religious requirements; the DOO will communicate these details to the food service provider who will be responsible for providing appropriate substitutions. The DOO will collect all forms, following up with families about missing forms, and storing all forms for data collection. In addition, we will ensure that we take the steps necessary to become a Local School Food Authority which will allow us to properly manage the process of meal counting and broader administration of the food program within the school. We expect a population close to 90% of students who are eligible for Free or Reduced Priced Lunch. Because our numbers are so high, we have included food service charges for all students. In the beginning of the year we will send this form home and have school-wide incentivized competitions with a goal of receiving all forms back and completed.

Transportation. Ivy Hill Prep commits to providing transportation for all students. As we will serve kindergarten through fifth grade students, the most transportation will be provided by the New York State Department of Education. If a district parent or guardian enrolls their child in a charter school, the DOE will provide free transportation for any child within the borough. Parents will be required to notify the school of their need for school bus transportation. The Director of

Operations will communicate all transportation details to families. The DOE will provide transportation on all days that district schools are in session. Ivy Hill Prep is operating under an extended day and year schedule which indicates we will be in session on some days that the district is out of session. Since we will not have buses, Ivy Hill Prep intends to continue to work with the same bus company but will cover the costs necessary to pay the costs associated with the additional days of transportation. In our budget, we have included expense line items to account for transportation on these days.

Students in Transitional Housing/Homeless. We anticipate having a population of approximately 15% of scholars who are in transitional housing or homeless. We will comply with the McKinney-Vento law, which details specific transportation guidelines to ensure all students, regardless of their temporary housing location, have means of transportation to get to school.

Students with Disabilities. In compliance with Education Law §3635, we will ensure there is transportation for students with special needs as stated in each scholar's IEP or 504 Plan. Our DOO will communicate with the family and bus companies to coordinate transportation logistics.

Other Non-Academic Operations. Ivy Hill Prep will use in-house and external resources to manage other non-academic operations. We will follow defined procurement procedures when engaging external vendors. As with food services, our facility will ultimately impact several decisions about non-academic operations. For example, if we co-locate with a NYCDOE school, we plan to engage the district's services for custodial services, facility maintenance, technology, and security. If our request for co-location is denied, we will engage external vendors to provide these services, and our DOO will oversee these vendors. The DOO will manage all student information, storing hard copy student records in locked filing cabinets in the main office and electronic student records in a Student Information System. Compliance and reporting will be managed internally by the DOO with support from our Back-Office Provider and direct oversight by the Head of School. All supplies, materials and equipment will be purchased by the DOO, following defined procurement procedures.

I. Family and Community Involvement

Family and community ties are listed by the University of Chicago's Consortium on Chicago School Research as one of the Five Essential elements that make a school 10 times more likely to improve in math and in reading. The Consortium notes that "[a] school's capacity to partner with community services has a direct impact on the effectiveness of... learning. The African aphorism 'It takes a village to raise a child' applies just as well to inner-city neighborhoods. Partnerships with community health, recreation and social service agencies . . . are vital to ensuring students' academic success."⁵⁸ Our team knows and understands that strong ties between the larger community and the school will support and enhance the work we do with our students. We are deeply committed to the Brownsville community and have been honored to build genuine and strong relationships with some of the most prominent community leaders and community organizations that work tirelessly for the equality of our community members. Please find a compilation of Letters of Support from our community in **Attachment 2c**. Beginning in August 2017, we prioritized building relationships with families and community members by involving them in the design phase of our school. As outlined in **Section I.E**, Ivy Hill

⁵⁸ Byrk, Anthony, et al. *Organizing Schools for Improvement*, The University of Chicago Press. Chicago 2010.

Prep has held four community information sessions, tabled at seven events, volunteered at 10+ community sponsored events, and garnered 300 signatures from Brownsville and East New York (ENY) constituents in support of the opening of our school. During the pre-opening phase between charter approval and opening, we intend to continue to build relationships with the 150+ families and 70+ community organizations that we have already met. We will continue to be a presence in the community by canvassing, tabling, door knocking, and volunteering at organizations across Brownsville and ENY. We will continue to track data from our conversations with parents and community leaders to ensure their thoughts and opinions inform our design, as appropriate. Research shows that 65% of parents wish they knew more about their child's progress and ways they could contribute more to their success.⁵⁹ We will ensure our parents are informed of the expectations of their child and are later updated on the status of their child's academic and behavioral progress throughout the academic year and have multiple systems put in place for communicating with the families of our enrolled students. The following initiatives centered around family involvement have been adapted from the best practices executed at Purpose Prep in Nashville, TN, Great Lakes Academy in Chicago, IL, and Excellence Girls in Brooklyn, NY. All schools consistently reach their benchmark goals for parent satisfaction and are consistently looking for new ways to invest and involve parents.

Home Visits. After our enrollment cycle, the Leadership Team will conduct a home visit with all newly enrolled families. Each family will have one-on-one time with the Ivy Hill Prep Leadership Team. The purpose is to communicate to families that we are invested in them, wish to cultivate strong and positive relationships with them, and are 100% committed to the success of their children. During visits, parents will have the opportunity to discuss the hopes and dreams they have for their children, and we will concretely explain to them how we plan to assist in making those plans become a reality. We will use this time to discuss the logistics around enrollment, ensuring all paperwork is understood and submitted. Other expectations will be clearly articulated during this time as well, including but not limited to, expectations for uniform, homework, and attendance. After giving parents the opportunity to ask clarifying questions, all families will be encouraged to sign our Ivy Hill Prep Family and School Agreement which clearly outlines all the ways that our school, family, and child will work with one another to ensure the success of the student, by listing the expectations for all parties involved. Signing this agreement is optional, and choosing not to sign the agreement will not impact enrollment. Regardless of whether the family chooses to sign the agreement, we will work relentlessly to build relationships and regularly engage with our families.

Family Orientations. Prior to the start of our school year, Ivy Hill Prep will host three family orientation sessions, each spread out and offered at different times of day to accommodate the varying schedules of our families. While orientations are not mandatory for a scholar to attend Ivy Hill Prep, parents will be strongly encouraged to attend. During orientation we will review our school's philosophy, support families in the completion of tasks such as filling out required paperwork, and give families the opportunity to meet staff and teachers. We will discuss the school's mission, vision, philosophy, core values, and core expectations. Parents will get information regarding transportation, food options, after-school enrichment, behavior expectations and discipline policies, homework expectations, and our instructional model. Parents will have the opportunity to ask questions. During orientation, we will work to establish

⁵⁹ <https://www.publicagenda.org/pages/engaging-parents>.

trust with our families, while communicating our high expectations for their children and families. **Family & School Events.** Prior to opening, we will work to keep our families invested by hosting an event each month in the community. Both prior to opening and after opening, we plan to involve our community as we engage our parents. **Back to School BBQ.** Each year, Mt. Aarat Baptist Church in Brownsville holds a Back to School BBQ for the families and students of the community. We have been invited to attend, volunteer, and table at this event. All our families will receive an invitation to this event. **Christmas Toy Drive.** During our initial meeting with Assemblywoman Latrice Walker, she presented the idea of potential partnership for a Toy Drive in the Brownsville community. If authorized, we would partner with Assemblywoman Walker's office to volunteer in the community while continuing to build relationships and touch points with our families. We have built a strong relationship with the management team at the **Brownsville Culinary Kitchen.** We have let them know that we would like to explore community partnerships with their restaurant. We are looking forward to leveraging this relationship by hosting a student and family cooking class. All family events will present opportunities to build relationships with our families while simultaneously involving our community in the growth of our school. Within the first month of school, Ivy Hill Prep will host a **Back to School Night.** Parents will be welcomed into the culture that is Ivy Hill Prep. Sitting at the desks of their child and reciting the class cheer of their child's university class, parents will have the opportunity to experience the culture of our school. Back to School Night is a practice exercised at Uncommon Schools' North Star Academy in Newark, NJ. This event is held sacred across North Star Academy, especially for new parents. This serves to set the expectation for parents and students from the first touchpoint in the school setting. Parents have positive reviews of the practice because they are also clear on what is expected of them. Parents are comfortable because they can meet the teachers of their children, know exactly how they can support them at home, and are clear around academic and behavioral expectations.

Communication. Beginning on day one of school, we will continue to make open communication a key pillar. We are committed to communicating with families of our enrolled students at the following times: **Daily.** In their homework binder, scholars will go home with a daily behavior log that highlights how their child's day was. **Monthly.** Parents will receive a monthly Ivy League Newsletter that contains a personal letter from the Head of School, a scholar spotlight, school updates, and HW and Attendance Superstars. In addition to newsletters, once per month parents will be invited for Family Friday. During this day, parents will be able to observe Community Circle and be invited to observe their child's classroom in action. During observations parents will be encouraged to watch the academic performance of their child, their participation and leadership, and strategies the teacher uses to drive instruction to assist with their homework help strategies. **Semi-Annually.** Twice per year, parents will attend mandatory Family Teacher conferences. During this time, teachers will be able to speak with families one-on-one for 15-20 minutes to share areas of improvement and areas of growth for each child. Each parent will leave with a detailed report card, as well as academic resources that they can use to continue to push their child's cognitive thinking at home. **Semi-Annually.** During our two large community service initiatives, PTA members will be able to plan our community service programs. With the help of parents, students, and staff, all parties will come together to plan and serve the community. During the school year, we communicate with families in the following ways: **Chat & Chew with Leadership Team.** Once per month, Ivy Hill Prep will invite our families into our school for a "quick

bite” with conversation with our Leadership Team. This will give parents the opportunity to ask questions and build relationships with other families. Leadership will also give parents updates, solicit their feedback, and work to create open dialogue between all participants. **Family Surveys.** At the end of each trimester, we will administer a family survey. This survey will gather data of family’s satisfaction with the communication between the school and families, accessibility of teachers and school leaders, and school culture. **Monthly ‘Ivy League’ Newsletters.** Each month, parents will receive a newsletter with key updates. The newsletter will include an overall academic update of the school, highlight recent events, and preview upcoming events or important dates. In our highlight reel, we will showcase the classes with the highest attendance and homework completion rates. We will also feature a teacher, student, and parent who exemplified our value of that particular month. We want to ensure that parents feel invested in their children’s success. To support families in helping their children grow and achieve, teachers will communicate the academic growth to parents on a regular basis through a variety of ways: **Monthly Phone Calls.** During each month, teachers will track their correspondence with parents/guardians. During the phone call, teachers will share a point of strength and an area where the scholar can be challenged academically. Teachers will explain strategies that can be used at home to help the scholar. For example, a teacher might say, “Liliana is doing a great job with her sight words. She has mastered Pre-K and K sight words! Now she’s working on looking at the first letter and the picture to figure out a word. When she reads at home and she gets stuck, put your finger under the first letter and tell her to ‘*Get her mouth ready.*’” Parents will always end phone calls with specific tools to help their child grow and achieve. **Family Teacher Conferences.** Similarly, Family Teacher Conferences are an opportunity for teachers and parents to continue their conversations from monthly phone calls with more time to go in greater detail across content areas. Parents will leave all Family Teacher Conferences with a folder of resources that outlines exemplar responses for different types of math problems, reading decoding strategies, sentence stems, etc. Parents will leave conferences with concrete tools to help their children grow and succeed. **Friday Community Meetings.** On Fridays, parents are invited to attend our Community Meeting. After parents watch our academic and cultural circle, parents will get the opportunity to visit their child’s classroom. During this time, parents will observe instruction, and teachers will highlight key practices that parents can utilize at home to assist with their child’s academic achievement.

J. Financial Management

Ivy Hill Prep recognizes that if approved, we will be charged with the responsibility of not only educating students, but also ensuring that we are appropriately and effectively using public funds to deliver the highest quality education to our students. The Founding Team is also aware that 46% of public charter schools fail or close due to fiscal mismanagement. Therefore, we recognize how critical having access to financial systems and expertise will be to ensure our success. Our Founding Team has significant financial management experience, with a combination of 33 years of financial management experience. As part of implementing a strong financial management approach, Ivy Hill Prep will hire a Back-Office Provider and are currently considering EdTec. EdTec is a financial and operational consulting firm, exclusively for charter schools, with experience and expertise nationally and locally in NYC. Working with 300+ charter schools nationally, EdTec currently works with six charter schools in NY. Founded in 2001, EdTec has been able to hone its

systems and processes over the last 17 years to provide CFO and back-office services to charter schools of all sizes and scale. In addition to experience and expertise, one of the compelling reasons to contract with a Back-Office Provider in general is the segmentation of duties and responsibilities that is otherwise not possible for a smaller school with limited staff. EdTec supplies different staff on their end with different permission levels for the various back-office functions. Because depositing of revenue and purchasing is done by school staff and the entry and recording is done by EdTec, this creates a segmentation of duties and responsibilities that limits a lot of opportunity for financial mismanagement.

Policies. Ivy Hill Prep is proposing to implement a robust set of financial policies and procedures that EdTec currently recommends for its clients and have otherwise been reviewed by several audit firms. These policies and procedures rely on and incorporate generally accepted accounting principles, and have been developed in close consideration of the NYSED Audit Guide. Prior to formal adoption, Ivy Hill Prep will review its financial policies and procedures to ensure they are still adequate in light of updates to the NYSED Audit Guide, as well as formally seek an auditor review of its policies and procedures as part of the initial controls review.

Budget Process. We are committed to ensuring we meet all fiscal management obligations starting with a strong budget and a strong budget development process. The annual budget for the school will be developed by the Ivy Hill Prep Charter School's Head of School and Director of Operations, in conjunction with EdTec, the proposed Back-Office Provider. The Head of School will solicit stakeholders for budget input and facilitate planning meetings each year to ensure budgeting is aligned to the mission and intended outcomes. EdTec will conduct analysis and provide knowledge and expertise around charter school funding, observed spending trends, and other industry benchmarks. EdTec will help to bring the technical work of the budget pro forma together each year. The budget cycle will start in January or February with a working draft developed by Ivy Hill Prep's Head of School, with the support of the Director of Operations and EdTec, and then brought to the Finance Committee of the Board for their review in February. The Finance Committee will analyze the budget draft and as satisfied will provide a recommendation to the school's governing board for presentation in March or April, and then approval in May or June at a publicized and open Board meeting. Per authorizer requirements, Ivy Hill Prep shall prepare and provide to NYSED a copy of its annual budgets and cash flow projections for each fiscal year by no later than June 30 of the immediately preceding fiscal year. Ivy Hill Prep's Head of School and Director of Operations, with support from the Back-Office Provider, will develop processes to effectively and accurately track all services connected to our budget, including but not limited to: enrollment, attendance, free and reduced lunch eligibility, and special education services. The systems we adopt will be based on the best practices used by other fiscally-sound charter schools. The main role and responsibility of the Board will be to adopt a balanced budget that adequately meets and addresses the strategic vision and mission of the school, as laid out in the charter application and with input and information from school leadership and consulting parties. As part of that responsibility, the Governing Board will also be responsible for ensuring the budget reflects all compliance requirements with respect to federal and state resources, including but not limited to, whether something is a prudent and reasonable use of public funds. From there, the responsibility to execute against the budget is then delegated to the school administration, including EdTec. Specifically, the budget will reflect the operating and spending parameters around which day-to-day decision-making will be managed. Further,

the school administration will commit to maintaining and protecting all associated records, including but not limited to those that contain financial, student, personnel, or donor information. The Board will have the responsibility of accountability, ensuring that the school team is acting in a manner consistent with the adopted budget, priorities, and restrictions. As part of this accountability framework, the school administration and EdTec will have the responsibility to inform the Board of changes in information, conditions, and other matters that might otherwise inform the Board.

Audit. We recognize the value of using independent parties to assist with financial management. We also recognize the value and the requirement to use independent parties to evaluate our financial statements and financial management. As part of that, Ivy Hill Prep will annually engage a state-approved audit firm with New York charter school experience and expertise. The annual audit will be conducted by a Certified Public Accountant (CPA) or CPA firm licensed in New York State. The Finance Committee will request proposals for audit and the Board will select the audit firm, which will report directly to the Governing Board. The annual audit will be done in accordance with all federal, state, and local auditing requirements and standards, including those required by public charter schools in New York State, in addition to any other conditions or criteria required by the NYSED. We will use the selected firm for any other required reporting, including but not limited to, the initial statement on internal controls, CSP agreed upon procedures reporting, A-133 audit, and the filing of its annual 990 with IRS. We have included the cost of the audit based on standard pricing from a variety of charter school audit firms in NY.

K. Budget and Cash Flow

Ivy Hill Prep Charter School has developed a pre-opening, 1-year and 5-year budget plan that aligns with the programmatic design, mission, vision and programmatic design (**Attachment 9**). Ivy Hill Prep generated this budget using conservative revenue and expense assumptions and projections, relying on experts in the charter school finance sector to assist with our budget plan. The budget is largely sustainable on recurring public revenues alone and does not require any significant infusion of unsecured fundraising or grants. In every fiscal year, operating income is projected to be positive with the fund balance continuing to grow every year until finally reaching an ending balance at Year 5 of \$1.5M or an 20.22% of total revenues.

	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
Total Revenue	435,000	3,085,847	4,142,753	5,233,281	6,423,446	7,512,859
Total Expenses	301,384	2,654,586	3,734,058	5,105,999	6,124,843	7,393,070
Operating Income (EBIDA)	133,616	431,261	408,695	127,282	298,602	119,790
Beginning Fund Balance	-	133,616	564,877	973,572	1,100,854	1,399,456
Ending Fund Balance	133,616	564,877	973,572	1,100,854	1,399,456	1,519,246
Operating Income as % of Total Revenues	30.72%	13.98%	9.87%	2.43%	4.65%	1.59%
Fund Balance as % of Total Revenues	30.72%	18.31%	23.50%	21.04%	21.79%	20.22%
Total Revenue Per Student	N/A	\$25,715	\$23,015	\$21,805	\$21,848	\$21,903

Total Spending Per Student	N/A	\$22,122	\$20,745	\$21,275	\$20,833	\$21,554
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The budget plan is based on opening enrollment of 120 students. We add 60 new students each year. Assuming a 10% attrition rate after grade 3 when we will stop filling seats, we expect to reach a final enrollment of 343 students for K-5 by Y5. Recurring public revenue projections are based on the most recent funding and rate assumptions available to charter applicants, and when otherwise unavailable, the assumptions in use for schools operating during FY 2018. The main per pupil rate has been budgeted at \$14,527, understanding there is strong likelihood it will be higher in FY 2020. Per pupil enhancements for students receiving a certain level of special education services are tied to special education populations observed in local schools. We predict our population will match that of the district; we have assumed 22% of our students will likely have an IEP, about half of these will receive services that trigger 20-60% and greater than 60% funding enhancements to the per pupil payments from NYCDOE. The facility reimbursement has been assumed at 30% of general education per pupil amount; we understand we are only eligible for this funding if it is in a private space, and that reimbursement is capped at actual lease costs. We included conservative assumptions for state and federal categorical programs. We budgeted for Title I and Title II allocations which have been tied to an assumption of free and reduced lunch students, estimated at 87%. IDEA funding was conservatively projected at \$900 per eligible student, with eligibility being a subset of all special education students estimated at 20%. Ivy Hill Prep has projected NYSTL, NYSSL, and NYSLIB allocations and the restricted offsetting expenses to demonstrate that these revenues have an intended, restricted use. We included a one-time DYCD allocation in Year 1 to support initial furniture and equipment purchasing, based on a fixed award of \$185K plus \$450 per each student. Finally, E-rate was estimated at a \$150 per new student consistent with the FY2018 funding rate.

The budget does not overly rely on any non-public and non-recurring revenues sources. During the startup period and the first two years, the budget plan reflects an anticipated Walton Family Foundation (WFF) Start-Up Grant of \$325,000 pursuant to partnership with Building Excellent Schools and a prospective Charter School Program Grant of \$550,000, which we anticipate Ivy Hill Prep will be eligible for; a commitment letter is provided in **Attachment 10**. We anticipate that Ivy Hill Prep will be eligible to receive the Charter School Program Grant of \$550,000. For all revenue assumptions in future years, we did not incorporate any sort of increase year over year. Without guaranteed funding rates or funding levels, any assumption around increases would be arbitrary. Planning a flat funding environment allows us to have more budget capacity should revenue rates grow. The spending that has been earmarked for WFF and CSP funds in the budget reflect approximately \$875K in one-time funding. If funds were not to materialize, we will revise our budget scenarios to adjust as necessary. From pre-opening through Y2, Ivy Hill Prep anticipates building a reserve of approximately \$1M. So, without any sort of change in spending behavior, Ivy Hill Prep could fully address the budget gap. However, in the event that this budget gap was not fully addressed, Ivy Hill Prep's next step would be to look at revising its staffing plan, either reducing or eliminating non-instructional roles and expenses. We would likely seek to revisit its vendor relationship to renegotiate or scale back services and materials. It would also likely look to a more focused interest on fundraising and supplementing its revenue model.

Expense Projections. Personnel costs make up 54%-62% of spending each year. Instructional roles comprise 48% to 59% of personnel spending each year. Teachers are the largest part of this, budgeted at starting salary of \$65K. In 2019-20, we will have 15.5 staff total and will reach an FTE count of 46 in Y5. We included a 3% assumption for employer contributions to retirement and competitive assumption of Ivy Hill Prep contributing \$7,000 per employee toward medical, dental, and vision benefits. We account for contributions to Social Security, Medicare, and state unemployment insurance at the current respective rates. Workers compensation insurance was budgeted 1.00% of total wages. Budgets for items in contracted services and school operations have been developed in consultation with vendors, existing charter schools, and charter school support organizations. We have assumed a 1.5% year-over-year expense increase after 2019-20 to account for inflation. Expenses include a budget for audit, legal representation, Back-Office services, assessment and evaluation costs, instructional materials, classroom technology materials, textbooks, contracted instructional services, and other education program expenses. Food service was budgeted assuming we will contract with NYCDOE. Facility options are still being explored; we have budgeted \$40/sq. ft. for a move-in ready facility. Janitorial services and utilities have been budgeted at \$3/sq. ft. and \$4/sq. ft., respectively, based on quotes and observed facility setup. We have budgeted to fund a dissolution set-aside of \$100,000, spread out in \$20,000 increments over five years. This fund will be maintained in an escrow fund or non-liquid savings account with the singular purpose of funding dissolution activities. These funds will be used in the event of dissolution or closure, specifically to pay legal and audit expenses associated with dissolution, along with unpaid financial obligations and liabilities.

Solvency and Financial Stability. In addition to a budget plan that projects positive operating income and a growing fund balance, we have put together a cash flow plan for the pre-opening period and Y1 that is positive each month. There is no reliance on borrowing. If we encounter any financial difficulties that produce a budget gap or cash flow need, we will look for ways to re-balance our budget immediately. The priority would be to preserve core educational programming elements and instead scale back on otherwise discretionary or non-mission critical elements of the budget.

L. Pre-Opening Plan: Please see Attachment 11.

M. Dissolution Plan: Please see Attachment 12.