



PROPOSAL SUMMARY AND TRANSMITTAL FORM

Proposed School Information

Charter School Name: Forte Preparatory Academy Charter School
 Education Corp. Name: Forte Preparatory Academy, Inc.
 Education Corp. Status: New Education Corporation Proposal Type: Standard New School Proposal
 School District (or NYC CSD): NYC CSD 30
 Opening Date: 8/23/2017

Proposed Grades and Enrollment

Proposed Affiliations (if any)

Charter Year	Grades	Enrollment	Charter Management Company ("CMO"):
Year 1	5	90	CMO Public Contact Info (Name, Phone):
Year 2	5,6	180	Partner Organization:
Year 3	5,6,7	270	Partner Public Contact Info (Name, Phone):
Year 4	5,6,7,8	360	
Year 5	5,6,7,8	360	

Lead Applicant Contact Information

First Lead Applicant Name: Graham Browne
 Applicant is a: Parent Teacher School Administrator District Resident Education Corp./Charter School
 Applicant Mailing Address: [Redacted] Jackson Heights, NY 11372
 Primary Phone #: [Redacted] Secondary Phone #: [Redacted] Email: [Redacted]

Second Lead Applicant Name:
 Applicant is a: Parent Teacher School Administrator District Resident Education Corp./Charter School
 Applicant Mailing Address:
 Primary Phone #: Secondary Phone #: Email:

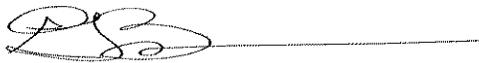
List additional lead applicants in the "Other" section. Not Applicable Additional Applicants Listed in "Other"

Media/Public Contact Information (required)

Name: Graham Browne Phone #: 347-709-1197 Email: gbrowne@buildingexcellentschools.org

Lead Applicant Signature

Signature:



Date:

January 19, 2016

Authenticated Digital Signatures accepted. If a handwritten signature is used, the Institute must receive the transmittal form, bearing an original signature, postmarked no later than the proposal submission deadline. By signing this Proposal Transmittal Form, the Lead Applicant certifies that the information contained in this proposal to establish a charter school pursuant to the New York Charter Schools Act (as amended) with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

Submit Completed Proposal to:
Charter Schools Institute, State
University of New York, 41 State St.,
Suite 700, Albany, New York 12207.

Phone: (518) 445-4250
Fax: (518) 320-1572
Email: charters@suny.edu

OFFICIAL USE ONLY: Received By:

Date:

Program Design

MISSION STATEMENT

Through rigorous academics, quality instruction, and a positive culture of individual and collective responsibility, Forte Preparatory Academy Charter School equips all students in grades 5 through 8 to excel in college preparatory high schools and use their leadership and voice to change the world.

KEY DESIGN ELEMENTS

Literacy and math are at the heart of a world class education, open doors to college and lives of opportunity, and therefore underpin everything that we do.

Character education with a powerful focus on individual and collective responsibility, and the combined power of self-determination and community supports student success and increases authentic leadership.

Small group tutoring supports student academic success.

Instruction in the performing arts and digital literacy allow students to expand their world view, support student academic success, and prepare students for 21st century careers and opportunities.

Extended school day, with three literacy and two math blocks for all students.

Support in upper grades for high school placement and alumni success.

SCHEDULE

Proposed Number of
School Days per Year: 185

Proposed Daily Beginning
and Ending of School Day: 7:30 AM - 4:35 PM

Additional Schedule Information (optional):

ACADEMIC PROGRAM

Forte Preparatory Academy Charter School (“Forte Prep”) holds an education philosophy motivated by our academic achievement goals and our profound belief that every student, regardless of race, ethnicity, zip code, or home language, deserves the opportunity to transform his or her life in college and beyond through access to a world-class public education. We believe that Forte Prep will equip students in grades five through eight with the skills to excel in college preparatory high schools, college, and life because the research-based education philosophy that underpins the school’s design is shared and being executed at successful schools locally and nationally and because the school’s leadership has had and continues to have direct access to the network of such successful schools and their leadership.

High expectations for academic success. Every Forte Prep student is college bound, without a doubt. We believe that all students can perform at the level necessary to earn admission to academically rigorous, college preparatory high schools and, from there, to top colleges and universities.

High expectations for structure and personal behavior. At Forte Prep, we create structures that allow our teachers to do what they do best: teach. We maximize every student’s opportunity to learn during the school day, as we know that a minute spent on a non-essential procedure is a minute that could be spent on learning.

Forte Prep proactively teaches six core values – Service, Team, Resilience, Integrity, Voice, and Excellence - that underlie all behavioral expectations in our school community because we believe that strong values create a learning environment where students are able to develop the intrinsic motivation needed to excel and be good neighbors.

Emphasis on literacy. Students are able to access the rich and diverse content the world has to offer with the ability to read and write fluently. As a result, we believe that a strong focus on reading skills are essential for students at Forte Prep, especially as we work diligently to support English Language Learners and students with special needs.

Data drives instruction. All instructional and disciplinary decisions are grounded in student data. Daily analysis of these data points allows teachers to make effective decisions about how to modify lesson plans, and identifies students who need immediate remediation. We will rely on norm-referenced, criterion-referenced, diagnostic, formative and summative assessments to equip us with the information to make the best decisions about how to support students’ success.

Extended, purposeful learning time. Forte Prep will feature an extended school day and extended school year to reach our ambitious achievement goals. This increased time is designed to be purposeful for both students and teachers, providing more time on task for remediation, interventions, and tutoring.

Meaningful, integrated arts and digital opportunities. During our longer school year, Forte Prep students have the opportunity to explore rigorous and engaging enrichment opportunities in performing arts and computer science. We believe in the power of arts and technology at Forte Prep, and will provide research- and standards-based arts and digital literacy curricula.

School Management

MANAGEMENT STRUCTURE

Forte Preparatory Academy Charter School (“Forte Prep”) will be governed by a Board of Trustees. The Board will assume the ultimate authority and accountability for all matters of school governance and administration. The Board will regularly seek feedback from parents, families, constituents of the school, and community members to develop and implement school policies.

The Board has the responsibility for hiring and evaluating the performance of the Executive Director and delegate all day-to-day management functions and responsibilities to the Executive Director.

The Executive Director will report directly to the Board of Trustees, will be the only school staff member to do so, and will directly supervise the Director of Curriculum and Instruction, Student Supports Coordinator, Operations Manager, Faculty, and other members of the administrative team as the school grows over time. Our leadership structure is designed to create clear distinctions between operational and academic roles and responsibilities. Many high performing charter schools have adopted this structure to allow operational leaders to empower instructional leaders to deliver excellent instruction.

ROLE OF CMO OR PARTNER(S)

N/A

Facility

SCHOOL FACILITY PLANS

Forte Preparatory Academy will apply for colocation space to NYC Department of Education. An initial contact with NYCDOE Office of District Planning in the Division of Operations has been made by the Executive Director and a letter has been sent to their office (please see R-23b – Supplemental Attachments). Should colocation space not be available, Forte Preparatory Academy will seek to lease private space. Forte Prep is working with Charter School Support Services (CSSS) which has partnered with a local realtor with extensive charter school experience to locate private space options.

Other

R-01 – Community Need and Proposed School Impact

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a. Community Description and Need

“Adults may care about whether a high-performing school is a charter school or a traditional neighborhood school. But children do not—and neither do I.. As President Obama and I have said repeatedly, we care about what works to boost student learning—not about ideology, rhetorical purity, or political party...Rigorous studies of high-performing charter schools in Boston and New York show it is the school, not the characteristic of the students that explains the bulk of the difference in academic outcomes.”¹ - Arne Duncan, U.S. Secretary of Education, April 2010

Forte Preparatory Academy Charter School (“Forte Prep”) proposes to open a 5-8 middle school that will be open to all students in New York City, with the intention of recruiting the majority of students from the communities of Jackson Heights, East Elmhurst, and Corona, in the Borough of Queens. We believe that all students, regardless of race, socio economic status, immigrant status, or language spoken at home can excel if they have access to a quality public education. Forte Prep has chosen to serve these communities for the following reasons:

1. **College Prep:** Providing a true college-preparatory middle school option to the community
2. **Need:** High concentration and growth rate of low-income families with limited access to high quality middle school options
3. **Demand:** Chronic overcrowding in district schools, specifically Community School Districts (CSDs) 24 and 30
4. **Demand:** Severely limited availability of charter school seats relative to applicants in borough and district
5. **Demand:** Demonstrated demand by local community members and leaders (Community Support outlined in **R-03 – Proposal History** and **R-15e – Evidence of Support**)
6. **District Goals:** True alignment to the education reform agenda of NYC Department of Education

The three neighborhoods listed above are home to one of the fastest growing poverty hubs in New York City; Community Districts 3 and 4 rank among the poorest neighborhoods in Queens, with poverty rates increasing by nearly 9 percentage points since 1980, according to the Manhattan Institute.² Through rigorous academics, quality instruction, and a positive culture of individual and collective responsibility, Forte Prep will prepare students with the foundational skills they need to attain entry into a college preparatory high school, on the pathway to the college and career of their choice. We will work

¹ U.S. Department of Education, “Success as the Norm.” Secretary Arne Duncan’s remarks at the KIPP Annual Dinner, April 30, 2010.

² Eide, Stephen. “Poverty and Progress in New York I: Conditions in New York City’s Poorest Neighborhoods.” *Manhattan Institute*. June 2014 http://www.manhattan-institute.org/html/cr_88.htm#.Ve4dRRFViko. The nearly nine percentage point increase (8.9% in Community District 4 and 8.2% in Community District #3) is approximately twice as high as the borough average poverty increase (4.8%) and is over seven times the average poverty increase for the city (1.2%).

diligently to support the academic needs of the underperforming student population in these neighborhoods, and dramatically accelerate their growth in middle school to ensure success thereafter.

This section of the proposal details the need for Forte Prep by establishing a foundation of demographic and economic information for the Borough of Queens, in which the target communities are located. Next, the focus shifts to Community District 3, where the school intends to be located. From there, we outline the student demographics and school performance of both CSD 24 and CSD 30, from which we intend to draw the majority of our student population. Then, the proposal outlines demonstrated community demand for public charter school options, detailing the number of seats demanded in Queens, and in CSD 24 and CSD 30 in particular, relative to the number of seats available. This section concludes with a broader view of New York State and City reforms and how Forte Prep will, from day one, serve as an accelerator of positive education reform by bringing a quality public education option to this part of Queens.

Description of Queens

The Borough of Queens has a population of over 2.3 million. It is commonly known as the most diverse borough in New York, with a large number of recent immigrants from Asia and Latin America. Median household income in Queens is \$57,001. Economically, 15.4% of all residents in Queens live in poverty, compared to 20.3% citywide. Educationally, 80% of Queens residents have a high school diploma or higher; 30% have a bachelor's degree or higher, compared to 34.5% citywide. **Figure 1** details key demographic comparisons between Queens and New York City.

Figure 1: Population statistics for Queens and New York City, New York³

U.S. Census QuickFacts	Queens, New York	NYC, New York
Population		
Population estimates, July 1, 2014, (V2014)	2,321,580	8,491,079
Population, percent change - April 1, 2010 (estimates base) to July 1, 2014, (V2014)	4.1	3.9
Age and Sex		
Persons under 5 years, percent, April 1, 2010	5.9	6.3
Persons under 18 years, percent, April 1, 2010	20.7	21.6
Persons 65 years and over, percent, April 1, 2010	12.8	12.1
Female persons, percent, April 1, 2010	51.6	52.5
Race and Hispanic Origin		
White alone, percent, April 1, 2010	39.7	44.0
Black or African American alone, percent, April 1, 2010	19.1	25.5
American Indian and Alaska Native alone, percent, April 1, 2010	0.7	0.7
Asian alone, percent, April 1, 2010	22.9	12.7
Native Hawaiian and Other Pacific Islander alone, percent, April 1, 2010	0.1	0.1
Two or More Races, percent, April 1, 2010	4.5	4.0
Hispanic or Latino, percent, April 1, 2010	27.5	28.6
White alone, not Hispanic or Latino, percent, April 1, 2010	27.6	33.3
Population Characteristics		
Veterans, 2009-2013	56,402	202,711
Foreign born persons, percent, 2009-2013	47.8	37
Housing		

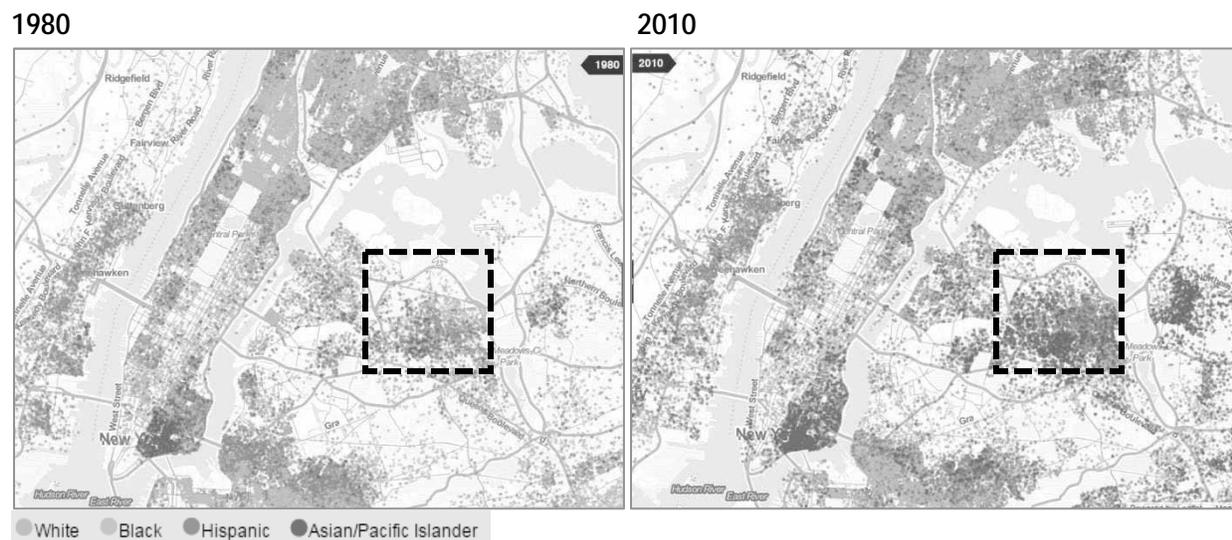
³ U.S. Census Data 2014, retrieved from: <http://www.census.gov/quickfacts/table/PST045214/36081,3651000#headnote-js-a> QuickFacts data are derived from: Population Estimates, American Community Survey, Census of Population and Housing, Current Population Survey, Small Area Health Insurance Estimates, Small Area Income and Poverty Estimates, State and County Housing Unit Estimates, County Business Patterns, Nonemployer Statistics, Economic Census, Survey of Business Owners, Building Permits.

Housing units, April 1, 2010	835,127	3,371,062
Owner-occupied housing unit rate, 2009-2013	44.2	32.2
Education		
High school graduate or higher, percent of persons age 25 years+, 2009-2013	80.1	79.8
Bachelor's degree or higher, percent of persons age 25 years+, 2009-2013	30.0	34.5
Income and Poverty		
Median household income (in 2013 dollars), 2009-2013	\$57,001	\$52,259
Per capita income in past 12 months (in 2013 dollars), 2009-2013	\$26,495	\$32,010
Persons in poverty, percent	15.4	20.3

Description of Community District 3 (Jackson Heights, East Elmhurst, North Corona)

Our target communities within Queens – Jackson Heights, East Elmhurst, and North Corona – are home to a large, diverse community of Black, Hispanic, Asian, and White populations. Specifically, these communities are home to large numbers of Central and South Americans, South Asians, and East Asians. The region falls primarily into Community District 3 and Community School District 30, though there is some overlap with Community School District 24 east of Junction Boulevard. Over time, this community has become increasingly concentrated with poverty, showing an eight to nine percentage point increase since 1980.⁴ **Figure 2** shows the concentration of poverty by race in the target community, highlighting the influx of poor Asian and Hispanic populations to the community in the 30-year period. As a result, this region has emerged as a significant poverty cluster in the city.

Figure 2: Poverty clusters by race in New York City, 1980 to 2010⁵



Here, 17% of families are living in poverty, with 28% of all people under 18 years of age living below the poverty line. Only 22% of adults in the region have a bachelor's degree or higher (15% of adults in Corona and East Elmhurst); 81% percent of residents speak a language other than English at home, with

⁴ Manhattan Institute, 2014. http://www.manhattan-institute.org/pdf/cr_88.pdf.

⁵ http://datatools.metrotrends.org/charts/metrodata/Blog/Maps/PovertyRace_DW/Map.html#35620,1980,2010,12,40.765721500427844,-73.8772201538086 Urban Institute analysis of 1980, 1990, and 2000 Census data and 2007-11 American Community Survey (ACS) data (approximated above by "2010"). 1980 through 2000 Census data is summarized at the 2000 tract-level from the Neighborhood Change Database. 2007-11 ACS data is summarized at the 2010 tract-level from the Census. Race is defined as White Alone, Black/African American Alone, Asian, Native Hawaiian, and other Pacific Islander alone, and Hispanic or Latino origin (of any race). All MSAs are standardized to 2008 OMB CBSA definitions.

56% of residents speaking Spanish. **Figure 3** details key demographic data for Jackson Heights, East Elmhurst, and North Corona.

Figure 3: Key demographic data for Jackson Heights, East Elmhurst, and North Corona (2009-2013 ACS profile)⁶

	JACKSON HEIGHTS		CORONA		EAST ELMHURST		TOTAL REGION	
	#	%	#	%	#	%	#	%
Total population	105,339	100%	56,319	100%	23,743	100%	185,401	100%
MUTUALLY EXCLUSIVE RACE/HISPANIC ORIGIN								
Hispanic or Latino (of any race)	58,627	56%	34,214	61%	15,544	66%	108,385	58%
Not Hispanic or Latino	46,712	44%	22,105	39%	8,199	35%	77,016	42%
White alone	17,061	16%	5,082	9%	1,056	4%	23,199	13%
Black or African American alone	1,903	2%	8,473	15%	5,712	24%	16,088	9%
American Indian and Alaska Native alone	325	0%	0	0%	0	0%	325	0%
Asian alone	24,657	23%	7,943	14%	1,087	5%	33,687	18%
ASIAN ALONE BY SELECTED SUBGROUPS								
Asian Indian	7,114	29%	1,828	23%	334	30%	9,276	27%
Chinese	7,103	29%	4,582	58%	175	16%	11,860	35%
Filipino	1,214	5%	309	4%	109	10%	1,632	5%
FAMILIES & PEOPLE WHOSE INCOME IN THE PAST 12 MONTHS IS BELOW THE POVERTY LEVEL								
All families	23,432	100%	12,247	100%	4,681	100%	40,360	100%
Below poverty	3,505	15%	2,635	22%	770	16%	6,910	17%
All people	104,867	100%	55,494	100%	23,406	100%	183,767	100%
Below poverty	19,558	19%	13,244	24%	4,446	19%	37,248	20%
Under 18 years	20,408	100%	13,879	100%	5,104	100%	39,391	100%
Below poverty	4,891	24%	4,570	33%	1,383	27%	10,844	28%
HOUSEHOLDS TYPE								
Total households	36,561	100%	16,501	100%	6,383	100%	59,445	100%
Male householder, no wife present, family	3,053	8%	1,892	12%	725	11%	5,670	10%
Female householder, no husband present, family	5,526	15%	3,861	23%	1,686	26%	11,073	19%
EDUCATIONAL ATTAINMENT (HIGHEST GRADE COMPLETED)								
Population 25	74,103	100%	36,591	100%	15,597	100%	126,291	100%

⁶ American Community Survey 2009-2013 data. Prepared by NYC Census Fact Finder. Aggregate regional calculations performed by application preparer. Grey text represents less reliable data, according to the ACS 2009-13 survey. Please note that data from this source is unable to be disaggregated by North and South Corona. <http://maps.nyc.gov/census/?searchType=AddressSearch&addressNumber=82-11&street=37th+Avenue&borough=queens>.

years and over								
Less than 9th grade	9,939	13%	7,677	21%	2,750	18%	20,366	16%
	JACKSON HEIGHTS		CORONA		EAST ELMHURST		TOTAL REGION	
9th to 12th grade, no diploma	7,725	10%	4,783	13%	1,618	10%	14,126	11%
High school graduate (includes equivalency)	21,225	29%	10,420	29%	5,957	38%	37,602	30%
Bachelor's degree	12,742	17%	4,008	11%	1,628	10%	18,378	15%
High school graduate or higher	56,439	76%	24,131	66%	11,229	72%	91,799	73%
Bachelor's degree or higher	19,574	26%	5,402	15%	2,290	15%	27,266	22%
U.S. CITIZENSHIP STATUS								
Foreign-born population	65,650	100%	32,718	100%	12,730	100%	111,098	100%
Naturalized U.S. citizen	31,050	47%	12,347	38%	5,000	39%	48,397	44%
LANGUAGE SPOKEN AT HOME								
Population 5 years and over	99,188	100%	51,962	100%	22,188	100%	173,338	100%
English only	16,797	17%	10,052	19%	6,497	29%	33,346	19%
Language other than English	82,391	83%	41,910	81%	15,691	71%	139,992	81%
Spanish	52,562	53%	29,908	58%	13,961	63%	96,431	56%
Other Indo-European languages	19,080	19%	5,516	11%	1,368	6%	25,964	15%
Asian and Pacific Islander languages	9,809	10%	5,223	10%	306	1%	15,338	9%

Description of Community School Districts 24 and 30

The target communities of Jackson Heights and East Elmhurst are located in Community School District (CSD) 30 and North Corona is located in Community School District (CSD) 24. Collectively, Community School Districts 24 and 30 serve over 100,000 students. **Figure 4** details the total enrollment and demographic data for the districts and the borough, respectively. There are disproportionately more Hispanic students (62% and 54% in CSD 24 and CSD 30, respectively) than in the borough (38%), and significantly more English Language Learners (22% and 18% compared to 14% at borough level) and students in poverty (85% and 84% compared to 77% at borough level) as compared to the rest of Queens.⁷ The proportions of students with disabilities (14% in CSD 24 and 13% in CSD 30) are slightly lower than the district average (16%). We anticipate the students at Forte Prep to reflect the demographics of these school communities, and have aligned our educational model and structure of student supports to best meet that need (please refer to **R-02 – Addressing Need** for additional information).

⁷ NYC Department of Education. "Demographic Snapshot – Citywide, Borough, District, and School; SY 2010-11 to 2014-15 – All Grades."

Figure 4: Demographic Snapshot of Districts 24 and 30, Queens, New York

District stats (2014-15)	CSD 24	CSD 30	Queens
Total Enrollment	60,211	41,470	303,836
Grade 5	4,641	2,902	21,586
Grade 6	4,134	3,423	21,246
Grade 7	4,181	3,215	20,852
Grade 8	4,333	3,241	21,029
% Female	47%	49%	48%
% Male	53%	51%	52%
% Asian	20%	22%	28%
% Black	3%	7%	19%
% Hispanic	62%	54%	38%
% Other	1%	2%	2%
% White	14%	16%	13%
% Students with Disabilities	14%	13%	16%
% English Language Learners	22%	18%	14%
% Poverty	85%	84%	77%

“As for charter schools, the good to have come of the heated back-and-forth these past several days is that these programs are rightfully being recognized as valuable, welcome options for parents.”⁸ - State Senator Jose Peralta, March 2014

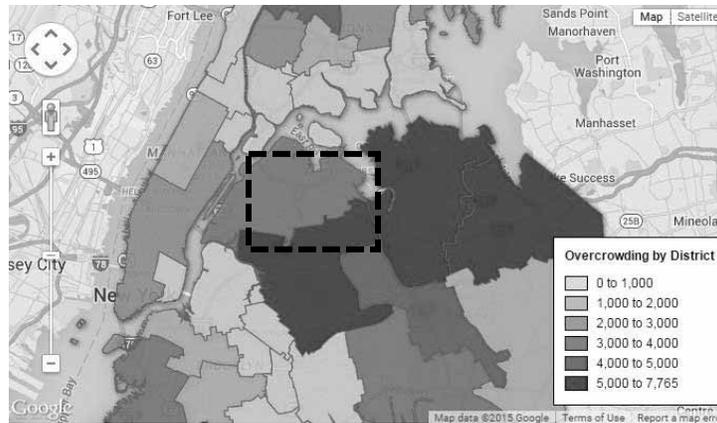
Due to growing populations of young families and students in this region, overcrowding of district schools has become a significant challenge for many families. As a result, thousands of families are searching the city for alternative quality options. State Senator Jose Peralta (D-Queens) supports expanding charters simultaneously with expanding facilities options for district schools. **Figure 5** puts the overcrowding situation into stark relief, with District 30 and District 24 buildings overcrowded by 3,401 and 7,252 seats, respectively. Recognizing the need for additional school options, and with the financial backing of Building Excellent Schools, Forte Prep has partnered with the nonprofit organization Charter School Support Services⁹ to locate potential temporary and/or permanent space to open the school in the fall of 2017. We believe that this tremendous need for new schools should be addressed expeditiously.

Figure 5: Overcrowding by district (target region highlighted)¹⁰

⁸ Peralta, Jose. “Schools must expand for charters and pre-K.” *Queens Chronicle*. March 27, 2014. http://www.qchron.com/editions/queenswide/schools-must-expand-for-charters-and-pre-k/article_83bb8dc3-b182-52ff-9130-e06ecfa6f02d.html.

⁹ More information about Charter School Support Services can be found here: <http://cssinc.org/>.

¹⁰ Independent Budget Office of New York. www.dnainfo.com/new-york/20150310/woodside/map-how-overcrowded-is-your-childs-school-district.



Districts 24 and 30 schools, on average, perform at or slightly above the 2014-15 state average for ELA proficiency (31%) and slightly above the state average for math proficiency (36%). **Figures 6, 7, 8, and 9** detail the assessment results for grades 5-8 in CSD 24 and CSD 30 compared to state performance. While keeping pace with the state is an important benchmark, this means that as many as 19,500 students in grades 5-8 are not reading or performing math on grade level.¹¹ Examining these data points more closely uncovers bigger disparities in student performance. For example, in District 24, while 44% of white students in grades 5-8 score a 3 or 4 on State Math assessments, *only 20% of Hispanic and 24% of black students in those same grade levels perform at the same level.* In the same district, economically disadvantaged students, who comprise 12,212 of the 16,800 students tested in 2014-15, had a 29% Math proficiency rate, compared to their wealthier counterparts (49%). We anticipate the school community of Forte Prep to reflect these academic outcomes. Please refer to **Response 23b-01** for detailed breakdowns of student performance by district, assessment, and selected demographics.

Figure 6: District 24 ELA performance 2014-15¹²

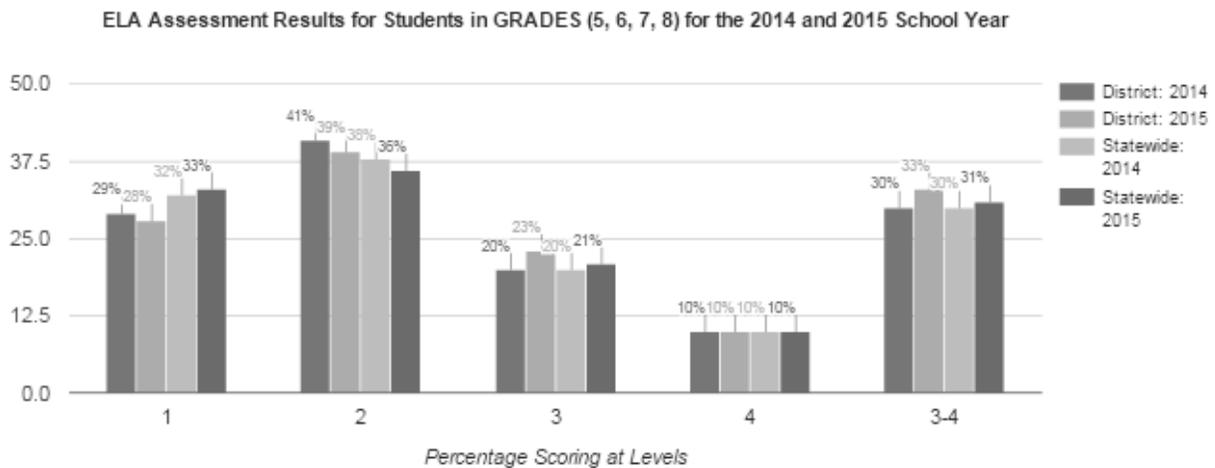


Figure 7: District 24 Math performance 2014-15¹³

¹¹ Estimation based on 35% proficiency rate and 30,000 estimated students in the district.

¹² 2014-15 Assessment Data, District 24. Retrieved: September 7 2015 <http://data.nysed.gov/profile.php?instid=800000043407>.

¹³ 2014-15 Assessment data, District 24. Retrieved: September 7 2015. <http://data.nysed.gov/profile.php?instid=800000043407>.

Mathematics Assessment Results for Students in GRADES (5, 6, 7, 8) for the 2014 and 2015 School Year

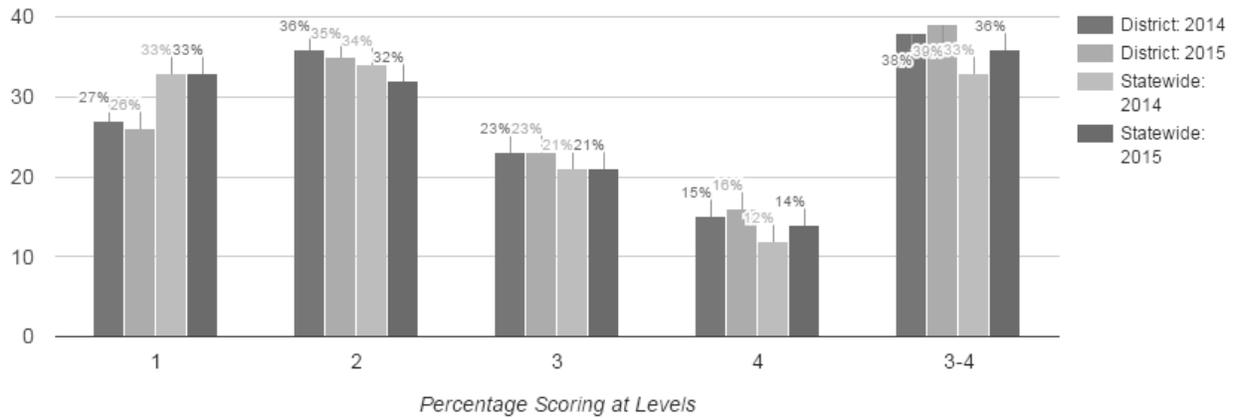


Figure 8: District 30 ELA performance 2014-15¹⁴

ELA Assessment Results for Students in GRADES (5, 6, 7, 8) for the 2014 and 2015 School Year

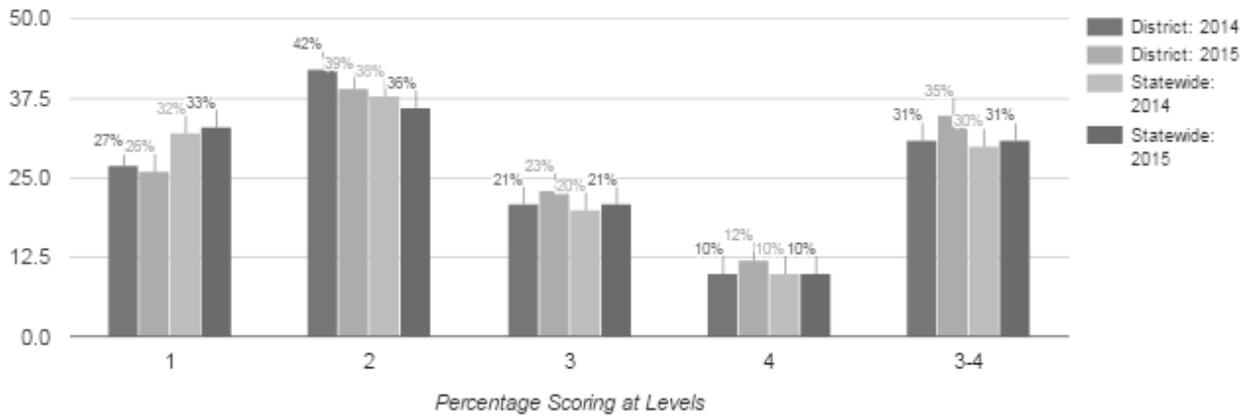


Figure 9: District 30 Math performance 2014-15¹⁵

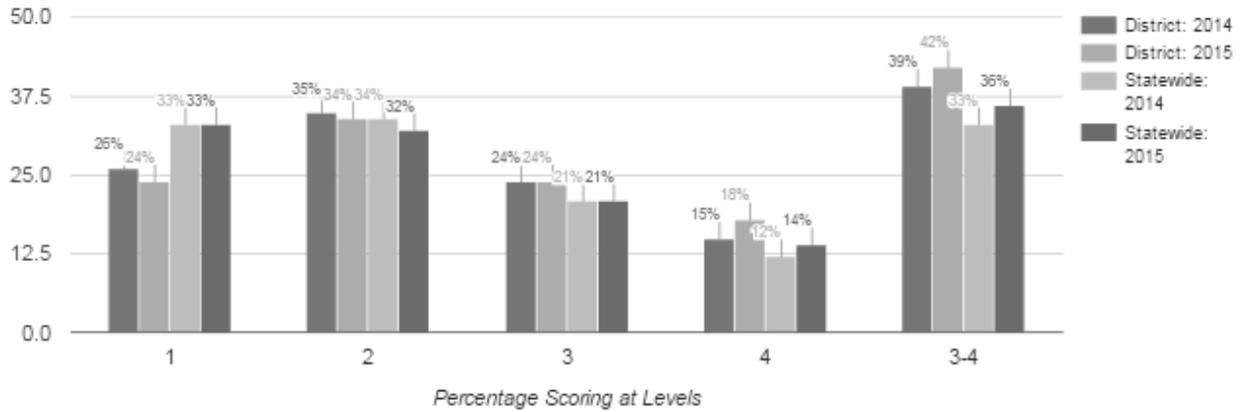
¹⁴ 2014-15 Assessment data, District 30. Retrieved: September 7, 2015.

<http://data.nysed.gov/assessment.php?year=2015&instid=800000042344>.

¹⁵ 2014-15 Assessment data, District 30. Retrieved: September 7, 2015.

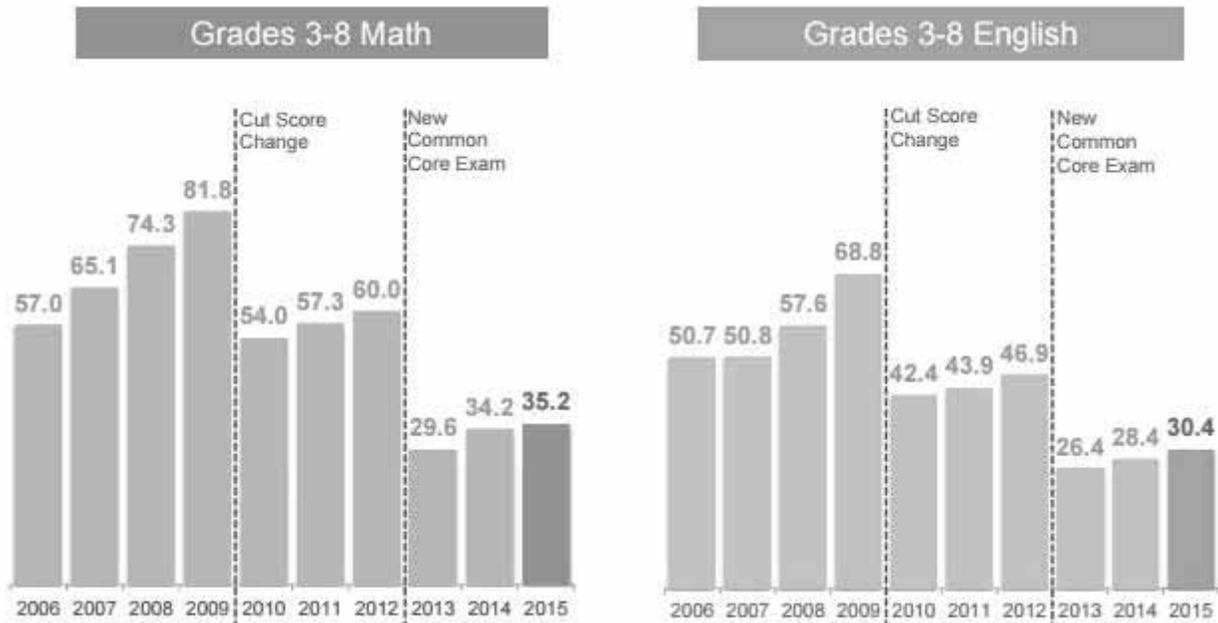
<http://data.nysed.gov/assessment.php?year=2015&instid=800000042344>.

Mathematics Assessment Results for Students in GRADES (5, 6, 7, 8) for the 2014 and 2015 School Year



Over the last ten years, the New York State Education Department has worked to increase the rigor of their student performance standards, changing the cut score for proficiency in math and English assessments in 2010, and implementing Common Core-aligned exams in 2013. **Figure 10** details the historical change in proficiency rates over time.¹⁶

Figure 10: Trends in proficiency rates for NYC students over time, 2006-2015 (source: NYCDOE)¹⁷



At the school level, many schools appear to be keeping pace with the city averages for proficiency in ELA and Math. **Figure 11** and **Figure 12** detail school demographics and student performance on 2013-14 ELA and Math assessments for CSD 24 and CSD 30.¹⁸ Schools within Community District #3 are bolded. Proficiency rates vary widely in ELA and in Math. Forte Prep is committed to putting all students on a

¹⁶ NYC Department of Education. 2015 New York State Test Results: New York City Grades 3-8, August 2015 http://schools.nyc.gov/NR/rdonlyres/C7E210CA-F686-4805-BEA6-EDD91F76E58B/185429/2015MathELAPublicDeck81215_SITE.pdf.

¹⁷ NYC Department of Education. 2015 New York State Test Results: New York City Grades 3-8, August 2015 http://schools.nyc.gov/NR/rdonlyres/C7E210CA-F686-4805-BEA6-EDD91F76E58B/185429/2015MathELAPublicDeck81215_SITE.pdf.

¹⁸ NYC Department of Education. 2014-15 School Quality Report Results for Elementary/Middle/K-8 Schools. http://schools.nyc.gov/NR/rdonlyres/06F7DE89-AA46-4509-9A0C-600038728D14/0/2014_2015_EMS_SQR_Results_2015_12_21.xlsx.

path to academic excellence by the time they matriculate from grade 8 and prepare to attend a college preparatory high school. Through the national nonprofit Building Excellent Schools, which has been responsible for the founding of outstanding public charter schools in New York, including Democracy Prep, Coney Island Prep, and South Bronx Classical, Forte Prep will establish a highly rigorous college preparatory approach that will focus primarily on building the literacy and math foundation of all students by dramatically increasing the amount of time spent on those subjects. We believe that an emphasis in these areas is critical to success in college preparatory high schools and in life beyond them, so we will invest heavily in the early years to ensure that students who are coming to Forte Prep behind grade level are at or above grade level upon graduation in eighth grade.

Figure 11: District 24 key school demographics and performance metrics (2014-15)¹⁹

District	School Name	School Type	Enrollment	ELL	SWD	Economic Need Index ²⁰	Asian	Black	Hispanic	White	Level 3 or 4, ELA	Level 3 or 4, Math
24	I.S. 5 - The Walter Crowley Intermediate School	Middle	1789	17.5%	14.7%	64.3%	41.6%	1.8%	53.8%	2.2%	42.7%	48.0%
24	P.S. 012 James B. Colgate	Elementary	1274	28.5%	11.2%	60.8%	57.5%	0.2%	38.9%	2.2%	43.8%	63.2%
24	P.S. 013 Clement C. Moore	Elementary	1615	34.9%	12.2%	67.3%	30.7%	9.1%	57.4%	2.3%	34.4%	43.6%
24	P.S. 014 Fairview	Elementary	1770	27.3%	15.4%	75.3%	8.1%	3.7%	85.5%	1.8%	17.8%	28.3%
24	P.S. Q016 The Nancy DeBenedittis School	Elementary	1716	43.5%	15.3%	76.8%	9.3%	0.3%	89.6%	0.4%	25.3%	38.4%
24	P.S. 019 Marino Jeantet	Elementary	2017	60.4%	20.6%	82.3%	9.2%	0.4%	89.9%	0.3%	24.9%	33.4%
24	P.S. 049 Dorothy Bonawit Kole	K-8	1131	6.3%	13.9%	34.8%	15.7%	0.4%	27.0%	56.4%	50.0%	55.6%
24	P.S. 58 - The School of Heroes	Elementary	988	13.9%	18.2%	45.3%	36.4%	1.3%	38.5%	23.5%	46.8%	51.3%
24	I.S. 061 Leonardo Da Vinci	Middle	2278	25.5%	18.6%	74.8%	6.6%	3.7%	87.9%	1.6%	17.8%	20.0%
24	P.S. 068 Cambridge	Elementary	739	21.0%	17.8%	69.7%	4.0%	4.2%	81.0%	9.8%	24.2%	31.3%
24	P.S. 071 Forest	Elementary	874	14.2%	16.7%	65.8%	2.5%	0.6%	55.4%	41.0%	29.1%	48.0%
24	I.S. 73 - The Frank Sansivieri Intermediate School	Middle	1902	13.9%	17.0%	57.3%	23.9%	1.6%	60.6%	13.6%	35.6%	45.0%
24	I.S. 077	Middle	1085	21.6%	24.4%	68.7%	9.1%	2.9%	76.1%	11.8%	14.4%	18.1%
24	P.S. 81Q Jean Paul Richter	Elementary	950	18.4%	27.2%	82.5%	6.0%	1.1%	86.8%	6.0%	21.3%	38.7%
24	P.S. / I.S. 087 Middle Village	K-8	563	6.0%	28.7%	50.0%	2.1%	1.3%	48.7%	47.0%	35.5%	36.1%

¹⁹ Ibid.

²⁰ The Economic Need Index reflects the socioeconomic status of the school population. It is calculated using the following formula: Economic Need Index = (Percent Temporary Housing) + (Percent HRA-eligible * 0.5) + (Percent Free Lunch Eligible * 0.5). From http://schools.nyc.gov/NR/rdonlyres/7B6EEB8B-D0E8-432B-9BF6-3E374958EA70/0/EducatorGuide_EMS_20131118.pdf.

24	P.S. 088 Seneca	Elementary	1097	21.4%	16.6%	60.7%	5.7%	2.1%	54.7%	37.1%	29.4%	39.0%
24	P.S. 089 Elmhurst	Elementary	1974	40.0%	14.7%	70.8%	21.8%	0.1%	76.1%	1.4%	39.1%	45.4%
24	P.S. 091 Richard Arkwright	Elementary	848	8.0%	23.2%	55.5%	3.1%	2.2%	52.4%	41.7%	29.0%	37.2%
24	I.S. 093 Ridgewood	Middle	1185	15.1%	18.0%	67.5%	9.0%	1.9%	71.9%	16.8%	25.8%	26.2%
24	P.S. 102 Bayview	K-8	1301	14.1%	12.7%	53.5%	58.9%	4.4%	32.9%	2.9%	44.7%	48.7%
24	P.S./I.S. 113 Anthony J. Pranzo	K-8	957	3.3%	13.0%	26.3%	5.3%	1.1%	39.2%	53.0%	46.4%	58.0%
24	I.S. 119 The Glendale	K-8	1090	3.8%	10.8%	43.6%	23.3%	1.6%	31.7%	42.8%	57.0%	64.6%
24	I.S. 125 Thom J. McCann Woodside	Middle	1540	16.6%	15.8%	61.5%	37.3%	1.8%	55.6%	4.9%	31.8%	46.7%
24	P.S. 128 The Lorraine Tuzzo, Juniper Valley Elemen	K-8	927	3.8%	12.1%	18.0%	3.2%	0.8%	19.8%	75.6%	57.0%	60.9%
24	P.S. 143 Louis Armstrong	Elementary	1797	44.5%	16.2%	81.5%	4.5%	1.7%	93.5%	0.3%	11.3%	24.3%
24	P.S. 153 Maspeth Elem	Elementary	1418	9.3%	15.2%	49.4%	7.1%	0.9%	46.0%	45.2%	44.3%	56.8%
24	P.S. 199 Maurice A. Fitzgerald	Elementary	1068	39.6%	16.3%	64.8%	31.6%	0.6%	60.2%	5.9%	33.7%	39.5%
24	P.S. 229 Emanuel Kaplan	Elementary	1409	7.9%	20.3%	49.0%	35.3%	1.5%	39.0%	23.4%	50.0%	59.4%
24	P.S. 239	Elementary	648	29.9%	24.0%	79.6%	11.6%	3.3%	77.9%	7.0%	20.7%	26.4%
24	A.C.E. Academy for Scholars at the Geraldine Ferra	Elementary	431	7.3%	11.1%	48.7%	22.2%	3.8%	43.4%	28.3%	50.6%	64.3%
24	Pioneer Academy	Elementary	984	35.4%	18.1%	78.7%	3.9%	1.3%	93.3%	0.9%	21.6%	31.8%
24	Corona Arts and Sciences Academy	Middle	212	21.7%	14.2%	78.6%	3.3%	0.9%	94.8%	0.9%	20.3%	24.2%
24	P.S. 330	Elementary	572	29.4%	18.0%	78.5%	8.9%	2.4%	87.2%	1.0%	18.9%	30.9%
24	Robert F. Wagner, Jr. Secondary School for Arts an	Middle	610	0.0%	1.1%	51.3%	30.5%	7.4%	32.6%	28.4%	72.3%	72.3%
24	The 51 Avenue Academy (The Path To Academic Excell	Elementary	542	24.9%	12.9%	63.6%	63.5%	0.6%	33.4%	2.4%	41.9%	64.3%
	<i>Charter Schools</i>											
24	Central Queens Academy Charter School	Middle	305	12.5%	14.4%	68.8%	21.6%	10.8%	63.6%	3.3%	45.0%	62.6%
24	Middle Village Prep Charter School	Middle	230	0.0%	15.7%	43.6%	3.9%	3.9%	61.7%	29.6%	38.2%	58.3%

Figure 12: District 30 key school demographics and performance metrics (2014-15)

District	School Name	School Type	Enrollment	ELL	SWD	Economic Need Index	Asian	Black	Hispanic	White	Level 3 or 4, ELA	Level 3 or 4, Math
30	P.S. 002 Alfred Zimberg	Elementary	653	18.5%	14.2%	47.1%	21.0%	2.6%	37.2%	38.0%	42.8%	53.1%
30	I.S. 010 Horace Greeley	Middle	862	9.4%	16.6%	60.5%	21.2%	5.8%	53.5%	18.6%	28.8%	35.5%
30	P.S. 011 Kathryn Phelan	Elementary	1275	24.9%	17.2%	56.7%	40.1%	1.6%	48.5%	8.9%	39.5%	47.0%
30	P.S. 017 Henry David Thoreau	Elementary	531	25.3%	24.8%	69.9%	15.2%	12.2%	59.5%	12.4%	21.8%	28.1%
30	P.S. 069 Jackson Heights	Elementary	1159	20.5%	9.1%	63.7%	47.8%	0.6%	42.0%	8.2%	44.7%	53.7%
30	P.S. 070 Queens	Elementary	1029	22.1%	13.8%	57.8%	18.3%	2.3%	42.8%	34.9%	36.4%	45.4%
30	P.S. 076 William Hallet	Elementary	556	14.3%	41.8%	76.6%	7.9%	29.5%	50.1%	11.2%	12.8%	26.7%
30	P.S./I.S. 78Q	K-8	475	7.7%	10.7%	23.2%	13.4%	4.3%	37.6%	39.6%	45.0%	51.1%
30	P.S. 084 Steinway	K-8	368	11.4%	18.5%	56.8%	7.7%	6.7%	37.0%	47.1%	28.1%	38.3%
30	P.S. 085 Judge Charles Vallone	Elementary	580	11.8%	10.9%	48.1%	21.2%	4.9%	30.3%	38.8%	57.0%	67.4%
30	P.S. 092 Harry T. Stewart Sr.	Elementary	904	39.1%	18.0%	78.9%	1.6%	2.2%	95.9%	0.1%	12.1%	19.0%
30	P.S. 111 Jacob Blackwell	K-8	332	20.2%	29.2%	84.7%	7.4%	36.9%	47.1%	6.7%	8.5%	5.8%
30	P.S. 112 Dutch Kills	Elementary	538	15.9%	17.4%	82.0%	26.0%	20.5%	45.7%	6.6%	20.8%	34.0%
30	P.S. 122 Mamie Fay	K-8	1369	5.8%	11.6%	42.1%	31.4%	6.3%	21.9%	37.6%	70.5%	75.2%
30	Albert Shanker School for Visual and Performing Arts	Middle	565	14.0%	20.0%	70.7%	23.2%	14.9%	51.2%	9.9%	23.8%	25.1%
30	P.S. 127 Aerospace Science Magnet	K-8	1421	34.7%	15.3%	66.9%	11.6%	13.8%	73.3%	1.1%	18.7%	20.7%
30	I.S. 141 The Steinway	Middle	1197	7.1%	13.0%	51.3%	22.5%	2.6%	40.0%	32.3%	44.6%	49.9%
30	I.S. 145 Joseph Pulitzer	Middle	2064	23.8%	17.4%	68.2%	7.4%	1.6%	88.7%	2.1%	19.5%	26.5%
30	P.S. 148 Queens	Elementary	1042	30.9%	15.4%	66.2%	13.0%	0.7%	82.8%	3.2%	24.4%	35.4%
30	P.S. 149 Christa McAuliffe	Elementary	1237	33.8%	12.7%	73.5%	8.9%	1.5%	86.1%	3.1%	26.4%	42.6%
30	P.S. 150 Queens	Elementary	1219	13.3%	11.5%	51.2%	28.8%	1.1%	45.7%	22.3%	44.9%	63.3%
30	P.S. 151 Mary D. Carter	Elementary	439	12.9%	23.6%	77.1%	13.7%	21.4%	55.5%	8.3%	16.8%	22.6%
30	P.S. 152 Gwendoline N. Alleyne School	Elementary	1385	29.2%	13.3%	69.3%	48.4%	0.4%	45.5%	4.4%	38.8%	53.2%
30	P.S. 166 Henry Gradstein	Elementary	1255	18.5%	11.9%	60.9%	30.4%	5.1%	44.9%	18.3%	45.4%	54.0%
30	P.S. 171 Peter G. Van Alst	Elementary	558	21.7%	21.7%	75.4%	20.5%	23.7%	50.7%	4.0%	12.1%	25.1%

30	I.S. 204 Oliver W. Holmes	Middle	590	13.7%	22.0%	74.5%	22.2%	19.0%	50.5%	7.5%	24.4%	31.6%
30	P.S. 212	Elementary	788	12.4%	14.6%	62.7%	22.0%	1.0%	66.0%	10.0%	33.1%	46.7%
30	I.S. 227 Louis Armstrong	Middle	1642	4.9%	14.0%	55.4%	14.1%	12.1%	46.8%	26.1%	46.2%	60.8%
30	I.S. 230	Middle	1078	10.8%	11.5%	60.1%	38.2%	1.0%	53.3%	6.9%	39.1%	56.1%
30	P.S. 234	Elementary	624	24.1%	15.8%	67.2%	23.6%	4.3%	40.4%	30.5%	32.2%	38.0%
30	Academy for New Americans	Middle	150	100%	0.0%	67.6%	26.0%	2.0%	60.7%	11.3%	3.0%	17.6%
30	P.S. 280	Elementary	575	44.0%	16.2%	76.6%	8.2%	0.5%	89.2%	1.4%	18.2%	32.3%
30	Young Women's Leadership School, Astoria	Middle	572	3.2%	10.8%	56.1%	29.1%	8.0%	45.4%	16.3%	43.4%	41.0%
30	Hunters Point Community Middle School	Middle	227	7.9%	23.3%	56.3%	15.9%	16.3%	50.2%	14.1%	33.9%	39.7%
30	The 30th Avenue School (G&T Citywide)	Middle	117	0.0%	10.0%	25.9%	50.0%	10.0%	3.3%	26.7%	80.0%	90.0%
30	Baccalaureate School for Global Education	Middle	478	0.0%	0.0%	27.6%	61.7%	0.6%	8.0%	27.2%	98.1%	99.4%
	<i>Charter Schools</i>											
30	VOICE Charter School of New York	K-8	590	15.9%	16.1%	59.7%	16.6%	10.8%	58.3%	11.5%	35.1%	63.9%
30	Growing Up Green Charter School	Elementary	602	11.3%	18.1%	50.7%	15.6%	12.8%	34.9%	32.4%	32.1%	50.6%
30	Academy of the City Charter School	Elementary	361	13.6%	11.9%	58.0%	20.8%	14.1%	49.3%	12.5%	23.8%	49.1%
30	Renaissance Charter School	K-8	567	8.4%	15.5%	51.3%	18.5%	8.1%	57.3%	14.9%	29.7%	46.6%
30	Our World Neighborhood Charter School	K-8	709	7.2%	8.0%	48.1%	17.8%	6.6%	44.6%	29.2%	40.7%	50.2%

In addition to public schools, there are several nonpublic school options in the community. **Figure 13** details the location and enrollment of these schools.

Figure 13: Nonpublic schools in Community District #3²¹

School name (nonpublic distinction)	Address	Grades	12-13 enrollment
<u>Learning Tree Multi-Cultural (Private)</u>	103-02 Northern Blvd	K-8	85
<u>Mount Olivet Christian School (Parochial)</u>	33-27 97 St	PK-K	55
<u>Our Lady Of Fatima School (Parochial)</u>	25-38 80 St	PK-8	760
<u>Our Lady Of Sorrows School (Parochial)</u>	35-34 105 St	PK-8	443
<u>Saint Joan Of Arc School (Parochial)</u>	35-27 82 St	PK-8	588
<u>Monsignor McClancy Memorial (Parochial)</u>	71-06 31 Ave	9-12	545

²¹ NYC Community Board #3 Education Committee Community District Schools. www.cb3qn.nyc.gov/?p=36935.

Garden School (Private)	33-16 79 St	PK-12	324
Lexington School For The Deaf (Private)	26-26 75 St	K-12	328
Sister Clara Muhammed School (Parochial)	105-01 Northern Blvd	K-12	82

Demand for Charter Schools in New York

The demand for public charter schools far outpaces the number of seats available for students across all boroughs in New York City, but the problem is most acute in Queens. **Figure 14** shows the number of charter school applicants and available seats by borough, and highlights the fact that only 17.4% of student applicants in Queens receive a charter school seat. Put differently, there are nearly *6 students vying for each charter school seat* in the borough.²² Although there are fewer charter schools in Queens than compared to Brooklyn or the Bronx, the relatively small number of schools is overburdened by the demand in the region.

²² NYC Charter School Center. "New York City Charter Schools: 2015-16 Enrollment Lottery Estimates." August 2015 <http://www.nyccharterschools.org/sites/default/files/resources/Lottery-Enrollment-Estimates.pdf>.

Figure 14: Charter school applicants and seats by borough

	Applicants	Seats (est. 2014-15)	% of demand met	Ratio (:1)
Bronx	20,681	6,606	31.9%	3.13
Brooklyn	22,914	9,281	40.5%	2.47
Manhattan	14,368	4,754	33.1%	3.02
Queens	5,811	1,012	17.4%	5.74
Staten Island	785	357	45.5%	2.20

The growing chorus of support and demand for additional quality options in Northwest Queens requires an immediate solution. Locally, there are **3,143 applications for 369 seats in district 30** and **347 applications for 166 seats in district 24**.²³ Forte Prep will fill an urgent need by bringing an additional quality public education option to the region.

Forte Prep is currently researching potential facility options within our prospective community and targeted zip codes of 11369, 11370, and 11372. To locate a facility that meets our programmatic needs, we are working with Charter School Support Services, a partnership provided by Building Excellent Schools.

Education reform in New York State

*“The overarching goal of the New York State Board of Regents is to ensure that all students are ready for college and career success.”*²⁴ – New York State Board of Regents, 2010 Race to the Top Application

New York State’s commitment to high quality public education has been touted by peer states, and recognized nationally. In recognition for the ambitious vision for public education reform in the state, New York was awarded the \$700 million Race to the Top federal grant in 2010. Reform efforts are organized to improve high quality instruction, expand the number and diversity of high quality school options in the state, use data systems to drive instruction and system reform, and establish an approach to holistic school improvement. Specifically, the *Charter Schools* provision is focused on promoting “equal access to charter schools for students with disabilities, English language learners and low-income students.”²⁵ Race to the Top catalyzed momentum for education reform in the state of New York toward high impact reforms that can reach millions of students. Through Race to the Top (RTTT) funding, the State of New York aims to build “a statewide system of highly effective schools through focused efforts in the four RTTT assurance areas:

- World-class curricula; formative, interim, and summative assessments aligned to internationally benchmarked standards;
- A robust data system;
- Rigorous teacher and principal evaluation systems that include student achievement measures; redesigned teacher and principal preparation programs focused on clinical practice; and
- Coordinated and aligned interventions and supports for our lowest-achieving schools.”²⁶

Forte Prep seeks to partner with the State of New York to achieve these aims, through the autonomy given to us as a charter school authorized by the State University of New York. Since the New York Charter Schools Act was passed in 1998, the city has become home to 197 public charter schools in all

²³ Ibid.

²⁴ New York State Race to the Top application, 2010, page 9.

²⁵ Ibid, page 5.

²⁶ New York State Race to the Top application, 2010, page 5.

five boroughs. In 2011, New York State applied for \$113,343,065 for its *New York State Charter Schools Program (CSP) Project 2011-2016* to “increase the number of high-quality charter schools...especially those serving students who are at greatest risk of not meeting academic standards.”²⁷ Further recent legislation changes in the 2015 Legislative Session in New York increased the number of schools available for authorization to 50 in New York City, with the intention of increasing the number of available charters to 180 statewide.²⁸

Accelerating Education Reform in New York City

The New York City Department of Education has developed a framework for great schools that will underpin school evaluations in 2015 and beyond. The six (6) elements of this framework all work together in concert to drive and accelerate student achievement in the city. Forte Prep believes that it is uniquely positioned from its inception to support the ambitious goals of the NYCDOE. **Figure 15** details the Framework for Great Schools that Superintendent Fariña has introduced for the 2015-16 school year and how Forte Prep’s vision, beliefs, and school design align with this framework.

Figure 15: Aligning the Framework for Great Schools to Forte Preparatory Academy’s Beliefs and Design

NYCDOE Framework for Great Schools	Forte Preparatory Academy School Beliefs & Design Elements
<p>Rigorous instruction: A successful classroom requires a strong curriculum—aligned to the Common Core— that challenges students, scaffolds their experience, and is enlivened by teachers who are engaged with their craft. The curriculum must meet students where they are and customize inclusive, motivating instruction. Rigorous instruction aligns practice and content to Common Core strategies within and across grades.²⁹</p>	<p><i>We believe that every student, regardless of race, ethnicity, zip code, or home language, deserves the opportunity to transform his or her life in college and beyond through a world-class public education.</i></p> <p><i>We believe that we should hold our school community to the most ambitious national standards with a distinct focus on literacy and math, and we should develop our curriculum and assessment systems to meet and exceed those standards.</i></p> <ul style="list-style-type: none"> • 100% Common Core-aligned curriculum • Emphasis on student engagement and active discussion • Double blocks of literacy and math instruction every day, with single blocks of global literacy and science every day • Data days and regular analysis of student achievement via exit tickets, interim assessments and cumulative examinations will shape and refine our instructional approach over the course of the school year
<p>Supportive environment: Students are excited to learn and actively engage in classrooms that are welcoming, safe, and orderly. Student-centered learning environments develop students who push and support each other, creating a collaborative and generous atmosphere in the classroom. The classroom must support the social and emotional growth of all students.³⁰</p>	<p><i>We believe that a rich character education, a deliberate approach to community building, and a diverse array of enrichment opportunities will drive student success.</i></p> <p><i>We believe that providing high-caliber arts and technology curriculum and enrichment is a critical to inspire and equip low-income students with essential skills to transform the 21st century economy.</i></p> <ul style="list-style-type: none"> • Values-based character education that emphasizes a positive culture of individual and collective responsibility • Small group tutoring and enrichment in arts and digital technology support student academic success and allow us to provide individualized attention and expand our students’ world view • A structured and joyful school environment inspires all members of our community to work hard, work together, and develop academic habits and interests that will serve them throughout their lives • A professional culture of “sweating the small stuff” to ensure that

²⁷ New York State Department of Education, *FY 2011 Application for Grants under the Charter School Program Abstract*, page 1. <http://www2.ed.gov/programs/charter/2011/newyork.pdf>.

²⁸ New York City Charter School Center. “New provisions passed in the 2015 legislative session affecting charter schools.” June 26, 2015. <http://www.nyccharterschools.org/sites/default/files/resources/2015LegislativeMemo-to-CharterSchools-6-26.pdf>.

²⁹ NYCDOE 2015 Framework for Great Schools. <http://schools.nyc.gov/AboutUs/schools/framework/instructional-guidance.htm>.

³⁰ NYCDOE 2015 Framework for Great Schools. <http://schools.nyc.gov/AboutUs/schools/framework/student-centered-learning.htm>.

	<p>students are 100% focused on learning without distractions</p> <ul style="list-style-type: none"> • Clearly-defined behavioral expectations, including a uniform policy, establishes a clear baseline for student conduct • School-wide emphasis, in words, actions, and physical surroundings, that college completion is the goal for every student in the building
<p>Collaborative Teachers: High-quality instruction is the strongest influence on student achievement. We will help teachers acquire skills and expertise by providing opportunities for them to develop, grow, and learn from peers and experts. Teachers must be committed to student success and driven to improve their schools. Strong teachers innovate and hone their practice through continuous learning and frequent professional development.³¹</p>	<p><i>We believe that high-quality teachers are critical to creating and sustaining a culture of academic excellence, urgency, and intellectual curiosity.</i></p> <ul style="list-style-type: none"> • Four weeks of practice-based professional development (PD) for all teachers in August, and three weeks every August thereafter • Small stipends for each teacher to pursue one individualized or group PD opportunity outside of the school • Regular grade-level and subject level collaboration to provide regular feedback, co-plan lessons, and better understand the diverse needs of their student population • Training for all staff on interpersonal dynamics to establish a culture of continuous improvement of how we work together and support one another as a team
<p>Effective School Leadership: The principal sets the tone for the school, develops a climate of inclusiveness, and inspires staff and students with a clear vision for student achievement. The goal of a strong school leader is to build coherent instructional and social-emotional support that improves student achievement. School leaders support teacher development by consistently offering professional development opportunities and providing meaningful feedback. They seek input through regular meetings with all members of the community.³²</p>	<p><i>We believe that no individual within our community can be truly excellent unless we are all excellent. A culture of high expectations for every member of our community will undergird high academic achievement at Forte Prep.</i></p> <ul style="list-style-type: none"> • School vision is clearly articulated in parent and student communications, as well as teacher and staff recruiting materials • Internal decision-making framework is primarily focused on how decisions impact student achievement and the positive culture of learning established at the school • Executive Director and Director of Curriculum and Instruction work together to distribute leadership across the school • Professional advancement model allows for expanded leadership opportunities for classroom teachers inside and outside of the classroom • Professional development sessions include feedback opportunities for teachers to school leadership to promote continuous improvement • Family satisfaction surveys and conferences collect actionable data to improve leadership decisions • Teachers and staff provide input on needs of the school (e.g. instructional materials and supplies) and are encouraged to develop strategies to meet these needs
<p>Strong Family-Community Ties: Schools create welcoming environments for families and take advantage of community resources to enrich the civic life of the school. The staff of a school welcomes, values, and incorporates families and the larger community into inclusive schools and classrooms. Schools have a commitment to build strong partnerships with business and community-based organizations that enrich the school and the entire school community.³³</p>	<p><i>We believe that families and communities are true assets to our school, and deep community partnership will support and sustain our long-term success. We will communicate regularly with families, make them feel welcome and appreciated in our school, and partner with them to set the most ambitious goals for students.</i></p> <ul style="list-style-type: none"> • Community engagement starts well before the school opens in 2017, with open houses and door-to-door outreach • Transparent communications and an active open-door policy on board meetings are the norm • Family communications translated into home languages on request, and school-family meetings will have the option of being translated orally as well

³¹ NYCDOE 2015 Framework for Great Schools. <http://schools.nyc.gov/AboutUs/schools/framework/teacher-empowerment.htm>.

³² NYCDOE 2015 Framework for Great Schools. <http://schools.nyc.gov/AboutUs/schools/framework/school-leadership.htm>.

³³ NYCDOE 2015 Framework for Great Schools. <http://schools.nyc.gov/AboutUs/schools/framework/parent-community-collaboration.htm>.

	<ul style="list-style-type: none"> • Student expeditions to understand the local community are conducted as part of Social Studies curriculum • Director of High School Placement and Alumni Success helps families navigate the options available for students in college preparatory high schools, specialized high schools, and which honors and AP courses to pursue on the route to college • Partnerships with local organizations will include mentoring, career days, and community meetings
<p>Trust: Relationships between all members of the school community— including administrators, educators, students, and families—are based on social respect, personal regard, and integrity. Trust creates a school culture where teachers, principals, staff, and all members of the Department of Education value and respect each other. The school culture includes students and parents who trust and are trusted by their school. Once trust is established, true collaboration can occur and student achievement can continue to rise.³⁴</p>	<p><i>We believe that the active development of student voice through debate, public speaking, spoken word, and leadership training will prepare students to exhibit responsible leadership and advocacy in high school, college, and within their local communities.</i></p> <ul style="list-style-type: none"> • Student voice is amplified and valued on a daily basis through daily and weekly community meetings, student collaboration, opportunities to set short-term and long term goals and the ability to provide feedback to teachers and staff • Staff receive training on interpersonal dynamics and building a culture of understanding and constructive feedback within the school community • Parents are encouraged to provide regular feedback to school leadership and will have multiple methods to contact school leaders • Forte Prep will establish a “good neighbor” policy, encouraging local district and charter schools to convene to share best practices and collaborate on driving local student achievement

Forte Prep is eager to partner with the NYCDOE to found a school in the proposed region that will, from day one, provide the academically rigorous, joyful, and structured middle school environment that students in this community need to succeed in high school, college, and the career pathways of their choice, establishing the foundation for multigenerational opportunity.

b. Programmatic impact

The Founding Team of Forte Preparatory Academy Charter School (“Forte Prep”) believes that our school will have a strong, positive impact on Community School District 30. In a district with approximately 3,000 students waiting for charter school seats, current district schools are overcrowded by 3,500 students, and zero schools exist with the explicit distinction as a college preparatory middle school, Forte Prep is proposed to open at the right time. Forte Prep’s provision of an expanded 5th through 8th grade middle school with a robust literacy and math program, comprehensive character education, and comprehensive programming in performing arts and digital literacy differentiates it from other local programs. We believe that this work is best executed with diligence, joy, humility, and especially collaboration, and we propose to share best practices fluidly with the local education community to build an excellent school and strengthen local schools in the process. This notion of being a “good neighbor” is core to our belief that our community needs to be lifted up by our work.

From an enrollment standpoint, Forte Prep plans to enroll 90 students annually, growing to 360 in grades 5-8 after four years of operation. We do not believe we will have a negative impact on the CSD 30, which enrolls 12,781 students in grade 5-8 and 41,470 overall.³⁵ Forte Prep’s enrollment would

³⁴ NYCDOE 2015 Framework for Great Schools. <http://schools.nyc.gov/AboutUs/schools/framework/trust.htm>.

³⁵ NYC Department of Education. “Demographic Snapshot – Citywide, Borough, District, and School; SY 2010-11 to 2014-15 – All Grades.”

comprise 2.8% of district 5-8 enrollment and 0.8% of total district enrollment. As detailed in **R-04 – Enrollment**, Forte Prep will serve all students who choose to enroll. We will backfill enrollment in all grades, providing additional support to students who join our school community in later grades. Additionally, in an effort to ensure that all students are given a chance to enroll, especially those families who are new to our district in the middle of the year, and once the initial annual lottery has been completed, we will keep an open waiting list throughout the year and re-lottery for each seat as it becomes available (see **R-15f – Admissions Policy** for more details). In this way, in a poverty-stricken community in which mobility rates can unduly and unintentionally impact newly arriving families’ access to the school, families new to the district are not shut out of the opportunity to attend Forte Prep for an entire year, or depending upon a waiting list length, shut out completely.

The typical grade configuration of public schools in New York City is K-5 Elementary, 6-8 Middle, and 9-12 High School. Because Forte Prep will start in fifth grade, students from local schools will have to choose to leave their current school to attend. However, due to our relatively small enrollment compared to that of the district, we do not anticipate having a significant impact on any one of the local elementary or middle schools in the district. **Figure 16** details the enrollment of all schools offering grade 5 in CSD 30 and 24.

Figure 16: Enrollment of schools offering grade 5 in CSD30 and 24³⁶

District	School Name	Total Enrollment	District	School Name	Total Enrollment
24	P.S. 012 James B. Colgate	1274	30	P.S. 002 Alfred Zimberg	653
24	P.S. 013 Clement C. Moore	1615	30	P.S. 011 Kathryn Phelan	1275
24	P.S. 014 Fairview	1770	30	P.S. 017 Henry David Thoreau	531
24	P.S. Q016 The Nancy DeBenedittis School	1716	30	P.S. 069 Jackson Heights	1159
24	P.S. 019 Marino Jeantet	2017	30	P.S. 070 Queens	1029
24	P.S. 049 Dorothy Bonawit Kole	1131	30	P.S. 076 William Hallet	556
24	P.S. 58 - The School of Heroes	988	30	P.S./I.S. 78Q	475
24	P.S. 068 Cambridge	739	30	P.S. 084 Steinway	368
24	P.S. 071 Forest	874	30	P.S. 085 Judge Charles Vallone	580
24	P.S. 81Q Jean Paul Richter	950	30	P.S. 092 Harry T. Stewart Sr.	904
24	P.S. / I.S. 087 Middle Village	563	30	P.S. 111 Jacob Blackwell	332
24	P.S. 088 Seneca	1097	30	P.S. 112 Dutch Kills	538
24	P.S. 089 Elmhurst	1974	30	P.S. 122 Mamie Fay	1369
24	P.S. 091 Richard Arkwright	848	30	P.S. 127 Aerospace Science Magnet	1421
24	P.S. 102 Bayview	1301	30	P.S. 148 Queens	1042
24	P.S./I.S. 113 Anthony J. Pranzo	957	30	P.S. 149 Christa McAuliffe	1237
24	P.S. 128 The Lorraine Tuzzo, Juniper Valley Elementary	927	30	P.S. 150 Queens	1219
24	P.S. 143 Louis Armstrong	1797	30	P.S. 151 Mary D. Carter	439
24	P.S. 153 Maspeth Elem	1418	30	P.S. 152 Gwendoline N. Alleyne School	1385
24	P.S. 199 Maurice A. Fitzgerald	1068	30	P.S. 166 Henry Gradstein	1255
24	P.S. 229 Emanuel Kaplan	1409	30	P.S. 171 Peter G. Van Alst	558
24	P.S. 239	648	30	P.S. 212	788
24	Pioneer Academy	984	30	I.S. 227 Louis Armstrong	1642
24	The 51 Avenue Academy (The Path To Academic Excellence)	542	30	P.S. 234	624

³⁶ Ibid.

Based on this analysis, Forte Prep will have limited impact on the enrollment of any one school in the local community, and will help to alleviate broader overcrowding concerns within the district.

From a programmatic standpoint, we anticipate that our college preparatory approach to middle school will have a strong positive impact on students in the district. We believe that our extended time in literacy and math, strong emphasis on character development, performing arts, and digital literacy will combine to provide an excellent school option for students in Queens. For English Language Learners specifically, recent studies confirm that extended literacy blocks and high dosage tutoring are the best supports for ELLs.³⁷ With Forte Prep anticipating at least 25% ELL students in its school community, this approach to academic support will have tremendous benefit to those students.

c. Fiscal Impact

Forte Prep will enroll 90 students in the Fall of 2017, resulting in \$1,248,930 in per pupil aid, \$423,055 in other district revenue, which is a projected impact of 0.008% of the District budget of \$21.8 billion. In 2021, we intend to enroll 360 students, resulting in \$4,995,720 in per pupil aid (assuming a fixed per pupil as suggested by the financial template provided by SUNY), a projected impact of 0.029% (including other district revenue of \$1.3 million) of the district's \$21.8 billion budget if unchanged from 2017, and even less based on likely growth of District General Operating Budget. **Figure 17** details the fiscal impact, from the SUNY budget template.

Figure 17: Forte Prep fiscal impact (2017-2022)

Largest Enrollment District: NYC CHANCELLOR'S OFFICE							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for NYC CHANCELLOR'S OFFICE School District	Projected Impact (% of District's Total Budget)
Year 1 (2017-18)	90	13,877	1,248,930	423,055	1,671,985	21,800,000,000	0.008%
Year 2 (2018-19)	180	13,877	2,497,860	663,324	3,161,184	21,800,000,000	0.015%
Year 3 (2019-20)	270	13,877	3,746,790	995,419	4,742,209	21,800,000,000	0.022%
Year 4 (2020-21)	360	13,877	4,995,720	1,326,648	6,322,368	21,800,000,000	0.029%
Year 5 (2021-22)	360	13,877	4,995,720	1,326,648	6,322,368	21,800,000,000	0.029%

Forte Prep will have a limited impact on the NYC Department of Education budget as evidenced above. With regard to private and parochial options in the community, Forte Prep is unlikely to recruit many students from those established schools in the early years of operation, so we do not anticipate having a negative impact on enrollment or the financial viability of any of these schools.

³⁷ A CREDO study (2015) found that English Language Learners in Texas charter schools have 50 additional days of learning in reading. <https://credo.stanford.edu/pdfs/TX%20Release%20July%202015.pdf>. A National Center on Time and Learning (2015) study identifies extended literacy blocks, continual support, and teacher collaboration as successful approaches to supporting ELLs. http://www.timeandlearning.org/sites/default/files/resources/ell_report_12.14.15.pdf.

R02 - Addressing Need

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a. Mission

Through rigorous academics, quality instruction, and a positive culture of individual and collective responsibility, Forte Preparatory Academy Charter School equips all students in grades 5 through 8 to excel in college preparatory high schools and use their leadership and voice to change the world.

b. Key Design Elements

Education Philosophy

Forte Preparatory Academy Charter School (“Forte Prep”) holds an education philosophy motivated by our academic achievement goals and our profound belief that every student, regardless of race, ethnicity, zip code, or home language, deserves the opportunity to transform his or her life in college and beyond through access to a world-class public education. We believe that Forte Prep will equip students in grades five through eight with the skills to excel in college preparatory high schools, college, and life because the research-based education philosophy¹ that underpins the school’s design is shared and being executed at successful schools locally and nationally and because the school’s leadership has had and continues to have direct access to the network of such successful schools and their leadership.

High expectations for academic success: Every Forte Prep student is college bound, without a doubt. We believe that all students can perform at the level necessary to earn admission to academically rigorous, college preparatory high schools and, from there, to top colleges and universities. This requires the commitment of students, parents, families, and Forte Prep teachers and staff; everyone will understand and assume their individual and collective responsibility for success.

Forte Prep’s academic expectations are based on a number of sources: state standards, Common Core State Standards, and the achievements of the top-performing schools, public and private, in New York City and from across the country. We are committed to mastery of those standards, and to moving students to grade level or above in ELA and math. We believe that all students can earn scores of proficient or advanced on state standardized tests.

The focus on academic achievement will be palpable throughout Forte Prep. Student growth is visibly tracked in classrooms; individual and collective reading growth is measured and celebrated regularly. Exemplary student work is displayed, with an emphasis on completion and accuracy. Forte Prep communicates with families on a regular basis regarding their student’s growth, and provides regular

¹ Through the Building Excellent Schools Fellowship, Lead Founder Graham Browne visited, studied, and analyzed dozens of high performing urban charter schools nationwide, including Democracy Prep and South Bronx Classical, both of which were founded by BES Fellows is consistently listed as top-performing public charter schools in the city.

checkpoints to share student progress: weekly quizzes and data reports; midterm assessment results; and end-of-trimester assessment results.

High expectations for structure and personal behavior: At Forte Prep, we create structures that allow our teachers to do what they do best: teach. We maximize every student's opportunity to learn during the school day, as we know that a minute spent on a non-essential procedure is a minute that could be spent on learning. At Forte Prep, we hold students and staff to high behavioral expectations in order to minimize the amount of time spent on non-academic distractions. Students are systematically and ritualistically recognized for exhibiting exemplary behavior, and consistently disciplined for inappropriate behavior. Teachers are trained during professional development before and throughout the school year on establishing a consistent, school-wide expectation for behavior.

Forte Prep believes that structure and predictability across classrooms creates consistency that empowers students to take academic risks because they feel safe and welcomed. Our physical space will be consistent between classrooms, from whiteboards and bulletin boards to supply and storage areas; our systems regarding how students raise their hands, ask questions, and interact with one another will be taught and practiced so that students have a set of clear, taught, and practiced expectations that allow them to live up to our expectations for behavior and be successful in the critical middle school grades.

Forte Prep proactively teaches six core values – **Service, Team, Resilience, Integrity, Voice, and Excellence** - that underlie all behavioral expectations in our school community because we believe that strong values create a learning environment where students are able to develop the intrinsic motivation needed to excel and be good neighbors. With the ethos of our school rooted in **Ubuntu** – the Southern African belief of an interconnected and interdependent community – students are taught to be good community members and leaders for generations of students as they arrive at Forte Prep. We believe that we have a profound opportunity in our region to maximize the leadership potential of a distinctively global student population; by empowering students to embody these core principles in a diverse school environment, we will prepare them for leadership for the rest of their lives.

Further, to instill a growth mindset in our teachers as well as our staff, we will implement the WOOP Toolkit for Educators², developed by Dr. Gabriele Oettingen with Character Lab, to encourage students to be realistic and deliberate about setting personal and academic goals in service of our school's core values and objectives. WOOP stands for "Wish, Outcome, Obstacle, Plan," and represents a best practice for goal-setting that we believe all students should be able to exhibit in high school, college, and beyond.

Emphasis on literacy: Students are able to access the rich and diverse content the world has to offer with the ability to read and write fluently. As a result, we believe that a strong focus on reading skills are essential for students at Forte Prep. E.D. Hirsch writes, "History and science become meaningful if they are taught in a sustained and coherent way. All those currently fragmented hours devoted to 'language arts' need to include the words of nature and history, literature, art, and music that will build the knowledge and vocabulary of children, and enable them to become readers in the true sense."³ Literacy skills are especially important for students from low-income families, as research by University of Kansas researchers Betty Hart and Todd Risley (2003) suggests:

"The finding that children living in poverty hear fewer than a third of the words heard by children from higher-income families has significant implications in the long run. When

² Character Lab. WOOP Toolkit for Educators. <https://cdn.characterlab.org/assets/WOOP-Toolkit-for-Educators-3398204c4454790514a0eefa234b896f9307a61872e6395f06067a7cfa8523ea.pdf>.

³ E.D. Hirsch. "Overcoming the Language Gap: Make Better Use of the Literacy Time Block." *Education Week*. 2 May 2001. Print.

extrapolated to the words heard by a child within the first four years of their life these results reveal a 30 million word difference...This gap does nothing but grow as the years progress, ensuring slow growth for children who are economically disadvantaged and accelerated growth for those from more privileged backgrounds.⁴"

This gap is evidenced in the performance of low-income students, who are often from nonwhite racial and ethnic backgrounds, on ELA assessments, with the problem widening as students progress through elementary, middle, and high school. Our approach and commitment to targeted literacy instruction includes the following:

- Students are taught, supported, and expected to read and write in every class, with an emphasis on the analysis of nonfiction texts. Students are taught, supported, and expected to explain their thought processes in both oral and written language, and teachers collect a written exit ticket at the end of every class period to monitor, support, and accelerate student learning.
- Students receive two blocks of direct literacy instruction each day – comprised of guided reading, independent reading, and writing – for a total of 100 minutes of daily instruction.
- Explicit and contextual vocabulary instruction takes place in all classes. Teachers systematically plan which words to teach through direct instruction, collaborate to ensure that the same key words are taught across grade levels, and design opportunities for students to be exposed to key vocabulary words multiple times to build definitional knowledge.⁵
- Accountable Independent Reading (AIR) is expected during any moment of student down time. Books used as independent reading books are referred to as AIR books. We track independent reading progress for every student, both in words read and comprehension. Research supports the idea that students who spend significant time reading on their own are more likely to have high achievement and engagement in reading.^{6,7} We believe that reading and/or listening to at least **one million words per year** is an ambitious but achievable goal for every student, and we set this as the baseline expectation for all students. BES schools like Democracy Prep in New York and Liberty Collegiate Academy in Tennessee have had success with their literacy programs through these ambitious reading targets. Once this goal is established and met by our students, we will transition to building an intrinsic love for reading by creating book clubs and workshops, allowing students to explore the content they are consuming. The school will have a robust, leveled independent reading selection within well-organized classroom and school-wide libraries.

Teacher quality: Excellent teaching by excellent teachers is critical to Forte Prep's success, and we will earn a reputation for quality instruction and professional development within our target region as well as across the city. We will prioritize the acquisition, development and support of our teachers, creating a professional team which has deep and growing content knowledge, mastery of interpersonal dynamics and collaboration, pushes one another for professional development, and celebrates successes related to our goal of preparing 100% of our students to excel in college preparatory high schools.

Forte Prep will recruit and hire teachers who love their work, are true nerds about their content areas, and have a growth mindset that allows them to expand their thinking about what they are able to do and the results they can achieve. Teachers will be aligned to our mission and beliefs, the most important

⁴ Hart, B. & Risley, T.R. "The Early Catastrophe: The 30 Million Word Gap by Age 3" (2003, spring). American Educator, pp.4-9. <http://www.aft.org/sites/default/files/periodicals/TheEarlyCatastrophe.pdf>.

⁵ Stahl, Steven A. Article adapted from *Reading Research to Practice: A Series for Teachers*. Brookline, MA.

⁶ Richard C. Anderson, Paul T. Wilson and Linda G. Fielding Reading Research Quarterly Vol. 23, No. 3 (Summer, 1988), pp. 285-303 http://www.jstor.org/stable/748043?seq=1#page_scan_tab_contents.

⁷ Caldwell, K. & Gaine, T. (2000). "'The Phantom Tollbooth' and How the Independent Reading of Good Books Improves Students' Reading Performance." CA: Reading and Communication Skills Clearinghouse. (ERIC Document Reproduction Service No. ED449462).

of which is that all students, regardless of their background, can learn at the highest levels. We will invest deeply in our recruitment efforts to find high quality, high potential teachers with at least two years of teaching experience and a proven track record of student growth. Teacher interviews will be rigorous, including in-person interviews, classroom observations, and a sample lesson with a feedback session and an opportunity to immediately reteach, implementing that feedback.

Forte Prep teachers engage in four weeks of professional development immediately preceding the start of the school year. Highly structured, this time is devoted to curriculum development, culture building, interpersonal dynamics, and norming around expectations, behavior, and student work. We also use this time to practice Forte Prep's systems and procedures to a highly precise level of execution. Teachers continue to engage in professional development over the course of the year; staff and leadership meet weekly to analyze data, modify instruction, examine student work, and model instructional best practice. Inclusive of summer training, we offer a total of 30 professional development days over the course of the year, as well as offer a small stipend to teachers to fund individual or collective professional development relevant to their professional learning goals. We also will engage in observational practice at exemplar schools across New York and elsewhere.

Finally, school leaders conduct regular classroom observations and give actionable feedback to teachers that can be implemented immediately. Kim Marshall, author of *Rethinking Teacher Supervision and Evaluation*, writes that "the ultimate goal is effective teaching in every classroom, every day, every year. The best way to reach that goal is to give a new set of tools to the person with the best access to classrooms and the greatest opportunity to orchestrate improvements in teaching (and remove ineffective teachers): the [school leader]. Administrators will be far more effective when their classroom evaluation visits are: Unannounced...; Short, frequent, and systematic....; Followed each time by a short, face-to-face conversations in which the principal and teacher focus on curriculum, methods, and results...; Summed up in end-of-year evaluations."⁸ With such research, and informed by such implementation at achieving schools, live coaching will be conducted by the leadership of Forte Prep.

Data drives instruction: All instructional and disciplinary decisions are grounded in student data. Forte Prep collects student achievement data on a daily basis in the form of student homework and exit tickets, and uses an online data system, such as Kickboard or SchoolRunner, to consolidate and share that information. Daily analysis of these data points allows teachers to make effective decisions about how to modify lesson plans, and identifies students who need immediate remediation. Forte Prep leaders also rely on data from interim assessments to guide teacher professional development and engage in conversations with staff, parents, and students about student progress toward mastery.

Forte Prep also collects and analyzes behavioral and disciplinary data. Students earn merits and demerits for their behavioral choices, emphasizing the individual responsibility each student has to contribute positively to our school community. These are tracked through our shared system and reported to families at the end of each week in our STRIVE Report. Analyzing this information helps Forte Prep leaders and staff ensure that we are consistently enforcing and upholding our school's behavioral expectations and, most importantly growing our students' values-based character and providing a school community that uplifts and honors every student and their ambitions for a bright future. Regular staff meetings to review consistency of behavioral practices and to practice delivering consequences and modifying behavior will be an important element of this program.

Extended, purposeful learning time: Forte Prep will feature an extended school day and extended school year to reach our ambitious achievement goals. This increased time is designed to be purposeful

⁸ Marshall, Kim. "Visit classrooms early and often, and give new tools to principals." *Boston Globe*, March 25 2011 http://www.boston.com/news/education/k_12/articles/2011/03/25/visit_classrooms_early_and_often_and_give_new_tools_to_principals/.

for both students and teachers, providing more time on task for remediation, interventions, and tutoring. This extra time is planned and used purposefully; teachers and students know that more time in school means more learning, which in turn means greater achievement. Extra time also allows for double math and literacy blocks, both essential components in closing the academic achievement gap. To support student learning and maintain momentum throughout the school day, students learn quick, high intensity energizing cheers and stretches to release energy, raise their heart rate, and allow them to fully refocus on their objectives for the day.

Meaningful, integrated arts and digital opportunities: During our longer school year, Forte Prep students have the opportunity to explore rigorous and engaging enrichment opportunities in performing arts and computer science. All students have performing arts education every day and digital literacy education up to twice per week. We believe in the power of arts and technology at Forte Prep, and will provide research- and standards-based arts and digital literacy curricula. By creating opportunities for students to meaningfully engage in enrichment, we can complement and supplement academic instruction, boost student engagement, and promote early exposure to STEM.⁹ Additionally, we will provide small-group enrichment opportunities (topics such as “college” a cappella, spoken word poetry, model U.N., robotics, chess, soccer, tennis, and debate) for students to build other skills and interests, and will seek out full-time, part-time, and third-party partnerships to deliver these programs.

c. 5% Districts

Forte Prep is proposed in the New York City School District, which is a “5% district” that has more than 5% of its students enrolled in charter schools. The vision for Forte Prep, detailed below, explains how our beliefs and values will lead to a significant educational benefit for all students who join our school community.

Our Vision

Forte Prep proposes to open a grades 5 through 8 middle school in Queens, New York with an inaugural class of 90 fifth graders in 2017. Forte Prep will educate students with fervor, precision, and joy in service of academic excellence and maximum opportunity. We will expect the highest academic results and create systems and structures that support that mission for all learners, without apology. Forte Prep is driven by two overarching pillars, supported by our organizational beliefs, always in service of high levels of academic achievement:

1. Rigorous academics and quality instruction will lead to game-changing outcomes for students.
 - A. **We believe** that every student deserves the opportunity to transform his or her life through access to and preparation for success within college – all of which rests on a world-class public education.
 - B. **We believe** that high-quality teachers are critical to creating and sustaining a culture of academic excellence, urgency, and intellectual curiosity.
 - C. **We believe** that our school community must be held to the most ambitious national standards, with a distinct and prioritized focus on literacy and math, and we are responsible for developing our curriculum and assessment systems to meet and exceed those standards.

⁹ According to the 2009 NCES High School Longitudinal Study of 2009, only 15.5 % of black students and 19.8% of Hispanic students are considering a STEM major in college, compared to 24.8% of White and 41.9% of Asian students. Blacks and Hispanics are underrepresented in STEM fields, and early exposure and cultivation of interest may help to increase the number of students pursuing those fields. Source: Heitin, Liana. “Study Highlights Striking Racial Gender Gaps in High School STEM.” *EdWeek*. July 7, 2015. <http://www.edweek.org/ew/articles/2014/12/19/more-students-but-few-girls-minorities-took-ap-computer.html?r=6338339&preview=1>.

- D. **We believe** that students equipped with the core knowledge and analytical skills to succeed in college and their communities can emerge as future leaders and responsible citizens.
 - E. **We believe** that providing high-caliber arts and technology curriculum and enrichment is critical to inspiring and equipping low-income students with essential skills to transform the 21st century economy.
2. A positive school culture that emphasizes individual and collective responsibility will prepare students to become strong leaders and achieve their long-term goals.
- A. **We believe** that no individual within our community can be *truly excellent* unless we are *all excellent*. A culture of high expectations for every member of our community will undergird high academic achievement at Forte Prep.
 - B. **We believe** that a rich character education, a deliberate approach to community building, and a diverse array of enrichment opportunities will drive student success.
 - C. **We believe** that the active development of student voice through debate, public speaking, spoken word, and leadership training will prepare students to exhibit responsible leadership and advocacy in high school, college, and their communities.
 - D. **We believe** that families and communities are true assets to our school, and deep community partnership will support and sustain our long-term success. We will communicate regularly with families, make them feel welcome and appreciated in our school, and partner with them to set the most ambitious goals for students.
 - E. **We believe** that a seamless transition from middle school to college preparatory high schools requires a deliberate focus on building independent student ability and intrinsic motivation as middle school students mature into college-bound young adults.

We will create and sustain a strong achievement-oriented culture and college preparatory curriculum that can quickly close achievement gaps and accelerate the growth of our high poverty and English Language Learner (“ELL”) population. Both culture and curriculum will be deliberately aligned with targeted professional development for staff as well as a deep analysis of student data via assessments, and we will remain agile and adaptive to ensure success toward our mission. In Fall 2021, with our slow growth model adding one grade each year, our first class will enter ninth grade with the core skills, intrinsic motivation, deep content knowledge, and cultural and creative aptitude to access and succeed in many of New York City's top public, private, and specialized high schools. An education at Forte Prep will fundamentally redirect our students' academic and personal trajectories toward an academic career and life focused on excellence. Our students will become the type of model students all high schools seek: relentless goal seekers, leaders who use their voice to uplift and support the school community, and creative contributors who carry themselves with dignity and pride.

We believe that access to the highest levels of academia, industry, and impact requires deliberate preparation and decision-making in middle school, starting with choosing and being prepared to excel within a successful college preparatory high school. Forte Prep graduates will enroll in top-quality public schools such as Queens High School for the Sciences at York College and Townsend Harris High School, charter high schools such as Democracy Prep and Renaissance High School, and independent schools through programs such as the TEAK Fellowship, Prep for Prep, and the Oliver Scholars Program. We will work to find the best academic environment for our students' high school experience on their path to college. As a result, by 2025, our students will have gained acceptance to the competitive local or national university of their choice, such as Brown, The City University of New York (CUNY), Columbia, Hofstra, Howard, St. John's, New York University, and The State University of New York (SUNY). We

know our students will succeed at every stage because they will embody and exhibit Forte Prep's core values wherever they go:

- Be in **Service** of your community. Seek out opportunities to help one another whenever possible without expecting something in return.
- We are a **Team**. Look out for one another, lend a helping hand, and do your part to ensure that our community is safe and productive.
- Be **Resilient**. Pick yourself up when you falter and work toward achieving your goals with optimism and zeal.
- Exhibit **Integrity**. Perform, every day, as if the spotlight is on you, even when it is not. Value making a good impression to your peers and to your community.
- Use your **Voice** with respect and purpose at all times. Value the diversity of background of your school community, and stand united in the belief that our strength lies in our ability to have all voices of our community strengthened, refined, and most importantly, heard.
- Seek **Excellence**. Constantly push to achieve mastery across our curriculum and in everything you do at school. Come to school ready to give your very best in service of this goal.

Many of our core values and the overall ethos of the school are rooted in the term **Ubuntu**, the Southern African ideal that represents teamwork, compassion, empathy, advocacy, and individual and collective responsibility. Ubuntu is defined by Bishop Desmond Tutu as a term that “speaks of the very essence of being human. [If you have Ubuntu] ...then you are generous, you are hospitable, you are friendly and caring and compassionate. You share what you have. It is to say, ‘My humanity is caught up, is inextricably bound up, in yours.’ We belong in a bundle of life. We say, ‘A person is a person through other persons.’ [...] A person with Ubuntu is open and available to others, affirming of others, does not feel threatened that others are able and good, for he or she has a proper self-assurance that comes from knowing that he or she belongs in a greater whole and is diminished when others are humiliated or diminished, when others are tortured or oppressed, or treated as if they were less than who they are.”¹⁰ Through Ubuntu, an individual can only be truly excellent when *everyone* is truly excellent. This idea will evolve and develop as students mature through fifth and sixth grades, with seventh graders internalizing our core values as core expectations, and by eighth grade adopting a more complex set of core values rooted in the principles of Ubuntu, e.g. empathy, courage, vigilance, and advocacy. We believe that we have a profound opportunity in our proposed region to maximize the leadership potential of a distinctively global student population, and by empowering them to develop, demonstrate, celebrate, and embody these core principles in a diverse school environment, we will prepare them for leadership for the rest of their lives.

Upon college graduation in 2029, our students will recognize that college is another important milestone on the pathway to a productive, creative, and rewarding life that uplifts themselves, their families, and their communities. Our students will increase the number of adults with four-year college degrees who grew up in low-income communities, pursue graduate degrees, break cycles of intergenerational poverty within their communities, and position themselves to compete as highly qualified candidates for employment in the field of their choice. Their commitment to responsible leadership will last for their lifetimes, and these values will be endowed to future generations.

¹⁰ Tutu, Desmond. *No Future Without Forgiveness*. NY: Doubleday, 2000. Print.

R-02d – Accountability Plan

Forte Preparatory Academy Charter School
Accountability Plan
for the Accountability Period 2017-18 TO 2021-22

ACADEMIC GOALS

GOAL I: ENGLISH LANGUAGE ARTS

Goal: Students will be proficient in English language arts.

Absolute Measures

Elementary/Middle School

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.
- Each year the school's aggregate Performance Level Index (PLI)¹ on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.
- At least 65 percent of all students attending Forte Prep for two or more years will read at or above grade level as defined by performance on the Scholastic Reading Inventory, or similar reading inventory. At least 80 percent will read at or above grade level after year three and at least 90 percent after year four.

Comparative Measures

Elementary/Middle School

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Growth Measures

Elementary/Middle School

- Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.
- In a cohort analysis of longitudinal growth, the average annual increase of percentiles among Forte Prep students on the Reading Comprehension section of the Measure of Academic

¹ In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Progress (MAP) will average a minimum of five (5) percentiles of growth per year until the average percentile score reaches 75.

GOAL II: MATHEMATICS

Goal: Students will be proficient in Mathematics.

Absolute Measures

Elementary/Middle School

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.
- Each year, the school's aggregate Performance Level Index (PLI)² on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Comparative Measures

Elementary/Middle School

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Growth Measures

Elementary/Middle School

- Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.
- In a cohort analysis of longitudinal growth, the average annual increase of percentiles among students in Mathematics on the NWEA Measure of Academic Progress (MAP), or similar nationally norm-referenced test, averages a minimum of five (5) percentiles of growth per year until the average percentile score reaches 75.

GOAL III: SCIENCE

Goal: Students will be proficient in Science.

Absolute Measures

Elementary/Middle School

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State science exam.

² In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Comparative Measures

Elementary/Middle School

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above proficiency on a state science exam will be greater than that of students in the same tested grades in the local school district.

GOAL IV: SOCIAL STUDIES

Request is not applicable.

GOAL V: NCLB

Goal: The school will make Adequate Yearly Progress.

Absolute Measure

- Under the state's NCLB accountability system, the school is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local assistance plan school.

GOAL VI: HIGH SCHOOL GRADUATION

Request is not applicable.

GOAL VII: COLLEGE PREPARATION (only for college prep high schools)

Request is not applicable.

GOAL VIII: DIGITAL LITERACY

Goal: Students will be proficient in basic computer literacy and achieve substantial exposure to computer programming

Absolute Measures

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on a standards-based computer literacy exam as measured through a commonly applied quantitative and qualitative rubric.

GOAL VII: PERFORMING ARTS

Goal: Students will demonstrate proficiency in the arts.

Absolute Measures

- Each year, 90 percent of students will participate in an annual performing arts showcase for the school community.

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on an internally developed performing arts assessment as measured through a commonly applied quantitative and qualitative rubric.
- Each year, 75 percent of students will produce one artistic portfolio of their work for the year.

ORGANIZATIONAL AND OTHER NON-ACADEMIC GOALS

GOAL I: ENROLLMENT

Goal: The school will be fully enrolled, with high levels of daily attendance and student retention.

- The school will enroll and maintain a class of students equal to our projected enrollment every year.
- 90% of students completing the year will re-enroll the following year.
- The school will average 95% or higher daily student attendance each year.

GOAL II: FINANCIAL VIABILITY AND LEGAL COMPLIANCE

Goal: The school will be a strong, viable organization that carries out sound financial practices.

- Each year, Forte Prep will operate on a balanced budget.
- Each year, Forte Prep will meet or exceed GAAP standards as demonstrated through its annual financial audit.

GOAL III: FAMILY SATISFACTION

Goal: Parents will demonstrate satisfaction with the academic program and communication.

- Satisfaction with the academic program, as measured by an annual survey at the end of each school year, will on average exceed 85%, with 85% of families responding.
- Satisfaction with the school's communication, as measured by an annual survey at the end of each school year, will on average exceed 85%, with 85% of families responding.

GOAL IV: BOARD GOVERNANCE

Goal: The Board of Trustees will provide effective and sound oversight of the school

- The Board will conduct a formal annual review of the school leader.
- The Board will conduct an annual self-evaluation to assess strengths/weaknesses.
- The Board will conduct a formal annual review of bylaws and policies.
- The Board will conduct a formal annual review of organizational strengths/weaknesses.

R-03 - Proposal History

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a. Applicant information

Graham Browne will draw upon his training and national education network as a Building Excellent Schools Fellow, his experience as an education management strategy consultant, and his leadership within an education advocacy nonprofit as Lead Founder and proposed Executive Director of Forte Preparatory Academy Charter School (“Forte Prep”), a college preparatory charter school proposed for Community District 3 in Queens, NY, where he is a resident.

Through the Building Excellent Schools Summer Leaders Internship in 2014, Graham Browne participated in a leadership residency at Democracy Prep Endurance, working closely with Campus Director Margaret Marrer. Based upon the strength of that residency and the strong recommendations of both Ms. Marrer and Eileen Callahan, BES Director of Leadership Development as well as Founding Teacher, Founding Social Studies Chair, Founding High School Director, and Founding Chief Academic Officer of Boston Collegiate Charter School and currently Chief Academic Officer at BES school Boston Preparatory Public Charter, Mr. Browne was invited to join the highly selective and nationally recognized Building Excellent Schools Fellowship¹, through which he is training with and supported by a proven leadership team, each of whom has served in leadership roles in high performing charter schools across the country. Mr. Browne continues to work closely with Democracy Prep Endurance, and is completing additional leadership residencies with its School Director throughout 2016. For Letters of Support from Ms. Marrer, Ms. Callahan, and Linda Brown, Founder and CEO of Building Excellent Schools, please see **R-15e – Evidence of Support**.

Prior to the BES Fellowship, and most recently, Mr. Browne worked with the Bridgespan Group in New York², where he consulted for local and national foundations, education advocacy organizations, and teacher organizations. In this role he supported the development of the advocacy, financial, and organizational strategies for Bridgespan’s clients and researched the role of community engagement in education reform to inform education consulting engagements nationwide.

¹ For more information on Building Excellent Schools, please see their website www.buildingexcellentschools.org.

² From their website: “The Bridgespan Group is a nonprofit advisor and resource for mission-driven organizations and philanthropists. We collaborate with social sector leaders to help scale impact, build leadership, advance philanthropic effectiveness and accelerate learning.” Learn more about The Bridgespan Group at www.bridgespan.org.

Before joining Bridgespan, Mr. Browne worked as Special Assistant to the Director, and later as Acting Director, for the Education Equality Project (EEP), an education advocacy startup based in New York and founded by NYC Schools Chancellor Joel Klein in 2008. With EEP, Mr. Browne oversaw the day-to-day operations of the organization, managed the organization’s online advocacy presence, and disseminated national and local education policy news to thousands of education professionals. As Acting Director, Mr. Browne facilitated the legal, financial, and operational logistics associated with EEP’s successful 2011 merger with Stand for Children.

Mr. Browne is a 2015 M.B.A. graduate of the Yale school of Management, where he focused on nonprofit management and education leadership. He was the Co-Chair and Content Lead for the 9th annual Yale School of Management Education Leadership Conference,³ a two-day conference in New Haven, CT that draws over 800 attendees each year and is one of the largest student-led education conferences in the country.

Mr. Browne received a B.A. in Urban Studies, with a focus on urban education, from Brown University and, as stated, an M.B.A. from the Yale School of Management. He has also completed graduate coursework with Bank Street College of Education as part of the Venture Consortium’s Urban Education Semester. Through the program, Mr. Browne served as an assistant fifth grade teacher at P.S. 20 - Anna Silver School in Manhattan, NY in 2006.

A full resume of Lead Founder Graham Browne can be found in **Attachment R-03f – Founder Credentials**.

Media contact:	Graham Browne
Contact work phone number:	(347) 709-1197

b. Founders

Lead Founder Graham Browne and members of the founding team propose to open Forte Preparatory Academy Charter School (“Forte Prep”) with support and professional development from the Building Excellent Schools Fellowship. According to its website, “Building Excellent Schools (BES) is a national nonprofit organization committed to improving the academic achievement of underserved students in our nation’s urban centers. [The organization] accomplish[es] this by training leaders to take on the demanding and urgent work of leading high-achieving, college-preparatory urban charter schools.”⁴ Building Excellent Schools Fellows in New York City include Seth Andrew, Founder of Democracy Prep Public Schools, Lester Long, Founder of South Bronx Classical Charter Schools, and Jacob Mnookin, Founder of Coney Island Preparatory Public Charter Schools. These Fellows have created high performing charter schools in three boroughs of New York City (Harlem, Bronx, and Brooklyn, respectively) that continue to deliver quality public education to thousands of students in the city. Through the Building Excellent Schools Summer Leaders Internship in 2014, Graham Browne participated in a month-long residency at Democracy Prep Endurance with Campus Director Margaret Marrer, which informed his vision around professional development and establishing a strong, consistent school culture across all classrooms. Through the Building Excellent Schools Fellowship, Mr. Browne has had the opportunity to visit 37 schools and log nearly 400 hours of classroom and leadership observation time since August 2015. A list of those schools visit can be found below in:

Figure 1:

Figure 1: BES school visits 2015

³ Yale SOM Education Leadership Conference. <http://elc.som.yale.edu>.

⁴ More information about the Building Excellent Schools Fellowship can be found at www.buildingexcellentschools.org.

Memphis, TN	8.24.15, 11.10.15	4 hours, 3.5 hours
Memphis, TN	8.24.15, 11.10.15	4 hours, 3.5 hours
Memphis, TN	8.24.15	1.5 hours
Nashville, TN	8.25.15, 11.12.15	4.5 hours, 7 hours
Nashville, TN	8.25.15, 11.13.15	3.5 hours, 7 hours
Nashville, TN	8.26.15, 11.11.15	2.5 hours, 1.5 hours
Nashville, TN	8.26.15	3.5 hours
Nashville, TN	8.27.15, 11.12.15	2.5 hours, 7 hours
Nashville, TN	8.27.15	3 hours
Nashville, TN	8.27.15	2 hours
Chelsea, MA	8.31.15	3.5 hours
Boston, MA	9.1.15	3.5 hours
Boston, MA	9.2.15	3.5 hours
Boston, MA	9.3.15	3.5 hours
Roslindale, MA	9.4.15, 10.8.15	3.5 hours, 2 hours
Boston, MA	9.8.15	3 hours
Boston, MA	9.9.15	3 hours
Boston, MA	9.10.15	3 hours
Washington, D.C.	9.29.15	4 hours
Washington, D.C.	9.29.15	3 hours
Newark, NJ	9.30.15	4 hours
Newark, NJ	9.30.15	2 hours
Newark, NJ	10.1.15	4 hours
Newark, NJ	10.1.15	4 hours
Newark, NJ	10.2.15	3 hours
Newark, NJ	10.2.15	3 hours
Fall River, MA	10.7.15	3.5 hours
Springfield, MA	10.13.15	3 hours
Springfield, MA	10.13.15	3.5 hours
New York, NY	10.14.15	9 hours
New York, NY	10.15.15	4 hours
New York, NY	10.15.15	3 hours
New York, NY	10.16.15	2.5 hours
New York, NY	10.16.15	2.5 hours
Jackson, MS	11.9.15	6.5 hours
Memphis, TN	11.10.15	3.5 hours
Memphis, TN	11.10.15	3.5 hours
Memphis, TN	11.11.15	3 hours

Forte Prep intends adapt the most successful elements of these game-changing schools to positively impact high need students in Jackson Heights, East Elmhurst, and Corona, Queens. Primary changes from the aforementioned school models include:

- Middle grades spanning 5th through 8th grades, to maximize the time available for students to catch up to and accelerate past grade level in preparation for college preparatory high schools
- Targeted support starting in 6th grade for high school placement and alumni success
- Digital Literacy and Performing Arts programs that reinforce and expand English language arts and Math instruction (for more detail, please see **Response 05**)

Lead Founder Graham Browne is the primary author of this charter application (**Figure 2**), with professional development and programmatic support from Building Excellent Schools Fellowship⁵ and operational planning support, particularly regarding facility identification, securement, development, and financing, from Charter School Support Services through Building Excellent Schools.⁶ This application was developed from August 2015 to January 2016, with review, input, and approval by the Founding Board.

Figure 2: Founding Team members

Graham Browne	Strategy, Education, Finance, Policy	Executive Director
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The Lead Founder built a Founding Board (**Figure 3**) consisting of leaders with a wide range of skillsets and backgrounds, representing Queens and the broader NYC community and supporting the operational and academic aims of Forte Prep. Over the course of five months (August to December, 2015), Mr. Browne reached out to over 300 individuals via email, networking events, and LinkedIn to identify the Founding Board members, specifically focused on building the overall strengths of the team with expertise and perspective he did not possess. The resulting Board members span the education, legal, diversity and inclusion, human resources, marketing, finance, strategy and planning fields. Some members of our Founding Team are immigrants and/or first generation Americans, and all have experienced firsthand the power and promise of an excellent education. Our Founding Board includes two members with formal teaching experience in NYC public schools; one in particular, Lisa Friscia, was a founding seventh grade teacher, founding high school principal and assistant superintendent of Democracy Prep Public Schools. Ms. Friscia's experience as a middle school educator, high school administrator, and cultivator of school leadership talent in her current role as Senior Director at Leader U, brings tremendous education-related assets to our team as we build Forte Prep. Another Founding Board member, Daniel Moskowitz, comes to the Board with a school finance background and experience serving on a charter school founding team in New Orleans. Full Founding Board credentials can be found in **R-03f - Founder Credentials**. The Founding Board has now convened multiple times as a group to learn about the school's model, build strong team dynamics, develop a strong understanding of the role of governance, and to provide feedback on the model. The Board has also convened several other times to support community outreach efforts through canvassing or attending CEC meetings and information sessions. Upon authorization, the Founding Board will become the Founding Board of Trustees, and grow to 11 members prior to the school's opening. Additional membership will be filled by the August 2017 Board Meeting, and will be filled with the leadership and support of the Governance Committee. Over time, the Board will grow to a maximum size of 15 members, as outlined in the Bylaws.

⁵ Ibid.

⁶ More information about Charter School Support Services can be found at www.cssinc.org.

Figure 3: Proposed Board Members

Graham Browne			Executive Director	No	Yes
Daniel Moskowitz	Treasurer	Finance	Finance Strategy	Yes	No
Kyle Robinson		Finance	Finance Strategy	Yes	No
Tasha Kersey Aoaeh		Governance	Human Resources	Yes	No
Alexie Rothman	Secretary	Academic Achievement	Education Law	Yes	No
Lisa Friscia	Vice Chair	Academic Achievement	Education Leadership Education Management	Yes	No
Madifing Kaba	Chair	Governance	Finance Strategy	Yes	No
Charlotte Neuhaus		Governance	Strategy Planning	Yes	No

c. Community Outreach

Approach and Beliefs

Forte Preparatory Academy Charter School (“Forte Prep”) proposes a high quality, expanded 5-8 college preparatory middle school for a high needs community within Queens, NY. Core to Forte Prep’s model is our belief in the power of family and community engagement in supporting high quality outcomes for the students of Jackson Heights, East Elmhurst, and Corona, Queens.

As outlined in our vision statement (**R-02 – Addressing Need**):

We believe that families and communities are true assets to our school, and deep community partnership will support and sustain our long-term success. We will communicate regularly with families, make them feel welcome and appreciated in our school, and partner with them to set the most ambitious goals for students.

As part of the design phase, Forte Prep has engaged in the critical work of building community support, and has created channels for feedback that allow key stakeholders such as community leaders and families an opportunity to provide real input in the design of the charter application.

Lead Founder and Building Excellent Schools Fellow Graham Browne brings national training, professional expertise, and research-based work on the critical role of community engagement within education reform. As Fellow with Building Excellent Schools, Mr. Browne has the guidance and insights of national leaders, with a focus on ensuring strong community support during all phases of a school’s design and implementation. As Acting Director and Special Assistant of the Education Equality Project, an education reform advocacy organization founded in 2008 by former NYC Chancellor Joel Klein, Mr. Browne organized and coordinated online and in-person community engagement in support of education reform efforts in 2010 and 2011. As a team member of the Education Practice of The Bridgespan Group, a nonprofit consulting firm based in New York City, Mr. Browne and two other senior

staff members engaged in a three-month internal knowledge project to analyze and codify practices associated with effective community engagement. Based on such work, Forte Prep is using the following four approaches to guide our community outreach:

1. **We organize our guiding principles:** We have defined the overarching set of goals and principles for Forte Prep's academic and organizational policies and practices.
2. **We are building awareness:** We have been activating the community's interest about Forte Prep, with a distinct focus on outreach to families who are more difficult to reach.
3. **We are planning strategically:** We are soliciting input from the community in order to make Forte Prep's design, community buy-in, and elements of our proposal as strong as possible.
4. **We are implementing with accountability:** We are maintaining public transparency throughout the design process and monitoring our progress with strategic initiatives, especially those influenced by community stakeholders.

1. We organize our guiding principles. The principles on which Forte Prep are built are informed by the educational philosophy of Lead Founder Graham Browne and the nationally respected work of Building Excellent Schools. Our principles are outlined below:

- a. All students, regardless of race, ethnicity, home language, or socioeconomic status deserve the opportunity to build and transform their lives through access to a world-class education.
- b. Literacy and math are at the heart of a world-class education, open doors to college and lives of opportunity, and therefore underpin everything that we do.
- c. High-quality teachers are critical to creating and sustaining a culture of excellence and building academic success for every student, in every class, every day.
- d. Character education, with a powerful focus on individual and collective responsibility and the combined power of self-determination and community, supports student success and increases authentic leadership.
- e. A structured and joyful school environment inspires all members of our community to work hard, take intellectual risks, and develop lifelong academic habits and interests.
- f. Small group tutoring and enrichment in arts and technology support student academic success, and allow us to provide individualized attention and expand our students' world view.

Informed by the success of schools like Democracy Prep, Forte Prep will be driven by the singular goal of preparing all students for college preparatory high schools, and building students' leadership and voice to change the world. We are inspired by local leaders such as City Council Member Julissa Ferreras-Copeland (21st District), the first Latina elected to political office in Queens in 2009, and we believe that we can build a strong foundation for students that will place them on a path to follow in her footsteps. These guiding principles are being shared with the larger community, and we are engaged in frequent and thoughtful discussion of these with local families and community stakeholders.

2. We are building awareness. Over the past several months, Forte Prep has proactively reached out to parents/guardians, community stakeholders, and residents of Jackson Heights, East Elmhurst, and Corona in a variety of ways: **(a) Feet on the Street** – a grassroots, door-to-door community engagement initiative; **(b) Community Meetings** – attendance at, participation in, and/or presentations for Community Boards and Community Education Councils; **(c) Community Conversations** – organized meetings across the community to engage discussion on education and the charter proposal; **(d) Soliciting Feedback** - hosting and maintaining a website with a Feedback and Input Survey; **(e) Getting the Word Out** - flyer (Spanish, Hindi, Bengali and English) distribution at local businesses including

coffee shops, barbershops, and restaurants as well as during local events such as the Hispanic Heritage Festival, the Jackson Heights Halloween Parade, and during the Forte Prep Volunteer Weekend from January 2-3, 2016. Please see **R-03g – Outreach Evidence** for details on all outreach activities.

We are humbled by the strong levels of support we have received from these efforts, especially from our on-the-ground conversations with community members. We have collected 171 physical signatures and 518 online signatures as of the submission date. We have added many individuals to the Forte Prep mailing list at their request (available upon request).

With charter approval, the Forte Prep Founding Team will continue to build on the momentum of community engagement conducted during the fall and early winter and we will continue to spread the word about the school to parents and families who may not be aware of the totality of school options available to them within the community. We will continue to translate all major outreach documentation (flyers, website, etc.) into additional languages as needed and as spoken within the community. Sample translations can be found in **R-03g – Outreach Evidence**.

We will amplify our Feet on the Street activities to build awareness for the school door-to-door and continue to grow partnerships with community organizations and city support services (e.g. Department of Homeless Services) to ensure that we are reaching the highest need families in our communities. Examples of the documentation used include (a) Community Outreach Flyers, (b) Forte Prep One-pager, (c) Community Conversation Flyer, (d) Community Petition, (e) Community Survey, and (f) Information Session Flyer, details of which can be found in **R-03g**. A list of outreach activities conducted thus far is provided below in **Figure 4**.

Figure 4: Summary of outreach activities

Feet on the Street – Community events	Lead Founder, members of Founding Team, and supporting volunteers hand out flyers about the proposed school during the following events and activities:	
	Community Board #3 meeting	9/17/15
	Hispanic Heritage Festival	9/20/15
	Jackson Heights Greenmarket	9/20/15
	Viva la Comida – 82 nd Street Festival	9/20/15
	Jackson Heights Entrepreneurial Breakfast	9/23/15
	Oye Corona Street Festival	9/26/15
	Bolivian Parade	10/18/15
	115 th Precinct Community Council	10/20/15
	Jamaica Drum Jam – Jackson Heights Library	10/24/15
	Jackson Heights Entrepreneurial Breakfast	10/28/15
	Jackson Heights Halloween Parade	10/31/15
	Jackson Heights/Corona Business Expo	11/5/15
	Corona Greenmarket	11/6/15
	Sen. Peralta’s Thanksgiving Turkey Drive	11/21/15
	Chayya CDC Thanksgiving Open House	11/23/15
	MLK Day / Mitzvah Day at The Renaissance School	1/18/16
Feet on the Street (FOTS) – Flyer distribution	Lead Founder, members of the Founding Team, and supporting volunteers hand out flyers about the proposed school during several events and activities:	
	FOTS #1 (37 th Ave between 74 th – 79 th)	10/31/15

	FOTS #2 (82 nd St. between Roosevelt and 35 th)	11/24/15
	FOTS #3 (Diversity Plaza, Jackson Heights)	11/27/15
	FOTS #4 (Northern Boulevard between 80 th and 90 th)	11/28/15
	FOTS #5 (Astoria Boulevard between 90 th and 100 th)	11/29/15
	FOTS #6 (Junction Boulevard between Roosevelt and Northern Boulevard)	11/30/15
	FOTS #7 (Junction Boulevard between Roosevelt and Northern Boulevard)	12/6/15
	FOTS #8 (37 th Ave between 74 th – 79 th)	12/20/15
	FOTS #9 (82 nd St. between Roosevelt and 35 th)	12/21/15
	FOTS #10 (Diversity Plaza, Jackson Heights)	12/28/15
	FOTS #11 (Northern Boulevard between 80 th and 90 th)	12/30/15
	FOTS #12 (Northern Boulevard between 74 th and 90 th Streets)	1/2/16
	FOTS #13 (37 th Avenue between 74 th and 90 th Streets)	1/2/16
	FOTS #14 (Roosevelt Avenue between 74 th and 90 th Streets)	1/3/16
	FOTS #15 (Northern Boulevard between 96 th and 101 st St)	1/3/16
	FOTS #16 (East Elmhurst Library)	1/16/16
Frederick Douglass Democratic Association Presentation	Lead Founder attended monthly meeting and presented proposed school design to 15 attendees and 5 leaders , including Assembly Member Jeff Aubry, District Leaders Dixon and Brome.	10/29/15
82 nd Street Academics Principals' Night Presentation	Lead Founder attended Principals' Night event at 82 nd Street Academics, presented proposed school to approximately 75-100 families , handed out flyers, and collected names for the mailing list.	11/17/15
Community Education Council #30 meeting	Lead Founder presented proposed school to CEC, handed out flyers and solicited feedback from attendees.	12/14/15
Community Board #3 meeting	Lead Founder presented proposed school to Community Board, handed out flyers and solicited feedback from attendees.	1/21/16
Community Conversations	Lead Founder and volunteers led small, round-table discussions with local families and constituent groups to collect information from community members about: (a) their vision for an excellent school; (b) challenges faced by existing schools; and (c) specific elements or needs that a new school should address. Note: All Community Conversations were preceded by targeted outreach in surrounding community within prior week.	
	Community Conversation #1 (Langston Hughes Library) (Attendees: 8)	12/7/15
	Community Conversation #2 (The Renaissance Charter School) (Attendees: 6)	12/21/15
	Community Conversation #3 (Jackson Heights Library) (Attendees: 4)	1/5/16
Informational Meeting with 115th Precinct	Lead Founder conducted Informational Meeting with leadership of the 115th Precinct to learn about safety trends for young students and to share information about Forte Prep.	11/5/15

Website	Proposed school provided the community access to school website www.forteprep.org . The website provides community members with information about the proposed school model and the Lead Founder, as well as opportunity to provide input.	Established week of 10/19/15
Social Media	Forte Prep Twitter (@forteprepqueens) and Instagram accounts have been registered; currently have 22 followers to date	Established October, 2015
Online Petition	Hosted at www.ipetitions.com/petition/i-support-forte-prep , Forte Prep has launched an online petition to build awareness and support for the school. The online petition has 518 signatures as of submission date.	Established 12/3/15
Yahoo Groups postings	Posted an informational one-pager with links to our website, petitions and surveys to JH Families, a Yahoo Group with over 3000 members .	12/4/15, 12/7/15, 1/4/16
Key Stakeholder Meetings	Lead Founder conducts personal outreach to key community stakeholders to share information about the school and open lines of communication for future feedback. Key stakeholder meeting list is below.	Ongoing – see detailed list below

Our community engagement work is cyclical and continuous, conducted with a broad range of stakeholders to ensure that Forte Prep is seen and received as a true community partner within the Jackson Heights/East Elmhurst/Corona neighborhoods. Through this work, we have engaged with large numbers of community organizations and key stakeholders, as outlined in **Figure 5** below. The individuals and organizations have been reached out to in-person, via phone, and/or via email; over half of the contacts listed in the table below led to more fruitful discussions, many of which are detailed later in this document.

Figure 5: Stakeholder list

Citi	Jonathan B. Simon Senior Banker	9/21/15
Coalition 4 Queens	Jukay Hsu Founder	9/21/15
Espresso 77	Afzal Hossain Owner	9/23/15
New York Community Bank Foundation	Marian Conway, PhD Director	9/27/15
82nd Street Partnership	Leslie Ramos Executive Director	11/5/15
Queens Chamber	Thomas Grech Executive Director	11/5/15
Wood-Heights Democratic Committee	Manny Perez President	9/24/15
Community United Church	Reverend Delois Davis	10/18/15

	Pastor	
Elmcor	Saeeda Dunston Executive Director	10/20/15
Community Board #3 (Jackson Heights, East Elmhurst, Corona)	Giovanna Reid Chair	10/27/15
The Landing Homeless Shelter (CAMBA)	Elizabeth Stephens Sr. Program Manager	10/28/15
Frederick Douglass Democratic Association	Lynda McDougald President	10/29/15
State Senator Jose Peralta	Nancy Conde Chief of Staff	11/2/15
State Assemblyman Jeffrion Aubry (35 - Corona)	Mary Nicholson Chief of Staff	11/2/15
State Assemblyman Francisco Moya (39 - Jackson Heights)	Meghan Tadio Chief of Staff	11/2/15
City Councilman Daniel Dromm (25th)	Vinnie Maniscalco Chief of Staff	11/2/15
Urzua Queens Center of the Performing Arts	Lily Urzua Artistic Director	11/5/15
State Assemblyman Michael DenDekker (34 - East Elmhurst)	Maureen Allen Chief of Staff	11/5/15
City Councilman Costa Constantinides (22nd)	Niki Kokkinos Scheduler	11/5/2015
82nd Street Academics	Dr. Ronald Tompkins Executive Director	11/5/15
City Councilwoman Julissa Ferreras (21st)	Jorge Fanjul Chief of Staff	11/5/15
Chayya CDC	Afreen Alam Executive Director	11/23/15
Renaissance Charter School	Stacy Gauthier Principal	8/15/15
Central Queens Academy	Suyin So Executive Director	8/15/15
Coalition of Independent Charter Schools	Steve Zimmerman Executive Director	8/15/15
Academy of the City Charter School	Richard Lee Principal	10/22/15
Growing up Green Charter School	Matthew Greenberg Executive Director	11/4/15
IS 145	Principal Delores Beckham	11/11/15
PS 69	Principal Martha Vaqsuez	11/11/15
PS 212	Principal Carin Ellis	11/11/15

PS 149	Principal Esther Salorio	11/11/15
Christopher A. Santora School	Principal Yvonne Marrero	11/11/15
Louis Armstrong Middle School	Principal Helen Ponella	11/11/15
IS 230	Principal Ronald Zirin	11/11/15
PS 127	Principal Evita Sanabria	11/11/15
PS 148	Principal Nancy Birson	11/11/15
PS 92	Principal Pasquale Baratta	11/11/15
PS 228'	Principal Olga Guzman	11/11/15
The Garden School	Jim Gaines	11/20/15
	Director of Outreach	
VOICE Charter School	Franklin Headley	11/30/15
	Principal	
Community Education Council 30	Dr. Phillip Composto	1/5/16
	Superintendent	

3. We are planning strategically. This phase of our community engagement work has ensured that Forte Prep’s charter petition is relevant and responsive to the needs and desires of the local community for a high achieving, public school serving students in the middle school grades. By collecting signatures⁸ as well as by engaging with attendees at Community Conversations, we have demonstrated a clear need for a game-changing middle school, and we have already thoughtfully adapted feedback that will allow us to build a school supported by the community. A list of activities related to strategic planning can be found below.

Figure 6: Strategic planning activities

Online Survey	Prepared and widely disseminated online survey (via www.forteprep.org) soliciting input about Forte Prep school design and charter proposal (see attachments for Survey Questions and responses).	10-Nov to 10-Jan
Thematic Analysis	Based on Community Conversations, a thematic analysis identifies the most widely held beliefs about the school design; most consistent themes considered by Lead Founder and Founding Team and added to charter application as feasible.	5-Dec to 15-Dec
Updates to School Design	Make updates to school design in charter application with feedback from Building Excellent Schools.	Ongoing until submission date

4. We are implementing with accountability. Forte Prep’s Founding Team has ensured that changes to the charter application have been made with fidelity to our mission and careful thought about the implications of each item. The Team has been proactive in sharing back out with the local community and supporters details regarding those changes. We continue to empower the community to stay

⁷ Emails were sent to all public school leaders listed.

⁸ Please R03g – Outreach Evidence for full petition list.

involved in the process, providing up-to-date and transparent information that informs the charter proposal, and with authorization, the school's implementation. A list of activities related to implementation with transparency and accountability can be found in **Figure 7** below.

Figure 7: Implementation Activities

Website Update	Website (www.forteprep.org) blog provides community updates made to the charter application, with opportunity for the community to provide additional feedback.	Established in December, continuing in all months going forward
Monthly Newsletter	Lead Founder publishes and distributes a formal newsletter to online mailing list of community members, supporters, and other interested parties with updates on the application process and how community input has been addressed within the charter application. (see R-03g – Outreach Evidence)	January, and each month thereafter
Mailing List Update	E-mail list will receive monthly update on the broader community engagement approach, progress to date, next steps, and methods of feedback.	Mid-December, continuing monthly going forward

Comprehensively, our community engagement and outreach efforts have built significant public support for the school; we will continue to amplify these efforts going forward, which we anticipate will continue to grow the depth of our community support leading up to the proposed school's launch in the Fall of 2017. Key metrics associated with outreach efforts can be found in **Figure 8** below.

Figure 8: Engagement summary

3178
891
700
500+
60+
15
14
13
5
5
3

⁹ Online petition: 518; In-person petition: 171; Community input survey respondents who support Forte Prep: 11

¹⁰ dnainfo.com/new-york/20160106/jackson-heights/charter-school-group-looks-expand-into-western-queens, jacksonheightspost.com/charter-middle-school-seeking-space-in-jackson-heights-corona/, and <http://ny.chalkbeat.org/2016/01/07/rise-shine-advocates-call-for-pay-parity-for-all-pre-k-day-care-teachers/#.VpfsOvkrLIU>.

Upon authorization, the Board will hire the Executive Director, and one of the first hires of the Executive Director in Year 1 will be that of the Community Coordinator who will coordinate and facilitate parent and community outreach efforts. Working closely with the Executive Director, this individual will be responsible for the ongoing cultivation of community support for the school, preparation and dissemination of communications and surveys to interested parties, and the identification of local businesses and community partners that could serve as mentors and resources to our students and families. We believe that the Jackson Heights/East Elmhurst/Corona communities have a great deal to offer, and we intend to be proactive, strategic, and aggressive in putting those opportunities in front of our students.

Initial Feedback Integration from Key Stakeholders

Detailed logs and feedback from key stakeholders as of submission date can be found in **Figure 9** below. Forte Prep is committed to continuing these conversations and using the feedback to inform a robust proposal for our school.

Figure 9: Feedback integration from key stakeholders

Community Board #3 Member/Co-Chair Jackson Heights Beautification Committee	37th Ave and 76th Street During Halloween Parade outreach	There is tremendous need for a middle and high school, and that school should consider having unionization of staff, citing Renaissance Charter as example of union/ charter partnership.	While schools like Renaissance do have unionized workers, the success of a school relies on strong leadership and we seek to have the fullest autonomies that a charter would provide, outside of the union restrictions.	Forte Prep will remain a nonunion school committed to growth and development of our staff in pursuit of goal of high student achievement and inside the fullest autonomies provided by a charter.
Jeffrion Aubry NYS Assembly (35th) George Dixon Democratic District Leader (35th AD) Veta Brome Democratic District Leader (35th AD)	Frederick Douglass Democratic Association First Baptist Church, East Elmhurst	Assemblyman Aubry said he would be unlikely to support any new charter school trying to co-locate with a district school, and cited new construction taking place in the community as signals that overcrowding in the district was being addressed. He cautioned that charter schools at scale were a tactic	Frederick Douglass Democratic Association represents the official elected leadership of the 35th Assembly, and their perspectives may reach beyond their individual voices. In this vein, it is important to take to heart their concerns about Forte Prep's	Forte Prep will remain committed to student growth and achievement wherever we are able to find space to do so. Given high levels of overcrowding within CSD 30 and 24, we are unlikely to find any DOE space, but will seek rental assistance to locate in private facilities in the community.
Larinda Hooks Director Senior Services Elmcot				

<p>Lynda McDougald President of Frederick Douglass Democratic Association</p> <p>Members of the FDDA (approximately 15 in attendance)</p>	<p>by prior administrations for union busting.</p> <p>Democratic District Leader Dixon asked questions around site location, as well as process for identifying viable facilities to open the school.</p>	<p>proposal to locate in the community. Forte Prep, if located in CSD 30, is highly unlikely to gain access to public school space for co-location based on severe overcrowding of local schools.</p>	<p>With regard to concerns about disciplinary policies that McDougald raised, Forte Prep believes all students can rise to the level of excellence that we set for them within a safe, joyful, and supportive environment. We believe school should be a consistent and positive place for students every day, and we will ensure the dignity and identity of every one of our students is preserved.</p>
<p>Manny Perez Democratic District Leader Founder of the Jackson Heights Entrepreneurial Breakfast</p>	<p>City Coffee 7717 37th Avenue Jackson Heights</p>	<p>In his capacity as leader of the entrepreneurial breakfast, Mr. Perez has offered feedback on the school model on multiple occasions. He suggested that the school have a robust gifted and</p>	<p>Forte Prep is committed to serving all students and supporting them to achieve excellence on a path to college preparatory high schools, including gifted and</p> <p>Forte Prep is committed to supporting all learners, and will provide differentiated academic opportunities as well as student leadership and mentoring</p>

talented program for students in the community, since there are dramatically limited seats for those types of programs in the already-overcrowded district schools.

talented students. We believe that the school environment will equip all students with the skills to be successful in their next step, and will provide specialized opportunities for students who come to our academic community already above grade level in core subjects. We will ensure that expanded opportunities are available and will examine our staffing plan and full academic program, curricular and extra-curricular, to ensure the fullest access and acceleration for all types of learners.

opportunities for students to give back to their school community without diminishing their opportunities for personal learning and growth. Further, our Director of High School Support and Alumni Success will work with all students, including Gifted & Advanced students, to identify the best options available to them within our school and for their high school career.

Elizabeth Stephens
Director
CAMBA and
The Landing
(homeless shelter)
94-00 Ditmars
Boulevard
East Elmhurst

Phone call

Ms. Stephens spoke about her work serving the homeless population in East Elmhurst and the reality that while families in NYC are in homeless shelters for up to 400 days, very few if any actually expect to be in the system that long. As a result, families would not be making long-term

Students from families that are in transitional housing or who are homeless do not always have the capacity to make proactive decisions about school options. When families are displaced, students often remain at the schools for which they were originally zoned,

Forte Prep believes that as a public school serving students within Jackson Heights, East Elmhurst and Corona, our school must make full efforts to provide available seats to students who are moving to our community, for whatever reason. Based on this feedback, we will build into our

		<p>planning considerations as it relates to public school options. Ms. Stephens strongly believes that increasing the number of high quality school options in the area should be communicated to their Education Liaison, and that there be a way for their staff to communicate with Forte Prep staff on admissions.</p>	<p>which may be significantly farther away from the shelter site. An employee at The Landing said that some parents "leave at 5am to take their children to school, and they have to take a couple of trains and a bus to get there." Forte Prep will support all families, even those who are new to the district or the community who were unable to apply during the traditional application cycle.</p>	<p>outreach strategy a comprehensive outreach approach that builds connections to organizations that work with at-risk populations in the community, and establish a re-lottery process in which student applicants who join our wait list will be included in a re-lottery for each available seat.</p>
Brian Hennessy Inspector and Precinct Commander	115th Precinct, 92-15 Northern Boulevard	<p>The officers explained that there were many ongoing challenges related to quality of life issues but that this community, in general, has seen a decline in violent or otherwise major crimes recently. They believe that it is important that their School Officers have a strong and positive relationship with the schools they are associated with, and that with the relative lack of high school-aged students in the community attending class in the area (one</p>	<p>There is a tremendous imperative on any school to be a safe and nurturing place for students to grow. Ensuring the physical, emotional, and intellectual safety of our students is something that we take very seriously, and will design deliberately regarding how our school approaches school culture and systems to ensure a safe school.</p>	<p>Forte Prep will double-down on its efforts to establish and maintain a safe and positive school environment, and will review the initial drafts of the charter application to ensure that we are making the best possible strides to empower and educate all parents to set their children up for success every day.</p>
Melissa Trance- Hobbs Police Officer				
Adriane Johnson Detective 115th Precinct			<p>Forte Prep's focus on supporting parents and training them on</p>	

		<p>exception is a local Catholic high school), the safety or other challenges related to schooling are minimal. They indicated that improvement of schooling will succeed or fail at the hands of parental support of education.</p>	<p>how to make the most of the learning that is happening throughout the day will be critical to student success. By requiring strong buy-in from parents and their active participation in their child's learning at school (e.g. homework checking, preparing their uniforms for school), we will ensure that parents are well-informed and engaged.</p>	
<p>Assembly Member Michael Den Dekker</p>	<p>Assembly Member Michael Den Dekker's Office 75-35 31st Ave Suite 206-B, East Elmhurst</p>	<p>The Assembly Member was supportive of Lead Founder Graham Browne's efforts to found Forte Prep, but expressed questions related to whether it should involve unionized teaching staff like some other charters in the area. He mentioned that there is a great need to build and support new schools in the district, physical space might pose a challenge. He wants the proposed school to stay as close to his region as possible,</p>	<p>We are encouraged by Assembly Member Den Dekker's confidence in the school and his recognition of the need. As mentioned in earlier meeting reflections, we intend to maximize the autonomies of the charter and intend to do so outside of union restriction. Regarding preparation for a future economy, we believe that our approach to Science and Digital Literacy</p>	<p>We will continue to refine our digital literacy curriculum to clearly articulate the needs and outcomes for digital learning at the middle school level.</p>

		because he is confident it will be a strong school. He believes education needs to be proactive in preparing students for jobs in a shifting economy.	will position students to be successful and flexible in their high school careers and establish a foundation for further pursuit of these disciplines.	
Nancy Conde and Deanna Foote, State Senator Jose Peralta's Office	Jose Peralta Office 32-37 Junction Blvd, East Elmhurst, NY 11369	The Senator's office is incredibly excited about the prospect of a new charter school opening in the community and have offered support by way of a letter of support and connections to local leaders. They believe we need strong community outreach to include interacting with Latino leaders and local education officials.	It was exciting to receive the support of the Senator's office, and we know that we should build momentum for this work using any elected official support that is offered to us. Our community outreach efforts have been robust thus far, but could be expanded more deliberately into Latino communities.	We will continue to engage community members on a regular basis, but expand outreach via foreign language handouts and materials for the school. Further, we will continue to partner with the Senator's office to build a network of supporters for Forte Prep, based on their interest in supporting us.
Council Member Costa Constantindes, Nicholas Roloson, Chief of Staff	31-09 Newtown Avenue Suite 209, Astoria NY 11102	Minimal feedback provided outside of anticipated facilities challenges if deciding to locate farther west in Astoria.	We intend to serve Jackson Heights, East Elmhurst, and North Corona students and families so we do not plan to move elsewhere.	We will continue to engage the Council Member's team via updates as the planning for Forte Prep continues.
Nuala O'Doherty, member of Community District Education Council 30 Information session attendees	Langston Hughes Library 100-01 Northern Blvd, Corona NY	Ms. O'Doherty asked many questions about the school model during our community information session, and provided direct feedback related to the physical	We understand the concern that many parents like Ms. O'Doherty may have related to transportation needs for families who may live more than one mile away from our school	Forte Prep plans to work closely with the Office of Pupil Transportation as early as possible to ensure that students in grades 5 and 6 living more than one mile away from school have access to a

location of the school, noting that transportation services should be expanded to accommodate students based on the physical location of the school in our proposed territory.

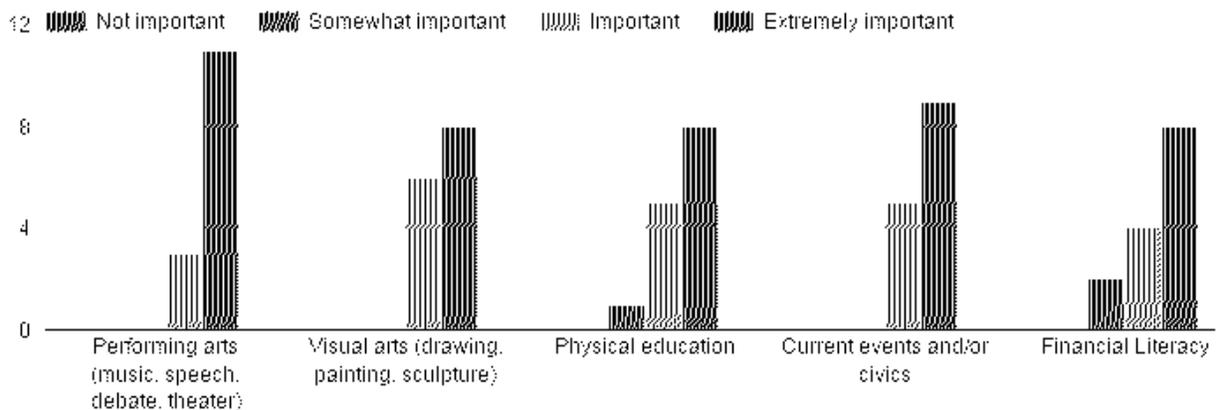
location. This piece of our application and our future communication with families should be thoughtfully and proactively addressed.

yellow bus route or a full-fare MetroCard that will grant them full accessibility to our school. We will include in our application details about our approach to ensure that students and families have all the required information to take advantage of this service, translated into their home language.

Further, our community feedback survey yielded great insight about the curricular focus that community members wanted to see in our school. In particular, a focus on the performing arts emerged as a top programmatic focus, which we have since made into a core course of the school (see **R-05 Curriculum and Instructional Design**). This neighborhood has a rich history in the performing arts, and we believe that, coupled with a rigorous, college preparatory program in literacy and math, we can provide meaningful and integrated arts education for our students as well.

Figure 10: Community Input Survey - important subjects

In your opinion, how important are the following subjects to a child's middle school education?



Additional community feedback from families and community members via one-on-one conversations and formal surveys has been positive, suggesting a need for a school like Forte Prep (survey results can be found in **R-15e – Evidence of Support**). We intend to use this feedback to tailor our individualized

student supports, maintain a healthy student to teacher ratio, and to provide excellent enrichment opportunities:

- **Survey:** What are the major challenges standing in the way of student success in neighborhood schools?
 - "Large class sizes and lack of physical education, recess, field trips, art classes, music, etc." – Jackson Heights Parent
 - "Overcrowding and not enough focus on individual strengths and interests." – East Elmhurst Parent
- **Survey:** Are you satisfied with the educational options for children in your community? Why or why not?
 - "Yes and no. City always says they offer "choice" but this neighborhood is so overcrowded really limits any real choice." – Jackson Heights Parent
 - "No, zoned to undesirable ES, opted for charter outside of neighborhood." – East Elmhurst Parent
 - "No. Class sizes are ridiculously large. I am very concerned about the options for middle school once my children reach that age." – Jackson Heights Parent
- **Petition comments:**
 - "I would love a choice in my borough with the same quality in academics as in Manhattan Prep schools without sending my children to another borough." – Community member

d. Withdrawn, Rejected, and Concurrent Proposals (SUNY and/or Other Authorizers)

This application has no withdrawn, rejected, or concurrent proposals.

R-03e - Letters of Justification

Request is not applicable.

R-03f – Founder Credentials

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**Request for Information from
Prospective Charter School Trustee**

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. Forte Preparatory Academy
2. Full name: Tasha Kersey Aoaeh
Home Address: ██████████ Elmton, NY
Business Name and Address: ██████████
Home telephone No.: ██████████
Work telephone No.: ██████████
E-mail address: ██████████
3. A brief educational and employment history (you may attach a resume):
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me.
 Yes,
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes,
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes,

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and

the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons. Yes.

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes.
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes.
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes.
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes.
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes.
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes.
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I would bring the matter to the attention of the board which would trigger an investigation.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Revised May 21, 2007

Certification

I, Tasha Kersey Aoaeh, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Forte Preparatory Academy Charter School is true and correct in every respect.


Signature

1/10/16
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

Revised May 21, 2007

Tasha Kersey Aoaeh

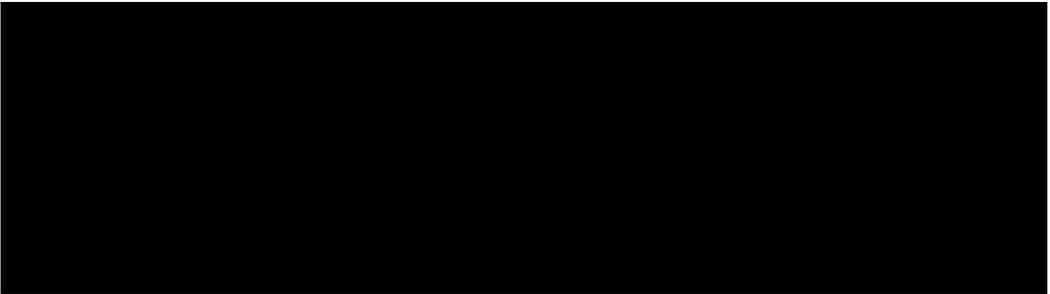
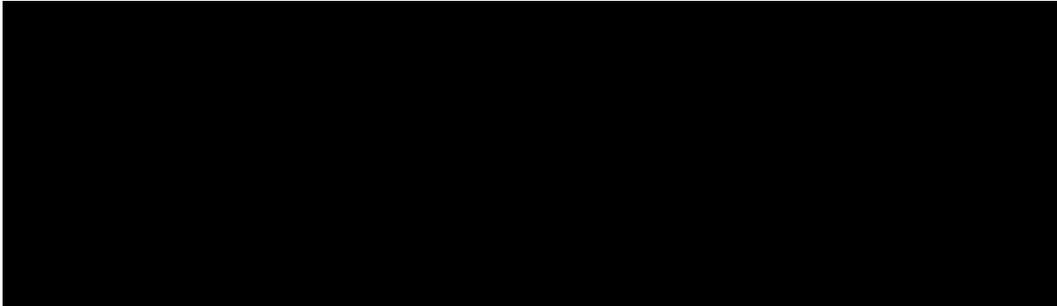
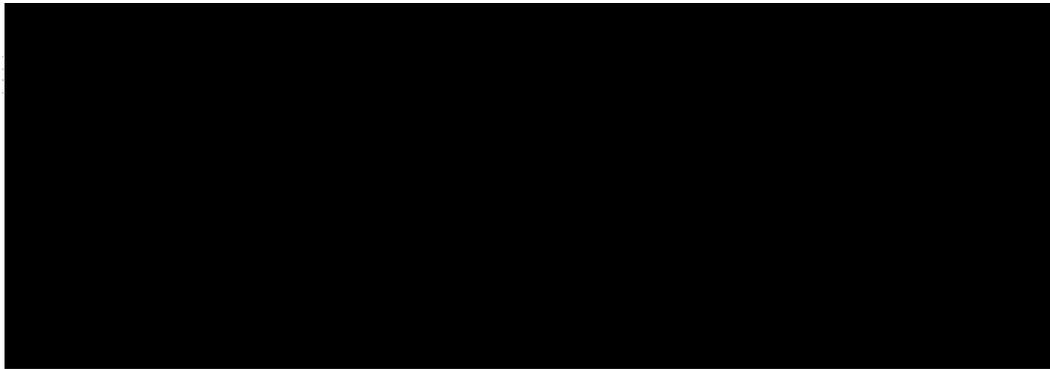
Elmont, NY 11003 • [REDACTED]

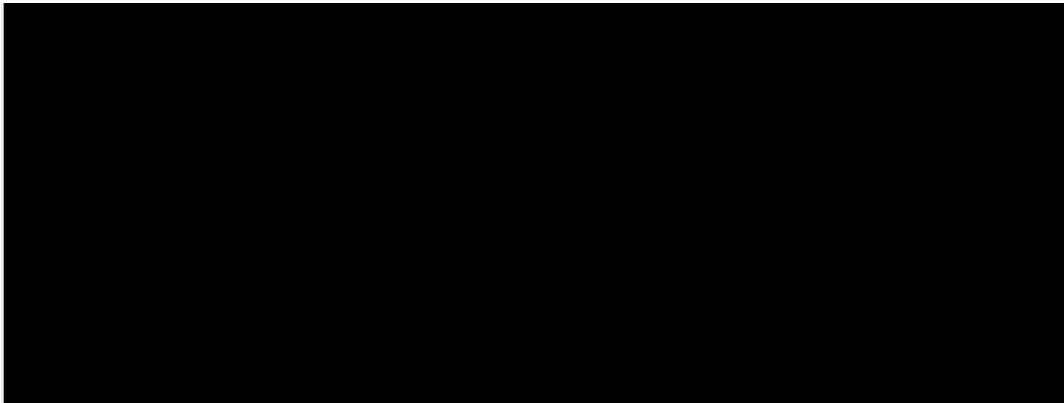
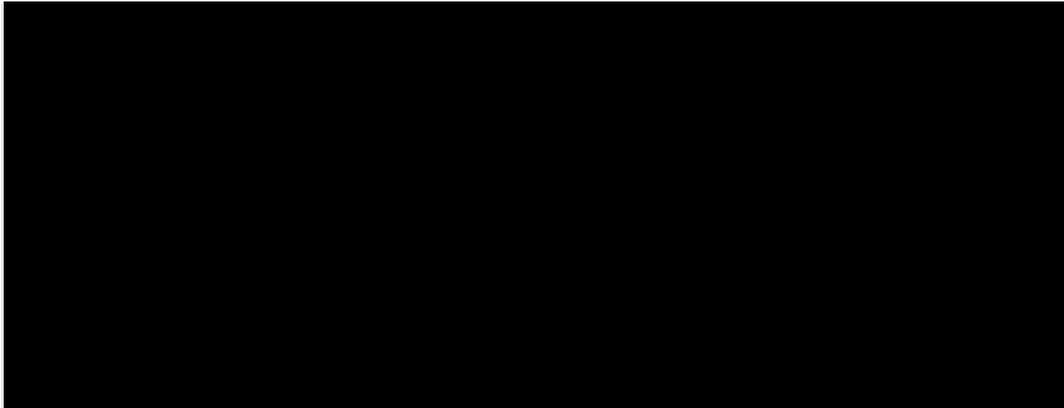
LinkedIn: [REDACTED]

TALENT MANAGEMENT LEADER

Senior diversity management executive with 15 years of experience cultivating culturally competent and high-performing work environments through execution of data-driven, strategic initiatives. Regarded as the “voice of reason” with the unique ability to establish authentic, trusting alliances with clients and business partners. Unflappable when faced with ambiguous and high-pressure work environments.

EXPERIENCE





EDUCATION/ PROFESSIONAL DEVELOPMENT

Saint Lawrence University - Canton, NY
B.S., Psychology

May 1996

Results Performance Consulting - Boca Raton, FL
Certificate Program for HR Generalists

May 2013

ADDITIONAL INFORMATION

Proficient in MS Office, Mac OS X; Familiar with SPSS, PeopleSoft, SAP, Business Objects, and Salesforce.com.

Graham Browne

GRAHAM BROWNE

[REDACTED] | New Haven, Connecticut 06511
[REDACTED]

EDUCATION

YALE SCHOOL OF MANAGEMENT New Haven, CT
Master of Business Administration 2015

- Recipient, Consortium for Graduate Study in Management fellowship (full tuition)
- Co-chair, Yale Education Leadership Conference 2015; Session Director, Yale ELC 2014
- Cohort Representative (elected), Yale SOM Student Government

BROWN UNIVERSITY Providence, RI
Bachelor of Arts (BA), Urban Studies 2008

- Activities: Minority Peer Counselor, Presidential host, Tenor I/II in all-male *a cappella* group The Jabberwocks
- Assistant teacher (5th grade at P.S. 20 in NYC), Urban Education Semester '06 at Bank Street College (NYC)

PROFESSIONAL EXPERIENCE

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



ADDITIONAL INFORMATION

- College mentor with Alumni Revolution since 2014; High school mentor with iMentor since 2010; middle school mentor with TEAK Fellowship since 2011; Classically trained in voice and piano; Recipient of Caribbean American Center of New York's *2010 Role Model of Distinction* award

**Request for Information from
Prospective Charter School Trustee**

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. Forte Preparatory Academy
2. Full name: Lisa Anne Friscia
Home Address: [REDACTED]
Business Name and Address: [REDACTED] New York, NY
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
X Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. x I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). x Does not apply to me. Yes,
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. X Does not apply to me. Yes,
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement. x Does not apply to me. Yes,

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. x I / we do not know any such trustees. Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship. x I / we do not know any such employees. Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and

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the nature of the business that such person or entity is transacting or will be transacting with the school. x I / we do not know any such persons. Yes,

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. x I / we do not anticipate conducting any such business. Yes,
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
x Not applicable because the school does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes,
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. xN/A. I / we have no such interest. Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A x I / we or my family do not anticipate conducting any such business. Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. x Does not apply to me, my spouse or family. Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. x Yes, I am currently employed by Democracy Prep Public Schools.
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I will bring the matter to the attention of the board so that it may follow a formal investigation.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). x I affirm.

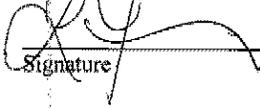
Revised May 21, 2007

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Revised May 21, 2007

Certification

I, Lisa Friscia, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Edite Preparatory Academy Charter School is true and correct in every respect.



Signature

1/10/16

Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

LISA FRISCIA

NEW YORK, NY 10016

EDUCATION

TEACHERS COLLEGE - *June 2006-August 2007*

- Earned M.Ed in Educational Leadership

QUEENS COLLEGE - *June 2002- May 2004*

- Earned M.Ed. Degree in Secondary Education- Social Studies

AMHERST COLLEGE - *(September 1998-May 2002)*

- Graduated magna cum laude with a degree Bachelor of Arts in American Studies and Economics, Magna Cum Laude

LEADERSHIP EXPERIENCE



Lisa Friscia

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

RELATED EXPERIENCES

[REDACTED]

[REDACTED]

GRANT WRITING

- Awarded a Fund for Teachers/New Visions grant to study the Civil Rights Movement. (Summer 2005)
- Co- wrote a New Visions grant to implement a service learning program within M.S. 137 (2004)

SKILLS, ACTIVITIES, AFFILIATIONS

COMPUTER: Proficient in Microsoft Word and Microsoft Excel. Working knowledge of Microsoft Publisher and Power Point.

INTERESTS AND HOBBIES: Travel, culture, politics, history, literature, education, half-marathons

Lisa Friscia

**Request for Information from
Prospective Charter School Trustee**

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. Forte Preparatory Academy
2. Full name: Madifing Kaba
Home Address: [REDACTED] Brooklyn, NY 11238
Business Name and Address: [REDACTED] New York, NY 10017
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me.
 Yes,
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes,
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes,

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, Kyle Robinson and I work at the same firm.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and

Revised May 21, 2007

the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons. Yes.

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes.
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes.
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes.
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes.
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes.
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes.
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I would elevate the issue to the Board as a whole and start an investigation immediately.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Revised May 21, 2007

Certification

I, Madifing KABA, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Forte Preparatory Academy Charter School is true and correct in every respect.

Signature _____

1/10/2016
Date _____

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

Revised May 21, 2007

r1k

MADIFING KABA

Brooklyn, NY 11238

PROFESSIONAL EXPERIENCE

[Redacted]

[Redacted]

[Redacted]

[Redacted]

EDUCATION

CARNEGIE MELLON UNIVERSITY, TEPPER SCHOOL OF BUSINESS <i>Master in Business Administration - MBA (Finance & Strategy)</i>	Pittsburgh, PA 08/12
CARNEGIE MELLON UNIVERSITY, H. JOHN HEINZ III COLLEGE <i>Master of Science in Public Policy and Management – MSPPM</i>	Pittsburgh, PA 08/12
UNIVERSITY OF ILLINOIS <i>Bachelor of Science in Finance – BSc</i>	Chicago, IL 12/05

NON-PROFIT EXPERIENCE

- | | |
|--|--|
| <ul style="list-style-type: none">• Forte Preparatory Academy (Charter School)• The Opportunity Agenda (Public Policy Think-Tank)• Tepper School of Business (Carnegie Mellon University)• Wide Eyed Productions (Off Broadway Theatre Company) | <ul style="list-style-type: none"><i>Founding Member, Board of Directors (Since 2015)</i><i>Chairman, Steering Committee (Since 2013)</i><i>MBA Admission Recruiter Volunteer (Since 2013)</i><i>Member, Board of Directors and Finance Chair (2012-2015)</i> |
|--|--|

ADDITIONAL INFORMATION

- Languages: Native French speaker, Notions of German and Spanish
- Software: MS Excel/PowerPoint/Visio, Capital IQ, Factiva, Factset, Bloomberg, Reuters
- Activities: Martial Arts gold and silver medalist (Brazilian Jiu-Jitsu, Taekwondo, Filipino Kali), Squash, Soccer, Golf

AWARDS

- Fellowship Recipient, Marc & Sally Onetto, 2010 – 2012 (Carnegie Mellon University)
- Fellow, CGSM (Consortium for Graduate Study in Management), 2010 – 2012
- Carnegie Mellon University Merit Award, 2010-2012
- 3rd Place Winner of the Global Venture Capital Investment Competition (VCIC), 2011 – Team Leader

U.S. CITIZEN

**Request for Information from
Prospective Charter School Trustee**

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. Forte Preparatory Academy
2. Full name: Charlotte Neuhaus
Home Address: [REDACTED] Sunnyside, NY 11104
Business Name and Address: [REDACTED] New York, NY 10041
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me.
 Yes,
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes,
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes,

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and

Revised May 21, 2007

the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons. Yes,

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes,
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I would elevate the issue to the Board as a whole and start an investigation immediately.

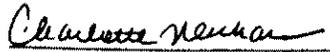
Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Revised May 21, 2007

Certification

I, Charlotte E. Neuhaus, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Forte Preparatory Academy Charter School is true and correct in every respect.


Signature

January 10, 2016
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

Revised May 21, 2007

Charlotte E. Neuhaus, MHS

[REDACTED]
Sunnyside, NY 11104
[REDACTED]

SUMMARY

- Experience in health service delivery and health education with the development of innovative policy that will support the improvement of patients' health outcomes

EDUCATION

The Johns Hopkins University Bloomberg School of Public Health, Baltimore, MD
Master of Health Science in Behavioral Sciences and Health Education **May 2001**

Williams College, Williamstown, MA
Bachelor of Arts in Political Science **June 1993**
Concentration in Art History
Mead Government Scholar, 1992.

HEALTHCARE EXPERIENCE

[REDACTED]

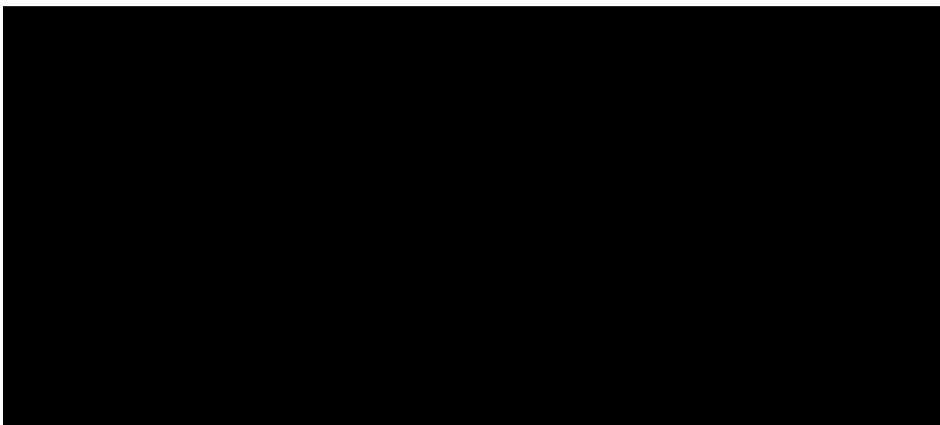
[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



PUBLICATIONS

Chamany S., Silver LD., Bassett MT., Driver CR., Berger DK., **Neuhaus, CE.**, Kumar, N., Frieden TR. 2009. "Tracking Diabetes: New York City's A1C Registry." *The Milbank Quarterly* 87(3):547-70.

Garza MA., Luan J., Blinka M., Farabee-Lewis I., **Neuhaus CE.**, Zabora JR., Ford JG. 2005. "A Culturally Targeted Intervention to Promote Breast Cancer Screening Among Low-Income Women in East Baltimore, Maryland." *Cancer Control* 12 (Suppl 2): 34-41.

Antman K., Abraido-Lanza AF., Blum D., Brownfield E., Cicatelli B., Debor MD., Emmons K., Fitzgibbon M., Gapstur SM., Gradishar W., Hiatt RA., Hubbell FA., Joe AK., Klassen AC., Lee NC., Linden HM., McMullin J., Mishra SI., **Neuhaus C.**, Olopade FI., Walas K., "Reducing disparities in breast cancer survival: a Columbia University and Avon Breast Cancer Research and Care Network Symposium." 2002. *Breast Cancer Research and Treatment* 75(3):269-80.

Scott Collins K., Hall A., and **Neuhaus C.**, *U.S. Minority Health: A Chartbook*, The Commonwealth Fund, May 1999.

Karen Davis, Karen Scott Collins, and **Charlotte Neuhaus**, "A Commitment to Leadership: The Commonwealth Fund's History of Supporting Equality and Minority Health Care", December 1998. CMWF 23B

SKILLS

- Languages: Spanish (Conversational; Reading Comprehension: Good)
 - Computers: Working knowledge of numerous software packages including Microsoft Word, PowerPoint, Microsoft Publisher, WordPerfect, Excel, and SPSS for Windows
-

MEMBERSHIPS

- Served on the Maryland Affiliate of The Susan G. Komen Breast Cancer Foundation Grants Committee
- Served on the Maryland Comprehensive Cancer Control Plan's Prostate Cancer Committee
- Former member of the Baltimore City Community Health Coalition
- Member of American Public Health Association's Public Health Education and Health Promotion Section

**Request for Information from
Prospective Charter School Trustee**

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. Forte Preparatory Academy
2. Full name: Daniel Moskowitz
Home Address: [REDACTED] New York City, NY 10024
Business Name and Address: [REDACTED] New York City, NY 11036
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me.
 Yes,
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes,
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes,

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and

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the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons. Yes,

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes,
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I would elevate the issue to the Board as a whole and start an investigation immediately.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Revised May 21, 2007

Certification

I, Dorel Moskowitz, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Porte Despanny Academy Charter School is true and correct in every respect.


Signature

1/10/16
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

Revised May 21, 2007

Daniel Moskowitz

[REDACTED]
New York City, NY 10024 [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

AWARDS:

Regional Forecast Accuracy Award – 2012 – Marriott America’s Eastern Region

Manager of the Quarter – Second Quarter 2013 – New Orleans Marriott

Manager of the Month – March 2015 – New York Marriott Marquis

EDUCATION:

Tulane University, A. B. Freeman School of Business

New Orleans, LA

Master of Accounting

May 2010

Bachelor of Science in Management

May 2010

Major: Finance

ACTIVITIES:

Forte Preparatory Academy

New York City, NY

Founding Board Member

2015 to Present

SKILLS:

Basic competency in French language.

Proficient in Microsoft Word, PowerPoint, Excel, Publisher, QuickBooks, and PeopleSoft Financial Applications.

**Request for Information from
Prospective Charter School Trustee**

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. Forte Preparatory Academy
2. Full name: Kyle Justin Robinson
Home Address: [REDACTED] North Bergen, NJ 07047
Business Name and Address: [REDACTED] New York, NY 10017
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me.
 Yes,
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes,
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes,

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, Madifing Kaba and I work at the same firm.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and

Revised May 21, 2007

the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons. Yes,

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes,
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I would elevate the issue to the Board as a whole and start an investigation immediately.

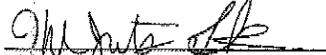
Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Revised May 21, 2007

Certification

I, Kyle Justin Robinson certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Forte Preparatory Academy Charter School is true and correct in every respect.


Signature

10 - Jan - 2016
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

KYLE J. ROBINSON

North Bergen, NJ 07047 | [REDACTED]

OBJECTIVE: Disciplined and highly motivated financial services manager seeking an opportunity that will fully utilize my unique ability to understand, analyze, and execute in challenging project/startup environments.

EXPERIENCE: [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

EDUCATION: **Stevens Institute of Technology**, Hoboken, New Jersey
Masters of Science in Technology Management, Concentration in Project Management, 2006 – 2008
Bachelors of Science in Business & Technology, 2003 – 2008

PRESENTATIONS: **Selected Publications and Presentations**

- “The Dodd-Frank Wall Street Reform and Consumer Protection Act, Impact on Human Capital”, Mar 11
PwC Viewpoint, PwC Regulatory
- “Ethics in the Workplace”, Guest Speaker at Stevens Institute of Technology (130 Participants) Nov 09
- Implementing a Performance Engineering Process within Your Organization, Opnet (now Riverbed) Aug 07
Technologies Annual Conference, Roundtable Discussion (20 Participants)

CERTIFICATIONS: Project Management Professional (PMP) Certification, Project Management Institute (PMI) Mar 10-13
Six Sigma Green Belt Certification (Transactional), Becton Dickinson & Co. Jul 09
Certification in IT Service Management’s Information Technology Infrastructure Library (ITIL v2) Jul 06

ACTIVITIES:

Affiliations: Member, Project Management Institute (PMI), NJ Chapter, Oct 09 – Oct 12
Community Service: Mentor, Big Brothers Big Sisters of America, Aug 08 – Current
Community Service: 3rd Grade Teacher Volunteer, Junior Achievement (JA) Program, Oct 09 – Current
iMentor: Student Mentor, Nov 15 – Current
Founding Board Member: Forte Preparatory Academy Charter School, Oct 15 – Current

**Request for Information from
Prospective Charter School Trustee**

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. Forte Preparatory Academy
2. Full name: Alexandra Rothman
Home Address: [REDACTED] New York, NY 10022
Business Name and Address: [REDACTED] New York, NY 10019
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me.
 Yes,
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes,
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes,

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and

Revised May 21, 2007

the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons. Yes,

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes,
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I would promptly bring the conflict to the attention of the Board and request that the Board conduct a full investigation into any alleged self-dealing, including interview with relevant parties and review of relevant documents. I would ask that the Board member engaged in alleged self-dealing be excluded from these conversations so the Board can do a full and fair investigation.

Other

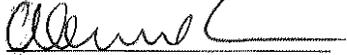
18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Revised May 21, 2007

Certification

I, Alexandra N. Rothman, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Forte Preparatory Academy Charter School is true and correct in every respect.


Signature

1/10/16
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

Revised May 21, 2007

Alexandra N. Rothman

[REDACTED] New York, NY 10022
[REDACTED]

PROFESSIONAL

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

EDUCATION

Fordham University School of Law, New York, NY. J.D. *May 2012*

- Executive Online Editor, *Fordham Law Review*
- Coordinator, Rikers Island Juvenile Education Program
- Note, Bringing an End to the Trend: Cutting Judicial 'Approval' and 'Rejection' Out of Non-Class Mass Settlement, 80 *Fordham L. Rev.* 319 (2011)

Pace University, New York, NY. M.S.T. *May 2009*

Princeton University, Princeton, NJ. A.B., Comparative Literature (Certificate, Latin Am. Studies) *June 2007*

- Chair, Orange Key Campus Tour Guides; Freshman Orientation Leader

HONORS & ADMISSIONS

Fordham Law School, *Order of the Coif, magna cum laude*

Best Speaker, *Williams Hughes Mulligan Moot Court Competition, Fordham Law, Summer 2010*

Runner-Up Best Oralist, *BMI Entertainment Law Moot Court Competition, Cardozo Law, Spring 2011*

Admitted: New York State; Southern District of New York; Eastern District of New York; Second Circuit

VOLUNTEER WORK

Co-Chair, Princeton Annual Giving (2007 - present) • *Mentor*, Legal Outreach (2014 - present) • *Volunteer Attorney*, DNA People's Legal Services (Navajo Nation, Sept. 2013)

R-03g – Outreach Evidence

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Feet on the Street

Flyers distributed

Figure 1: Forte Prep flyer sample – one pager



A prepared for college program of excellence for public charter schools in Queens, New York

OUR MISSION

Through rigorous academics, quality instruction, and a positive culture of individual and collective responsibility Forte Preparatory Academy Charter School empowers all students in grades 5 through 8 to excel in college preparatory high schools and use their leadership and voice to change the world.

OUR BELIEFS

All students, regardless of race, ethnicity, home language, or socioeconomic status deserve the opportunity to lead and transform their lives through access to a world-class education.

Literacy and math are at the heart of a world-class education, open doors to college and lives of opportunity, and therefore underpins everything that we do.

High-quality teachers are critical to creating and sustaining a culture of excellence and building academic success for every student, in every class, every day.

Character education with a powerful focus on individual and collective responsibility and the essential pieces of self-determination and citizenship supports student success and creates authentic leadership.

A structured and joyful school environment empowers all members of our community to work hard, take intellectual risks, and develop lifelong academic habits and interests.

Small group tutoring and enrichment in arts and technology support student academic success, and allow us to provide individualized attention and expand our students' world view.

OUR PROMISE

- We bring unyielding optimism about the potential of every student.
- We are a mission-driven team engaged in rigorous, high-quality professional development.
- We provide a safe, structured, joyful school culture—consistent across classrooms.
- We focus on creative and digital enrichment, consistency, and individualization based on data.
- We offer a longer school day and year with additional time, attention, and support.
- We develop partnerships with families and provide frequent updates on student growth.

YOUR ROLE

The success of students at Forte Preparatory Academy depends on the collective efforts of committed individuals who believe in our mission. To support our efforts with your professional expertise, personal energy, and vital contributions, contact Lead Teacher Graham Browne.

Graham Browne | 347.709.1197 | gbrowne@buildingexcellentschools.org

Figure 2: Forte Prep flyer sample – FOTS handout



**FORTE
PREPARATORY
ACADEMY**



A proposed 5th - 8th grade charter middle school for the students of Jackson Heights, East Elmhurst, and Corona, Queens.

*Forte Prep prepares all students in grades 3-5
to succeed in college preparatory high schools on a path to a lifetime of opportunity.*

OUR MODEL

- **College preparatory** curriculum
- Focus on **literacy and math**
- **Performing arts** every day
- **STEM curriculum** including coding every week
- **Small group tutoring and support for all learners**
- **Safe, joyful, structured** school environment
- **Parents and community as partners**
- **Dedicated staff** – focused on student success
- Ensuring your child is **prepared for the best high school options – public and private**

Proposed opening August 2017 with 90 5th graders, growing one grade at a time

Volunteer. Support. Learn more.
Contact Lead Founder, Graham Browne
Graham Browne | gbrowne@buildingexcellentschools.org | 347.709.1197

Figure 3: Copies of Forte Prep translated materials in Hindi



FORTE PREPARATORY ACADEMY

Jackson Heights, East Elmhurst और Corona Queens के छात्रों के लिए 5वीं से 8वीं कक्षा तक का चार्टर प्रिपरेटरी स्कूल



Forte Prep सभी 5वीं से 8वीं कक्षा तक के छात्रों को कॉलेज प्रिपरेटरी हाई स्कूलों में प्रवेश देने के लिए तैयार करता है। इसके जो इस मार्ग पर चलकर जीवनकाल अवसर प्राप्त कर सकें।

हमारा मॉडल

- कॉलेज प्रिपरेटरी का पाठ्यक्रम साक्षरता और गणित पर आधारित है।
- हर दिन कक्षा का प्रदर्शन किया जाता है।
- हर हफ्ते कोडिंग सहित **STEM पाठ्यक्रम** की पेशकश की जाती है।
- छोटे समूहों को दृष्टान्त दिया जाता है और सभी सीखने वालों की मदद की जाती है, अंग्रेजी भाषा सीखने वालों की भी।

- मदद की जाती है (ELLs)
- स्कूल का वातावरण **सुरक्षित, खुशहाल और संरचित** है।
- स्टाफ हर छात्र के लिए हाई स्कूल के सबसे अच्छे शिक्षक खोजने के लिए समर्पित है।
- **हर चीज जो हम करते हैं उसमें हमारे माता-पिता और हमारा समुदाय हमारा सहयोग करते हैं!**

अगस्त 2017 को 5वीं कक्षा के 90 छात्रों के साथ प्रस्तावित उद्घाटन, एक समय में एक कक्षा बढ़ रही है।

स्वयंसेवक। समर्थन। अधिक जानें।
 मुख्य संस्थापक, Graham Browne से संपर्क करें
 Graham Browne | gbrowne@buildingexcellentschools.org | 347.709.1197

Figure 4: Forte Prep translated materials in Bengali



FORTE PREPARATORY ACADEMY

90% 5-8 कक्षा के छात्रों के लिए प्रस्तावित चार्टर प्रिपरेटरी स्कूल Jackson Heights, East Elmhurst, Corona, Queens में उद्घाटन करेगा।



कोई डिप्लोमाटरी कक्षाएं प्रारंभिक और मध्यम स्तरों पर उद्घाटन करेगा। 5-8 कक्षा के छात्रों को प्रवेश देने के लिए तैयार करने का जीवनकाल सहायता प्राप्त।

আমাদের মডেল

- कॉलेज प्रतियोगिता पाठ्यक्रम
- साक्षरता ও গণিতের উপর মনোযোগ
- প্রতিদিন পারফরম্যান্স আউটস
- প্রতি সপ্তাহে কোডিং সহ স্টেম কারিকুলাম
- ছোট দলে প্রশিক্ষণ ও সব শিক্ষার্থীদের জন্য সহায়তা

- নিরাপদ, আনন্দদায়ক, কাঠামোতে গঠিত ক্লাসের পরিবেশ
- সঠী হিসেবে মাতৃভাষা এবং সাহায্য।
- **অনুরঞ্জ কর্মচারী-** ছাত্র সাফল্যের উপর দৃষ্টি নিবদ্ধ করা
- আপনার সহায়কের সেবা হাইস্কুল জীবনের জন্য প্রস্তুতি সূচীকৃত করা - সরকারী ও বেসরকারী

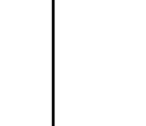
90 টি 5 ম ক্লাসের ছাত্র নিয়ে প্রস্তাবিত উদ্ঘাটনী আচাঙ্গ 2017, একটি সময়ে একটি করে ক্লাসের উদ্ঘাটনী

স্বয়ংসেবা। সহায়তা। আরো জানতে।
 প্রধান প্রতিষ্ঠাতা গ্রাহাম ব্রাউনের সাথে যোগাযোগ করুন
 গ্রাহাম ব্রাউন | gbrowne@buildingexcellentschools.org | 347.709.1197



FORTE PREPARATORY ACADEMY

90% 5-8 ক্লাসের ছাত্রों के लिए प्रस्तावित चार्टर प्रिपरेटरी स्कूल Jackson Heights, East Elmhurst, Corona, Queens में उद्घाटन करेगा।



कोई डिप्लोमाटरी कक्षाएं प्रारंभिक और मध्यम स्तरों पर उद्घाटन करेगा। 5-8 कक्षा के छात्रों को प्रवेश देने के लिए तैयार करने का जीवनकाल सहायता प्राप्त।

আমাদের মডেল

- कॉलेज प्रतियोगिता पाठ्यक्रम
- साक्षरता ও গণিতের উপর মনোযোগ
- প্রতিদিন পারফরম্যান্স আউটস
- প্রতি সপ্তাহে কোডিং সহ স্টেম কারিকুলাম
- ছোট দলে প্রশিক্ষণ ও সব শিক্ষার্থীদের জন্য সহায়তা

- নিরাপদ, আনন্দদায়ক, কাঠামোতে গঠিত ক্লাসের পরিবেশ
- সঠী হিসেবে মাতৃভাষা এবং সাহায্য।
- **অনুরঞ্জ কর্মচারী-** ছাত্র সাফল্যের উপর দৃষ্টি নিবদ্ধ করা
- আপনার সহায়কের সেবা হাইস্কুল জীবনের জন্য প্রস্তুতি সূচীকৃত করা - সরকারী ও বেসরকারী

90 টি 5 ম ক্লাসের ছাত্র নিয়ে প্রস্তাবিত উদ্ঘাটনী আচাঙ্গ 2017, একটি সময়ে একটি করে ক্লাসের উদ্ঘাটনী

স্বয়ংসেবা। সহায়তা। আরো জানতে।
 প্রধান প্রতিষ্ঠাতা গ্রাহাম ব্রাউনের সাথে যোগাযোগ করুন
 গ্রাহাম ব্রাউন | gbrowne@buildingexcellentschools.org | 347.709.1197

Figure 5: Forte Prep translated materials in Spanish



**FORTE
PREPARATORY
ACADEMY**

Una escuela preparatoria autónoma de 5to-8vo grado para los estudiantes de Jackson Heights, East Elmhurst, Corona y Queens

Forte Prep prepara a todos los estudiantes de 5to-8vo grado para tener éxito en las escuelas preparatorias universitarias y que estén en camino a una vida de oportunidades.



NUESTRO MODELO

<ul style="list-style-type: none"> • Currículum preparatorio universitario • Enfoque en literatura y matemáticas • Artes escénicas todos los días • Currículo STEM y codificación todas las semanas • Tutoría de grupos pequeños y apoyo para todos 	<ul style="list-style-type: none"> • Entorno escolar seguro, feliz y estructurado • Padres y la comunidad como asociados • Equipo dedicado—enfocado en el éxito de los estudiantes • Asegurar que su hijo esté preparado para las mejores opciones académicas – públicas y privadas
--	---

Propuesta de apertura en Agosto de 2017 con 90 estudiantes de 5to grado, avanzando un grado a la vez.

Voluntariado. Soporte. Obtener más información.
 Contacte al fundador, Graham Browne
 Graham Browne | gbrowne@buildingexcellentschools.org | 347.709.1197



**FORTE
PREPARATORY
ACADEMY**

Una preparatoria autónoma de 5to-8vo grado en Queens, Nueva York

NUESTRA MISIÓN

A través de información académica, instrucciones de calidad y una cultura protina de responsabilidad individual y colectiva, Forte Preparatory Academy Charter School ayuda a todos los estudiantes desde 5to a 8vo grado para sobresalir en las escuelas preparatorias universitarias y usar su voz y liderazgo para cambiar al mundo.

NUESTRAS CREENCIAS

Todos los estudiantes, sin importar su raza, etnia, lengua materna o estado socioeconómico merecen la oportunidad de crecer y transmitir sus valores a través del acceso a educación de primera.

La literatura y las matemáticas son el corazón de una educación de primera, abren puertas a la responsabilidad y valores de oportunidad, y por lo tanto respaldan todo lo que hacemos.

Los profesores de alta calidad son vitales para crear y sustentar una cultura de excelencia e impulsar el desarrollo académico de todos los estudiantes, no importa sus clases, horas o días.

La estructura de clases con un enfoque positivo en la responsabilidad colectiva e individual y el poder compartido de la auto-determinación y la comunidad, apoyo al éxito del estudiante, a nosotros un liderazgo autoliderado.

Un entorno estructurado y atrevido ayuda a todos los miembros de nuestra comunidad a trabajar duro, ser ávidos e impulsar sus intereses y desarrollar sus habilidades e intereses de desarrollo propio de por vida.

Pequeños grupos de tutoría y aprendizaje en pares, y tecnología ayudan al éxito académico del estudiante, y nos permite proporcionar atención individualizada y equitativa la visión del mundo de nuestros estudiantes.

NUESTRA PROMESA

- Nosotros proporcionamos un entorno implacable acerca del potencial de todos los estudiantes.
- Nosotros somos un equipo con la misión de abundar fuertemente el desarrollo profesional de alta calidad.
- Nosotros proporcionamos una cultura escolar segura, estructurada y feliz consistentemente en todos los aulas de clase.
- Nosotros nos enfocamos en el aprendizaje digital y creativo, remediación o individualización basada en datos.
- Nosotros ofrecemos un año y día escolar más largo con tiempo, atención y apoyo adicional.
- Nosotros desarrollamos asociaciones con familias y proporcionamos actualizaciones frecuentes sobre el crecimiento del estudiante.

SU ROL

El éxito de los estudiantes en la academia Forte Preparatory Academy depende de los esfuerzos colectivos de individuos comprometidos que creen en nuestra misión. Para apoyar nuestros esfuerzos con su experiencia profesional, paciencia personal y valiosa contribución, contacte al Fundador Graham Browne.

Graham Browne | 347.709.1197 | gbrowne@buildingexcellentschools.org

Figure 6: Forte Prep Tearaway flyer



FORTE PREPARATORY ACADEMY



A proposed 5th through 8th grade college preparatory, tuition-free public charter school for Queens, New York, with a focus on serving the Jackson Heights, East Elmhurst & Corona communities. We are working to open in fall 2017 with 90 fifth graders, adding one grade per year until eighth grade.

OUR MISSION: College success for all students

NUESTRA MISIÓN: éxito en la universidad para todos los estudiantes

College preparatory curriculum
Safe, joyful, structured school environment

Proposed opening August 2017 with 90 5th graders, growing one grade at a time

Ensuring your child is prepared for the best high school options – public and private

Propuesta de apertura en Agosto de 2017 con 90 estudiantes de 5^{to} grado, avanzando un grado a la vez

January 5, 2015 at 5:00: information Session at Jackson Heights Library

5 enero 2015 a 5:00: Sesión de información at Jackson Heights Library

www.forteprep.org for more information and to sign our petition

FORTE PREPARATORY ACADEMY Graham Browne gbrowne@buildings.excellenttech.org 347.709.1197 www.forteprep.org

Figure 7: 12/7 Info Session Flyer



A proposed 5th through 8th grade college preparatory, tuition-free public charter school for Queens, New York, with a focus on serving the Jackson Heights, East Elmhurst & Corona communities. We are working to open in fall 2017 with 90 fifth graders, adding one grade per year until eighth grade.

OUR MISSION: *College success for all students*

OUR MODEL

- Support for families on high school placement and success
- Increased literacy and math instruction daily
- Technology and performing arts enrichment
- Joy for learning in a structured environment
- Extended school day, extended school year
- Passionate, effective teachers
- Character education
- Parents are partners

Come learn more at an info session with free coffee and donuts

Monday, Dec 7, 6:00-7:30pm	Langston Hughes Library 100-01 Northern Blvd, Corona, NY 11368
Monday, Dec 21, 5:30-6:30pm	The Renaissance Charter School 35-59 81st St, Jackson Heights, NY 11372
Tuesday, Jan 5, 5:00-5:45pm	Jackson Heights Library 35-51 81st St, Jackson Heights, NY 11372

Questions? Contact Graham Browne, Lead Founder
gbrowne@buildingexcellentschools.org | 347.709.1197
www.forteprep.org

Forte Prep materials in the community

Figure 8: Forte Prep materials at State Senator Jose Peralta's Junction Blvd office



Figure 9: Lead Founder Graham Browne handing out flyers at 82nd Street station

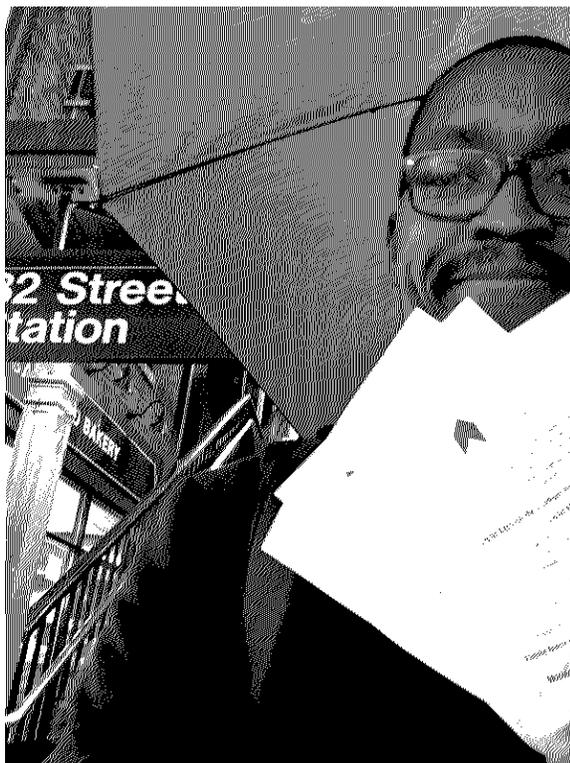


Figure 10: Forte Prep materials posted in information slots at Community United Methodist Church (35th Ave and 81st Street)

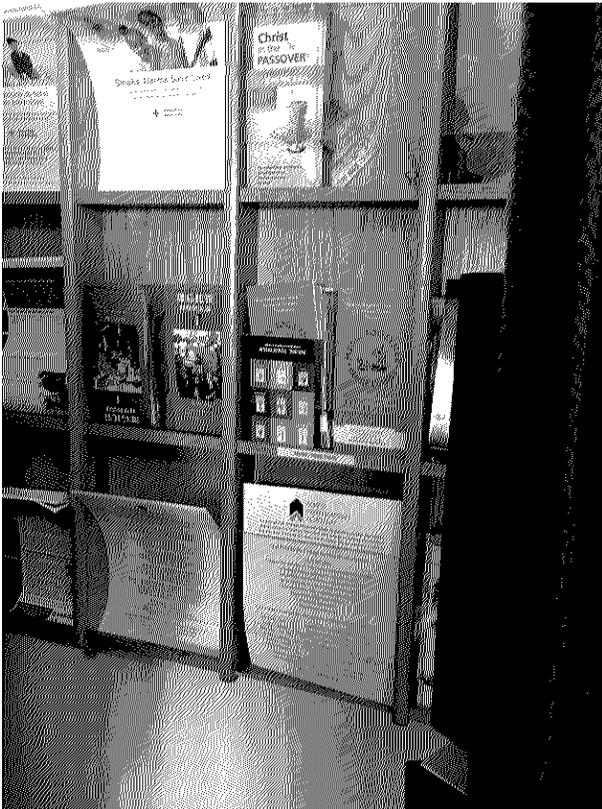


Figure 11: Tear-away flyers at laundromats, bodegas and restaurants in Corona and East Elmhurst

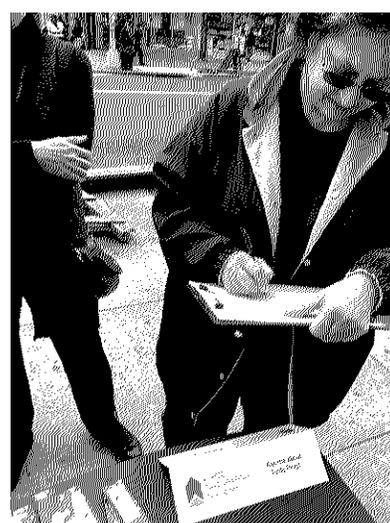


Halloween Parade outreach (10/31)

Figure 14: Outreach table setup on 37th Ave and 76th Street



Figure 15: Community members signing Forte Prep petition at Halloween parade



82nd Street Academics Principals' Night (11/17)

Figure 16: Table set-up at Principals' Night

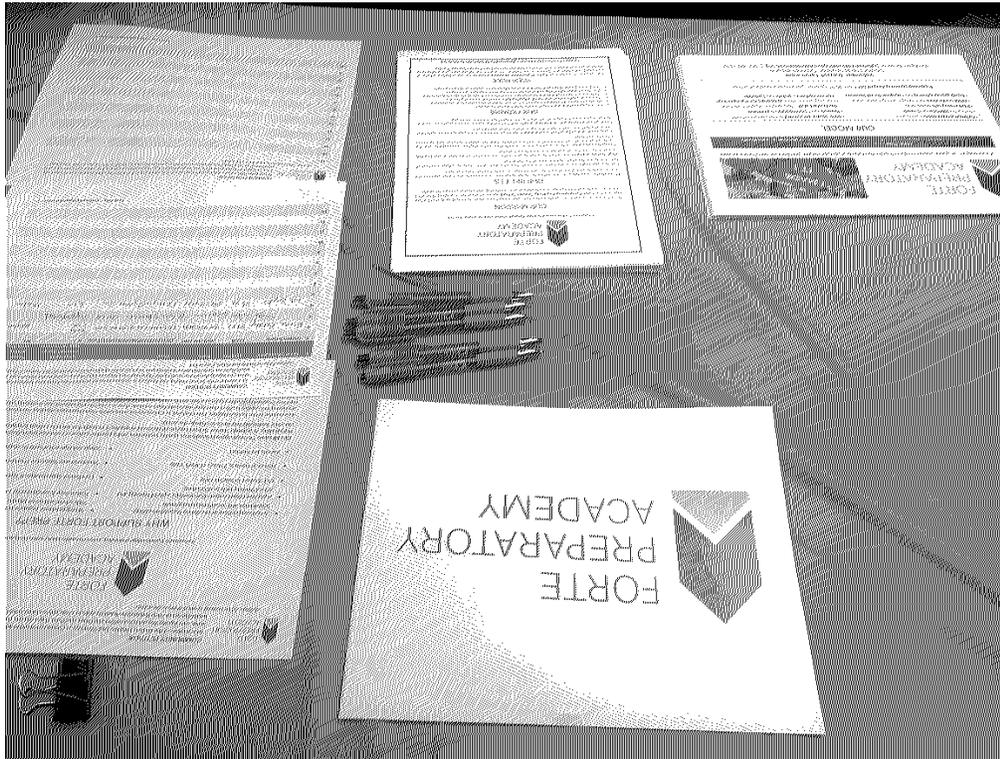


Figure 17: Facebook posting about Principals' Night with mention of Forte Prep (serving students from Corona)



82nd Street Academics

November 13, 2015

Like Page

Principals' Night is November 17 TUESDAY at 7pm. Meet 10 local school age principals. Hear them talk about their schools. Hear about the new charter school planned for Corona. Danny Dromm will attend and hear his thoughts. Child care provided free. Let us know if you need child care for the event at 718 457 0429.



Like

Comment

Share



Add a comment

Volunteer weekend (1/2-3)

Update from volunteer weekend

- Volunteer sessions: 4
- Volunteers: 6
- Tearaways posted: 25+
- Flyers distributed: 200+
- Steps traveled (est.): 35,000

- **Signatures captured: 110**

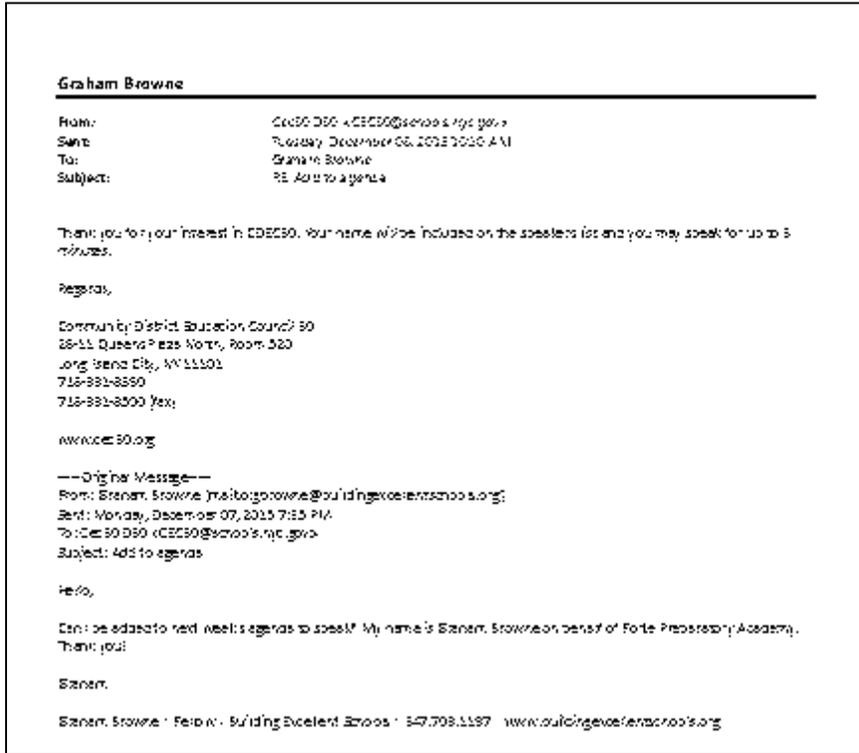


FORTE PREP

Figure 18: Forte Prep volunteer collects petition signature from community member



Figure 21: Confirmation of speaker slot for CDEC 30 meeting



Community Conversations

12/7/15 – Langston Hughes Library

Figure 22: Lead Founder speaking with parents and students about Forte Prep



Figure 23: Forte Prep Volunteer talking to families and students at Langston Hughes



Figure 24: Langston Hughes Library room reservation



Mon 11/16/2015 7:27 PM

Graham Browne

RE: Room reservation for Langston Hughes Library 12/7 6-7:30pm

To: 'John Crow'

From: John Crow [REDACTED]
Sent: Monday, November 16, 2015 3:41 PM
To: Graham Browne <gbrowne@buildingexcellentschools.org>
Subject: Re: Room reservation for Langston Hughes Library 12/7 6-7:30pm

the date and times are reserved as requested...
Any changes please contact John Crow @ 718-651-1100 X 0

On Sat, Nov 14, 2015 at 5:53 PM, Graham Browne <gbrowne@buildingexcellentschools.org> wrote:

Mr. Crow,

It was nice to speak with you yesterday. Thank you for accommodating my meeting at the library on 12/7.
To confirm:

Date: 12/7
Time: 6-7:30pm
Expected: up to 30 people
Room: conference room
Group name: Forte Preparatory Academy
Lead contact: Graham Browne, 347-709-1197
Purpose: Community conversation on public schools and info session on Forte Prep with opportunity for feedback.

Thank you. I look forward to hearing from you soon.

Graham

Figure 25: Signup sheet for 12/7 info session

Community Conversation #1
December 7, 2015 at 6:00pm
Langston Hughes Library, Corona Queens



FORTE
PREPARATORY
ACADEMY

*A proposed 5-8 grade college preparatory, tuition-free public charter school for Queens, New York
Una escuela charter pública gratuita y autónoma de 5to-8vo para Queens, Nueva York*

Sign up sheet / Hoja de inscripción

	Name/nombre	Email/correo electrónico	Phone / número de teléfono	Signature/firma
1	Frank Smith	[REDACTED]	[REDACTED]	[REDACTED]
2	Rebecca Marrano	[REDACTED]	[REDACTED]	[REDACTED]
3	Luce Morano	[REDACTED]	[REDACTED]	[REDACTED]
4	Mirna Gordillo	[REDACTED]	[REDACTED]	[REDACTED]
5	Michelle Garcia	[REDACTED]	[REDACTED]	[REDACTED]
6	NURA O'Doherty, FODoherty e Alicia	[REDACTED]	[REDACTED]	[REDACTED]
7	William Jara	[REDACTED]	[REDACTED]	[REDACTED]
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12/21/15 – The Renaissance Charter School

Figure 26: Forte Prep board members wait to greet interested family members for info session



Figure 27: Space reservation for Renaissance Charter School

Graham Browne

From: Graham Browne
Sent: Saturday, December 05, 2015 10:09 AM
To: 'peggy heeney'
Subject: RE: Renaissance Building

Second floor common area works fine for us. Thank you!

From: peggy heeney [mailto:██████████]
Sent: Saturday, December 05, 2015 10:08 AM
To: Graham Browne <gbrowne@buildingexcellentschools.org>
Subject: Re: Renaissance Building

whoops just reread and I think the auditorium is only available on the 23rd (see orig. email). The second floor common area can seat about 40 people. I think that will be fine. Or if you are doing an rsvp and have more than that, we can use the gym and set up seating.

PeggyAnn Heeney
Development & Outreach
The Renaissance Charter School
35-59 81st Street
Jackson Heights, NY 11372
██████████

On Sat, Dec 5, 2015 at 10:05 AM, peggy heeney <██████████> wrote:
OK

PeggyAnn Heeney
Development & Outreach
The Renaissance Charter School
35-59 81st Street
Jackson Heights, NY 11372
██████████

On Fri, Dec 4, 2015 at 4:43 PM, Graham Browne <gbrowne@buildingexcellentschools.org> wrote:
Okay, let's do 12/21, then, from 5:30-6:30pm in the auditorium?

I'll draw up a flyer for it and send it along. Thank you! I really appreciate it.

1/5/16 – Jackson Heights Library

Figure 28: Interested community members sign up for more information

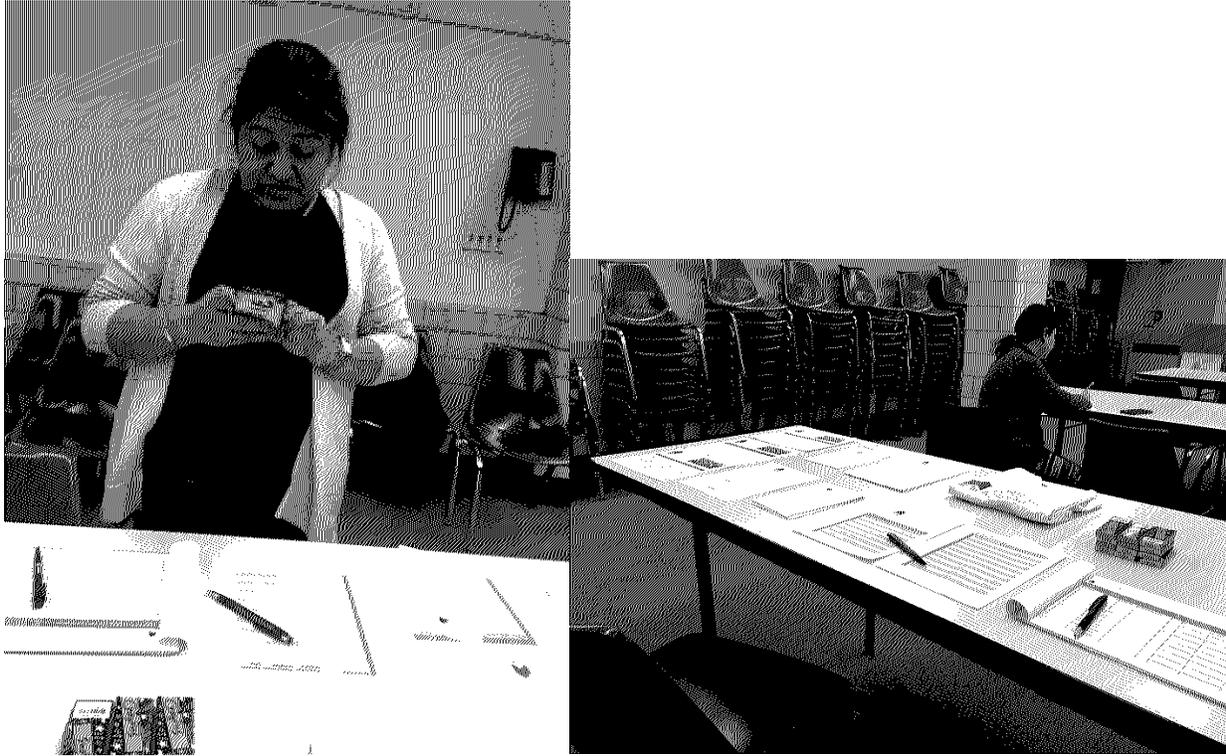


Figure 29: Library use form

APPLICATION FOR PUBLIC USE OF
MEETING AND MEETING ROOMS - BRANCHES Branch: **GRUPE BOROUGH PUBLIC LIBRARY**
 Date: **02/21/2016**

DIRECTIONS TO APPLICANT: Please read carefully the requirements on the attached sheet. Signature of Director of Library and Organization to which the form is submitted must be on the application and must be in the form of a letter. The form will be returned to the applicant.

1. ORGANIZATION Name of organization: **Grube Preparatory Academy** Location of organization: **Grube, Richmond**
 Address: **5030 N.W. 45th St** Phone: **305 299 2007**
 Name of organization: **Grube Prep school**

2. APPLICANT Name of applicant: _____ Address: _____
 Title: _____

3. MEETING INFORMATION (This covers no more than 1 year. This application is for the dates specified on the Application of Public Use Meeting Room Requirements.)

DATE	TIME	NUMBER OF PEOPLE	PURPOSE	ORGANIZATION
1/5/16	5-5:30	15	Community information session	Grube Prep

4. RELEASE I hereby certify that the information furnished on this application is true and correct. I understand that anyone who furnishes false or misleading information on this application or who omits material or information requested on the application may be held liable for fraud and the cost of investigation. I understand that anyone who furnishes false or misleading information on this application or who omits material or information requested on the application may be held liable for fraud and the cost of investigation.

Signature: _____ Title: _____
 Date: _____

5. APPROVAL I hereby approve the use of the meeting room for the purpose of the organization.

Signature: _____ Title: _____
 Date: _____

Soliciting feedback

Forte Prep Website

Figure 30: Forte Prep website

The screenshot shows the website for Forte Preparatory Academy. At the top, there is a navigation bar with the following links: FORTE PREP, SIGN OUR PETITION, and TAKE OUR SURVEY. Below the navigation bar is the Forte Preparatory Academy logo, which consists of a stylized house icon and the text "FORTE PREPARATORY ACADEMY".

Below the logo, there is a section titled "Join us for a community information session (more dates and times coming soon):". This section contains a list of three dates and times:

- December 7th, 6:00-7:30pm at Langston Hughes Library (100-01 Northern Boulevard)
- December 21st, 5:30-6:30pm at The Renaissance Charter School (35-59 81st St, Jackson Heights)
- January 5th, 5:00-5:45pm at Jackson Heights Library (35-51 81st St, Jackson Heights)

Below this list is a banner with the text "Take our survey" and a link that says "Click here to take our community feedback survey!".

Below the banner is a paragraph of text:

Forte Preparatory Academy ("Forte Prep") is a 5th through 8th grade public charter middle school that is committed to putting all students on a path to college and lifetime of opportunity. The Founding Team is in the process of building community support for Forte Prep, which is scheduled to open in the Fall of 2017, pending approval from the State of New York. The purpose of this survey is to provide the community with an opportunity to provide meaningful feedback that can influence the school design.

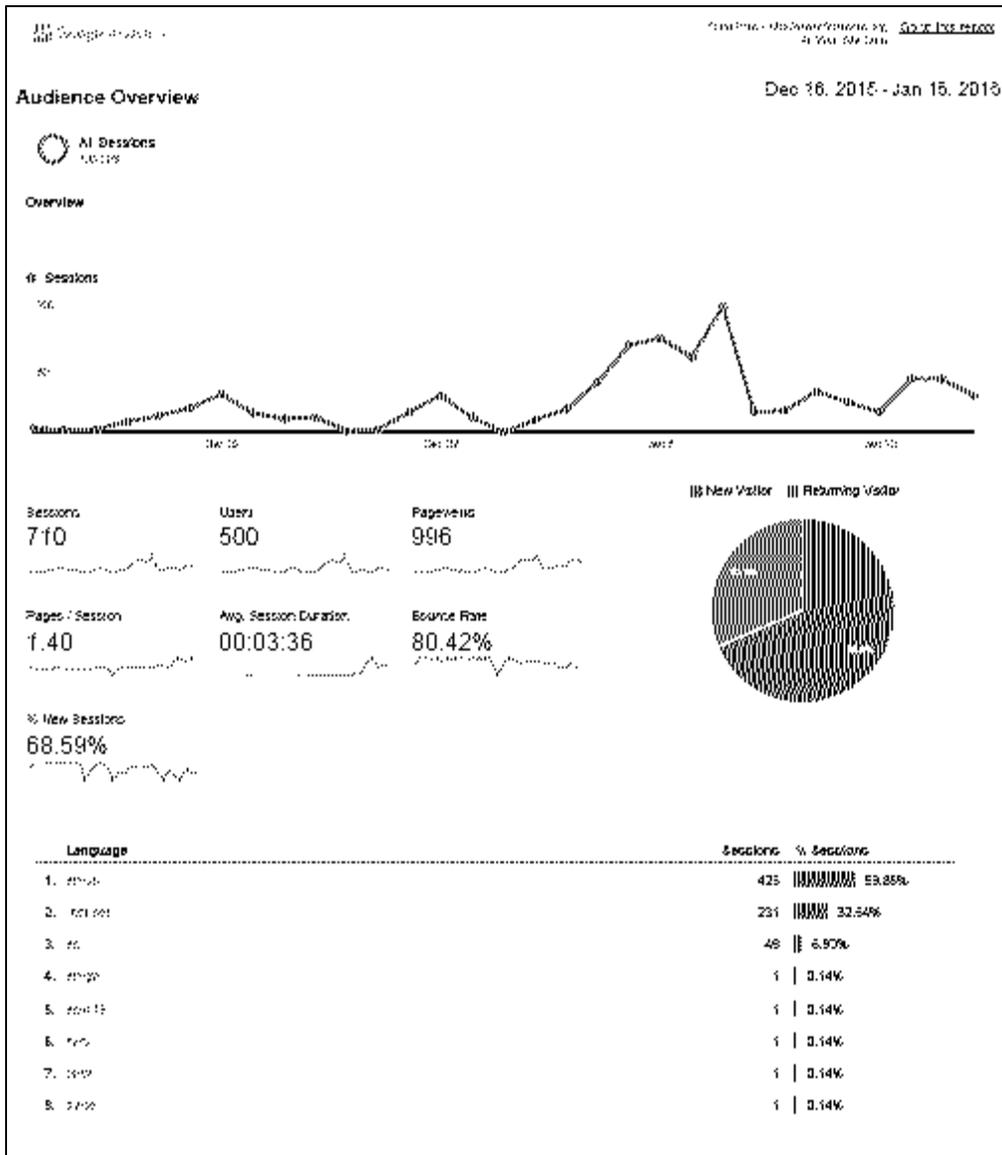
Below this text is another banner with the text "Stay connected to us" and a link that says "Follow the information page to join our mailing list and to learn about upcoming events."

Below the banner is a contact form with the following fields:

- Email Address *
- Name *
- First Name and Last Name
- Zip Code *

Website can be found at: www.forteprep.org

Figure 31: Google Analytics of Forte Prep website traffic since December 2015



Community input survey

Figure 32: Forte Prep Community Input Survey

https://docs.google.com/forms/d/1qgx8q4G3PLVHCdPKmwAZ_DvCG07TBS1g6O7ocGeW2h4

Forte Preparatory Academy: community input survey

Thanks for taking our survey! Forte Preparatory Academy ("Forte Prep") is a 5th through 6th grade public charter middle school that is committed to putting all students on a path to college and lifetime of opportunity. Lead Founder Graham Browne is in the process of building community support for Forte Prep, which is scheduled to open in the Fall of 2017, pending approval from the State of New York. The purpose of this survey is to provide the community with an opportunity to provide meaningful feedback that can influence the school design.

* Required



Name *

Your answer

Survey can be found at:
https://docs.google.com/forms/d/1qgx8q4G3PLVHCdPKmwAZ_DvCG07TBS1g6O7ocGeW2h4

Community input survey questions

Name

Email address

Phone

Where do you live?

Address and Zip Code

Are you a parent or guardian of a school-aged child?

Are you satisfied with the educational options for children in your community? Why or why not?

What are the major challenges standing in the way of student success in neighborhood schools?

As a member of the community, would you be interested in supporting a new school that would meet challenges to student success while helping students get to and through college?

In your opinion, how important are the following subjects to a child's middle school education? [Performing arts (music, speech, debate, theater)]

In your opinion, how important are the following subjects to a child's middle school education? [Visual arts (drawing, painting, sculpture)]

In your opinion, how important are the following subjects to a child's middle school education? [Physical education]

In your opinion, how important are the following subjects to a child's middle school education? [Current events and/or civics]

In your opinion, how important are the following subjects to a child's middle school education? [Financial Literacy]

In your opinion, how important are the following subjects to a child's middle school education? [Foreign language]

In your opinion, how important are the following subjects to a child's middle school education? [Computer science and programming]

In your opinion, how important are the following subjects to a child's middle school education? [Engineering]

In your opinion, how important are the following subjects to a child's middle school education? [Team sports]

How often should teachers communicate with parents?

How important is it that your child have strong skills in reading and math?

I am a resident of Northwestern Queens and I support Forte Preparatory Academy Charter School.

Online petition

Figure 33: Petition language



I support Forte Prep

The Petition

Signatories

MP Comments

443 Signatures



FORTE
PREPARATORY
ACADEMY

Forte Preparatory Academy is a proposed 5th-8th grade college preparatory, tuition-free public charter school for Queens, New York, primarily serving students from Jackson Heights, East Elmhurst, and North Corona.

Our Mission: Through rigorous academics, quality instruction, and a

positive culture of individual and collective responsibility, **Forte Preparatory Academy Charter School** equips all students in grades 5 through 8 to excel in college preparatory high schools and use their leadership and voice to change the world.

I am signing this petition to affirm that I have read Forte Prep's mission, I believe in this mission, and I would like to see Forte Preparatory Academy open as a free, public charter school in the fall of 2017.

Thank you for your support. This is just the beginning.

<http://www.ipetitions.com/petition/i-support-forte-prep>

Online outreach

Figure 34: Message history from Yahoo Groups account used to post information about Forte Prep

Advanced Search

Show results only from my messages

Re: New middle school charter meeting - Forte Prep - 1/5/16

We encourage you to attend the info session at Fort today! In the meantime, please visit the Forte Prep website for more information. Forte Prep.com is for a community information session January 6th, 6:30-8:45pm at Leakeson High School Library 100-01 Star St., Leakeson High School view on www.forteprep.org Presented by Sharon Grayson, Chairman, Lead Founder Forte Prep Founding Team.
brownegraham@... Jan 5 11:16

Come to Forte Prep's information session (Tuesday @ 6pm in JH Library)

Hi all! Happy New Year! I wanted to let everyone know that Forte Preparatory Academy, a 5th through 8th grade charter middle school proposed for Leakeson High School East Entrance in 2017, is having another information session on January 6th, 6:30-8:45pm at Leakeson High School Library 100-01 Star St., Leakeson High School. We'll be in the cafeteria. Free coffee and donuts (and prayers for me).
brownegraham@... Jan 4 11:16

Re: Learn about Forte Preparatory Academy

Hope some of you are able to attend this evening at Langston Hughes Library! We've also just added another info session: 12/21, 6:30-8:30pm - Renaissance Charter School (2nd floor). Go to the Forte Prep website for more information! Forte Prep.com is for a community information session (more dates and times coming soon) December 21st, 6:30-8:30pm at Langston Hughes Library 100-01.
brownegraham@... Dec 17 11:16

Fetching Sponsored Content...

Learn about Forte Preparatory Academy

... Leakeson High School Library 100-01 Star St. If you have any other questions, please email off to Sharon Browne at gbrowne@... or brownegraham@... Attached is a site more information about our school. We hope to hear from you soon! Sharon, Lead Founder and proposed Head.
brownegraham@... Dec 4 11:16

Figure 35: Sample message to Jackson Heights Families Yahoo Group (3000+ members)

https://groups.yahoo.com/new/groups/jhfamilies/ Jackson Heights Families - ...

Home Mail Search News Sports Finance Weather Games Answers Screen Flickr Mobile More

YAHOO! GROUPS Search Conversations Search Groups

Graham Mail

Jackson Heights Families

Conversations Photos Files More

Membership

Groups Home

testakinggroup

jhfamilies 924 37179 Learn about Forte Preparatory Academy

All My Groups

Manage My Groups

Create a Group

Browse Groups

Terms Privacy

Subscribe Feedback

Help Blog

browne_graham Dec 4, 11, 14:54

1 Attachment 317 KB

Forte Preparatory Academy is a proposed tuition-free, open enrollment 5th through 8th grade independent charter middle school for students in Jackson Heights, East Elmhurst and North Corona. We are currently in the application process, and if approved, we would open in the fall of 2017 (specific location TBD) with 90 fifth graders.

Our Mission: Through rigorous academics, quality instruction, and a positive culture of individual and collective responsibility, **Forte Preparatory Academy Charter School** equips all students in grades 5 through 8 to excel in college preparatory high schools and use their leadership and voice to change the world.

We will offer a robust literacy and math curriculum, performing arts every day, and a digital literacy program that will grow into coding and computer programming over time. It's going to be a joyful place to go to school, where every student is held to high expectations and given tremendous support to achieve their goals.

We are so excited to share more information about the school with the JH Families Yahoo Group and want to hear from all of you!

- interested in learning more? Please visit our website to sign up for more information. (www.forteprep.org)
- Help us shape the school design! Provide your feedback in our community feedback survey. (https://docs.google.com/forms/d/5qyx8u4G3PvM0dPKm-wA2_DvCG07T8L1g6Q7bCGeWZn4)
- Support our school by signing this 20-second petition. It means a lot to us! Our goal is have 3000 signatures before our application submission date (1/22). (<http://www.petitions.com/petition/i-support-forta-prep>)
- Meet school founder Graham Browne at a community information and feedback session. More dates and times will pop up, so visit our website often for more sessions:
 - December 7th, 6-7:30pm at Langston Hughes Library (300-03 Northern Boulevard)
 - January 5th, 5-5:45pm at Jackson Heights Library (35-51 81st St)
- if you have any other questions, please email: off-list.Graham.Browne at gbrowne@... or browne_graham@...

Attached is a little more information about our school. We hope to hear from you soon!

Graham, Lead Founder and proposed Head of School

Media coverage

Figure 36: DNAINfo article on Forte Prep (1/6/15)

www.dnainfo.com/new-york/20160106/jackson-heights/charter-school-group-looks-expand-into-western-queens

JACKSON HEIGHTS — A new charter school looking to open in western Queens in 2017 is searching for space — in an area already struggling to find room for existing students.

Graham Browne, 30, graduated as a fellow with the charter school organization Building Excellent Schools this summer and is spearheading a plan to open the Forte Preparatory Academy, a college prep middle school.

He's eyeing spaces in Jackson Heights, East Elmhurst and Corona in a bid to figure out where he can put the school — a task made more difficult by the fact that Districts 24 and 30 are the most overcrowded in the city.

"The hardest part with anything in New York is identifying physical space," he said. "We're committed to thinking creatively on space."

There are Building Excellent Schools throughout the Bronx, Brooklyn and Manhattan. Forte Prep would be the first to open in Queens.

Browne's goal is to open in the fall of 2017 with 90 fifth graders, adding a grade per year until they create an eighth grade class.

He began outreach late last year, canvassing the neighborhood and meeting with local officials and as many parents as possible, he said.

"Our goal is to have a school that fully reflects the great diversity this community has to offer," he said. "Our outreach has to be just as broad."

Browne graduated from the Yale School of Management with a focus on non-profits and education, after working at education consulting firms.

Building Excellent Schools charter network, a Boston-based nonprofit that trains and provides support to entrepreneurs and educators, has spawned 101 schools in 25 cities — a number that is expected to grow to 127 schools in 30 cities by 2017, its site says.

At an information session at the Jackson Heights library Tuesday night, Browne handed out fliers in multiple languages to parents interested in learning more about the school.

He chose the name because it brings to mind strength and expertise, and the school's goal is preparing middle school students for college.

Outside Tuesday night's meeting, several parents from Jackson Heights' People for Public Schools handed out fliers advertising their own charter schools.

And others, like Amanda Vender, who has two children in elementary school, said she and other parents don't see a need for charter schools.

"What we need is more money for our public schools," she said.

"Our schools in Jackson Heights are quite good and we want to support them and make them even better."

Browne said he'd like to continue having conversations throughout western Queens with parents, and he's included a survey on his school's site to learn more about the community's needs.

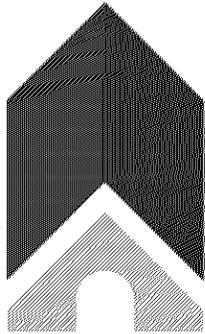
"We're all in this together, and it's really critical to think of public education as an ecosystem with lots of different players working towards the same goal," he said.

"It's my goal to have as many conversations as possible."

Figure 37: Jackson Heights Post article (1/6/16)

<http://jacksonheightspost.com/charter-middle-school-seeking-space-in-jackson-heightscorona/>

Charter Middle School Seeking Space In Jackson Heights/Corona



FORTE
PREPARATORY
ACADEMY

January 6, By Jackie Strawbridge

A proposed tuition-free charter middle school hopes to open in the Jackson Heights/Corona/East Elmhurst area by next year.

The fifth through eighth grade college prep school, called Forte Preparatory Academy, is currently searching for space to open.

DNA Info originally reported on plans for the school.

Founder Graham Browne said that he wanted to open a school in the area – where schools are already severely overcrowded – in order to “increase the number of high quality seats... that will prepare students for college and a lifetime of opportunity.”

“[This is] a place with incredible diversity, and amazing people and community members, and proud residents,” Browne, who is a local resident, added.

Forte Preparatory Academy intends to open with 90 fifth graders, adding one grade of 90 students per year until all are filled.

Browne said he is still working on staffing numbers but estimated that there will be seven or eight teachers per grade plus school support coordinators, with more potentially being added in later years.

Browne is a Fellow with Building Excellent Schools, a charter non-profit with schools throughout New York City and the country. He said his curriculum will focus primarily on literacy and math, with programming including performing arts and digital literacy.

The school will also focus on English language learners with tutoring and extended teaching time, he said.

For now, the “big challenge” is finding space for the school, Browne said.

“We’re committed to being incredibly creative about the types of space that we can occupy,” he said. “We’re looking at any and all potential opportunities.”

Forte Preparatory Academy has launched a community feedback survey, which is available online [here](#).

Figure 38: Chalkbeat Rise & Shine newsletter (1/7/16)

<http://ny.chalkbeat.org/2016/01/07/rise-shine-advocates-call-for-pay-parity-for-all-pre-k-day-care-teachers/#.VpgBBfkrLIU>

Rise & Shine: Advocates call for pay parity for all pre-K, day care teachers

by _____ on January 7, 2016 7:28 a.m.

Rise & Shine: Thousands of teachers, parents, students and advocates descend on Albany

EQUAL PAY

Elected officials and early childhood education advocates called for Mayor Bill de Blasio to cover pay parity for all teachers at pre-kindergarten and day care centers throughout the city, since pre-K centers run by the education department pay employees at a much higher rate.

Politico New York,

SchoolBook

Meanwhile, Mayor de Blasio announced on Wednesday that we wants to raise the minimum wage for all city employees to \$15 per hour, which could help some day care and pre-K employees though not teachers and program directors.

New York Post,

Wall Street Journal

ALBANY REPORT

The 2016 state legislative session kicked off Wednesday with Assembly speaker Carl Heastie outlining his legislative wish list, including more resources for struggling schools and a state-level DREAM Act.

Chalkbeat

The New York State Catholic Conference plans to again lobby for a tax credit to incentivize donations to religious and private schools, according to Cardinal Timothy Dolan. The legislation was supported by Gov. Cuomo last year, but failed to pass.

Politico New York

CHARTER SCHOOL GROWTH

Concerned that the city would not support the expansion of the DREAM Charter School to add high school grades, hundreds of parents voiced their support at a hearing in East Harlem Wednesday night.

NY1

A new charter middle school — Forte Preparatory Academy — is hoping to open in fall 2017 in western Queens, but is already struggling to find space for the 90 inaugural students.

DNAinfo

ICYMI

After months of town hall meetings and pushback from parents, the city plan to change the school zones for a very different pair of schools — P.S. 8 in Brooklyn Heights and P.S. 307 in Vinegar Hill — was approved Tuesday night.

SchoolBook,

New York Magazine,

Chalkbeat (Jan. 6)

Watch Chalkbeat senior reporter Patrick Wall explain how strong pushback from parents makes the rezoning plan an unlikely model for diversifying New York City's segregated schools.

Fox 5

VOICES HEARD

A record-breaking 5,500 complaints were filed against city school staff members in 2015, according to new data released Wednesday.

New York Daily News

STUDENT SAFETY

The city is suing a Tribeca condo building for creating sinkholes in a nearby school playground.

DNAinfo

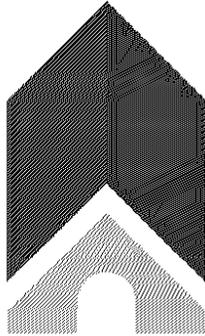
BAD BEHAVIOR

A former Brooklyn Tech High School teacher was sentenced to five years in prison on Wednesday for allegedly seducing seven students.

New York Post

This is Forte Prep's first monthly newsletter. We look forward to keeping you updated on our progress.

[View this email in your browser](#)



FORTE PREPARATORY ACADEMY

Forte Prep Newsletter - Volume 1, Issue 1 - January 18, 2016

OUR MISSION

Through rigorous academics, quality instruction, and a positive culture of individual and collective responsibility, Forte Preparatory Academy Charter School equips all students in grades 5 through 8 to excel in college preparatory high schools and use their leadership and voice to change the world.

Friends and supporters of Forte Prep,

One in four.

Currently, only **one in four** students from East Elmhurst and Corona, Queens graduate high school [prepared for college](#).

That's one future writer, not four. One lawyer, not four. One engineer, not four. One composer, not four. One educator, not four. These are students with limitless

Call to action

Support

Show your support for **Forte Prep** by [signing our petition](#), and following us on [twitter](#). If you received this email from a friend, stay connected with us through our [website](#).

Volunteer

We are constantly seeking volunteers to support the launch of **Forte Prep**. Are you

potential, whose narratives are yet to be written.

Forte Prep is on a mission to graduate an entire class of students to college preparatory high schools, who will be prepared to succeed in college and in life. We have our sights set on *four out of four*.

At **Forte Prep**, we bring unyielding optimism about the potential of every student.

We will deliver on our mission and our vision for our students' futures.

We are eager to show New York City what students here in Queens can do.

Over the last four months, the **Forte Prep** team has met with dozens of community members, elected officials, and organizations who are excited to see a high-quality, mission-driven middle school open in Northwest Queens to serve Jackson Heights, East Elmhurst, and North Corona. Speaking to parents, we have heard the same refrain: they want more high-quality public school options in their community. This first edition of our monthly newsletter focuses on our **school model** and our **core values**, provides a **spotlight on Lead Founder** Graham Browne and a **report on our progress**. We also include a **call to action** to provide opportunities for you to support our mission.

With you, we are looking forward to continuing this critically important work on behalf of **Forte Prep** and on behalf of the families and students of Queens.

Up from here, in service of our community,

willing to join us at a community event, work on marketing projects, or provide us with support on a wide variety of other projects? [Email Lead Founder Graham Browne.](#)

Spread the word

Please help spread the word by sharing this email, joining us for coffee, or requesting that we present at a meeting or gathering. We are always eager to meet new members of our community and to build support for **Forte Prep**.



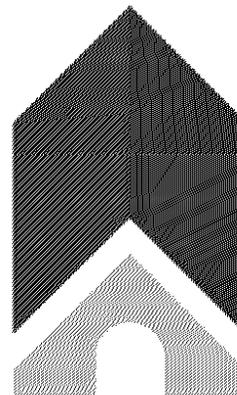
Share

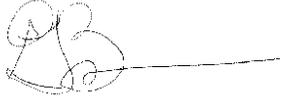


Tweet



Forward





Graham Browne
Lead Founder, **Forte Prep**
Fellow, **Building Excellent Schools**
347-709-1197
gbrowne@buildingexcellentschools.org

Our model

Forte Prep is built on the following beliefs:

- **All students**, regardless of race, ethnicity, home language, or socioeconomic status deserve the opportunity to build and transform their lives through access to a world-class education.
- **Literacy and math** are at the heart of a world-class education, open doors to college and lives of opportunity, and therefore underpin everything that we do.
- **High-quality teachers** are critical to creating and sustaining a culture of excellence and building academic success for every student, in every class, every day.
- **Core coursework in the performing arts and digital literacy** builds the creative and adaptive capacity of students, reinforces learning in other subjects, and allows students to be competitive in high school, college, and beyond.
- **Character education**, with a powerful focus on individual and collective responsibility and the combined power of self-determination and community, supports student success and increases authentic leadership.
- **A structured and joyful school environment** inspires all members of our community to work

hard, take intellectual risks, and develop lifelong academic habits and interests.

- **Small group tutoring** supports student academic success, and allows us to provide individualized attention to all learners, including English Language Learners (ELLs) and students with special needs.

Each month we will highlight one of these core elements to explain our vision for **Forte Prep**. By executing on our vision, we will produce the following results for the students of **Forte Prep**:

- **2021**, 100% of our students will be admitted to college preparatory high schools and programs that maximize their potential to succeed in college and in life.
- **2025**, 100% of our graduates will be excelling at the college of their choice.

Upon **college graduation in 2029**, our scholars will recognize that college is but another important milestone on a pathway to a productive, creative, and rewarding life of meaningful citizenship that uplifts themselves, their families, and their communities. Our scholars will increase the number of citizens with four-year college degrees who grew up in low-income communities, pursue graduate degrees, break cycles of poverty within their communities, and position themselves to compete as highly qualified candidates for employment in the field of their choice. Their commitment to responsible leadership and citizenship will last for their lifetimes, and these values will be a gift to future generations.

Our Values

Service Team

Resilience
Integrity
Voice
Excellence

These are the academic, leadership, and interpersonal habits necessary for students to maximize their potential as they **STRIVE** for college preparatory high schools, college, and lifetime of opportunity. These values will be taught formally and informally through our character education curriculum at **Forte Prep**. Each month we will describe a particular value and its role within our school community.

Our team: Introducing Lead Founder Graham Browne



The **Forte Prep** Founding Team is led by Lead Founder and Proposed Executive Director Graham Browne who is a 2015 [Building Excellent Schools](#) (BES) Fellow. Mr. Browne is a proud graduate of Brown University and Yale School of Management with an academic background in urban studies, education, and nonprofit management, and a professional background in education policy advocacy with the Education Equality Project and nonprofit management consulting in the education practice at the Bridgespan Group. Through the BES Fellowship, Mr. Browne will complete two intensive Leadership Residencies, working alongside the leaders of some of the most successful charter schools in the country.

"I feel very fortunate to have had a series of transformational educational experiences. As an eighth grader, I received a scholarship to attend a top private high school due to a little skill and far too much good luck. I felt like I received a golden ticket that I did not deserve, because this kind of opportunity is not guaranteed for the vast majority of students, especially first-generation Americans and low-income students of color who often look like me. For too many students, demography determines destiny. Forte Prep is designed to create a better future for all students who attend. Together, as a community, we can build a school that defies the norm and allows every student to excel in college preparatory high schools and use their leadership and voice to change the world."

Progress Report

Current status

We held our first founding board meeting on December 5, 2015. Our next board meeting is scheduled for late January. We will submit our application for Forte Prep to the State of New York on **January 22, 2016**.

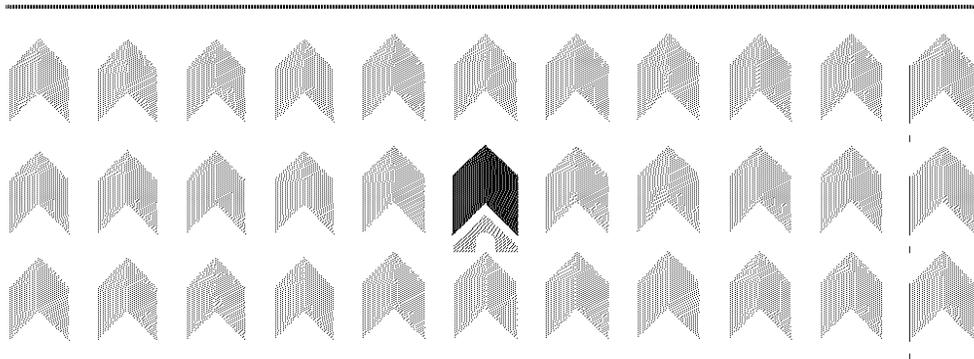
Building Excellent Schools Fellowship

Graham Browne, Lead Founder and proposed Executive Director for Forte Prep, will continue his training with Building Excellent Schools during a leadership residency this February when he will study a high performing BES charter school in New York City (Democracy Prep Endurance Middle School) and will have additional training that focuses on (a) managing a school-based team, (b) delivering professional development, (c) working closely with teachers, families, and students, and (d) establishing a professional relationship with the

1/19/2016

Forte Prep Newsletter: Volume 1, Issue 1

school to share best practices on behalf of Forte Prep.



www.forteprep.org

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R-04 - School Enrollment

Forte Preparatory Academy Charter School ("Forte Prep") proposes to open a grades 5 through 8 middle school in Queens, New York with an inaugural class of 90 fifth graders in 2017.¹ Forte Prep will educate its students with fervor, precision, and joy in service of academic excellence and maximum opportunity. We will expect the highest academic results and create systems and structures that support that mission, without apology. Forte Prep will use a slow growth model, growing one year at a time until its full growth and maximum capacity of 360 students in 2020-21, as indicated in **Figure 1**. By growing deliberately, one grade at a time, we will ensure the fidelity of our school model, a school culture that is vibrant and strong, and quality academic instruction and student supports that lead to high academic achievement for students.

Figure 1: Student enrollment plan, with backfill

CHARTER ENROLLMENT BY GRADE						
GRADES	LEVEL	2017-18	2018-19	2019-20	2020-21	2021-22
Kindergarten	Elementary School	-	-	-	-	-
1st Grade	Elementary School	-	-	-	-	-
2nd Grade	Elementary School	-	-	-	-	-
3rd Grade	Elementary School	-	-	-	-	-
4th Grade	Elementary School	-	-	-	-	-
5th Grade	Middle School	90	90	90	90	90
6th Grade	Middle School	-	90	90	90	90
7th Grade	Middle School	-	-	90	90	90
8th Grade	Middle School	-	-	-	90	90
9th Grade	High School	-	-	-	-	-
10th Grade	High School	-	-	-	-	-
11th Grade	High School	-	-	-	-	-
12th Grade	High School	-	-	-	-	-
TOTAL		90	180	270	360	360

We believe that any student has the potential to learn and demonstrate the core values of Forte Prep and achieve high academic achievement within our school community. Additionally, there is a high and sustained demand for our high quality, rigorous academic approach and joyful school culture, especially given the fact that thousands of Queens students were unable to find a charter school seat this year.² We expect annual attrition of approximately 10% based on an approximation of charter school attrition by the New York City Independent Budget Office in 2015³, and will back fill students off the wait list through eighth grade. The backfilling process is detailed in **R-15f – Admissions Policy**.

We understand that students who join Forte Prep in the later grades will not be accustomed to the Forte Prep approach to academics, instruction, and behavior. Therefore, in order to maximize student success, our school model will implement a series of supports, including, but not limited to:

- Intensive academic tutoring and remediation,⁴ with a primary focus on literacy and math.

¹ Fifth grade students are expected to be 10-11 years old; sixth grade students are expected to be 11-12 years old; seventh grade students are expected to be 12-13 years old; eighth grade students are expected to be 13-14 years old.

² 5,811 Queens students were on waiting lists for charter schools in the 2015-16 School Year. NYC Charter School Center. "New York City Charter Schools: 2015-16 Enrollment Lottery Estimates." August 2015. <http://www.nyccharterschools.org/sites/default/files/resources/Lottery-Enrollment-Estimates.pdf>.

³ New York City Independent Budget Office. "Comparing Student Attrition Rates at Charter Schools and Nearby Traditional Public Schools." January 2015. <http://www.ibo.nyc.ny.us/iboreports/2015schoolattrition.pdf>.

⁴ Tutoring and remediation activity will take place during Focus/Tutoring blocks, AM Advisory, and during Saturday Academy if the student has demonstrated need based on Interim Assessments. Tutoring will be led by classroom teachers, Student Supports Coordinator, and Assistant Teachers as hired in later years.

- Assigning student leaders ("peer coaches") to all new students in their grades to ensure a smoother social and emotional transition to a new school and to reinforce a sense of individual and collective responsibility for student success.
- Coaching and weekly regular check-ins with new students individually and as a group led by Student Supports Coordinator, as well as with families to provide real-time supports for student onboarding
- "Summer Success Camp" before the beginning of the year to establish an understanding of the behavioral and academic expectations, provide assessments for targeted support, as well as an academic growth plan for the academic year. Summer Success Camp is typically one week long for four hours each day, and will start during the second week of professional development (Summer Staff Summit) in Year 2 of operation. Program will be staffed by a subset of new and returning teachers and will serve as an opportunity to practice routines and instructional techniques during staff professional development.
- Students seeking to enter in higher grades will not have had as much time in our expanded middle school that accelerates results. However, we believe that as a public school in Queens we must open our doors to all students and families who seek a high quality educational option in any of the grades which we offer. Given this decision, we have aligned our Accountability Plan to capture the progress of students who have been with us for at least two years, because we believe that the more time students are able to stay with us, the more progress they will be able to make.

Additionally, in an effort to ensure that all students are given a chance to enroll, especially those families who are new to our district in the middle of the year, upon completion of our lottery, we will keep an open waiting list throughout the year and employ a re-lottery process to select students from the waiting list during the school year. In this way, families new to the district are not shut out of the opportunity to attend Forte Prep as is true when there is only one lottery held each spring. Please refer to **R-15f – Admissions Policy** for additional information.

Traditional district middle schools admit students in the sixth grade. In order to maximize the middle school experience for all students academically, emotionally, and socially, we will expand middle school to include fifth grade. Research emphasizes that "the middle grades are the last best chance to identify students at risk of academic failure and get them back on track for high school"⁵ success. In order for this transition to be effective, we will employ a series of success strategies as recommended by research:

- **Laser focus on outcomes.** Research suggests that the highest performing middle schools exhibit "an intense, schoolwide focus on improving students' academic outcomes [and which] distinguishes higher performing schools. Educators reported that they prioritized and set measurable goals for improved student outcomes on standards-based tests and benchmarks, informed by clear district priorities for student achievement."⁶⁷
- **Understanding incoming student data** to make the best decisions about early interventions and student supports needed to maximize academic success.⁸

⁵ American Enterprise Institute. "Gaining Ground in the Middle Grades." January 2011. <https://www.aei.org/wp-content/uploads/2011/10/2011-EDU-01-g.pdf>.

⁶ Ibid.

⁷ For more detail on our laser focus on outcomes, please see **R-05 – Curriculum and Instructional Design**.

⁸ For more detail on our use of student data, please see **R-05 – Curriculum and Instructional Design**.

- **Parental engagement strategies** that message the importance of putting all students on the path to college from fifth grade and empowering parents to support their children on that journey.
- **Proactive intervention for ELLs and students with special needs** to ensure that all students are well supported to achieve at high levels throughout their middle school career.⁹

Practically speaking, this misalignment of grade configuration with the traditional middle school starting point of grade six will require our school to be much more proactive in recruitment practices to ensure that we are able to attract a student applicant pool that is reflective of the local community. Other schools in the broader region, such as Central Queens Academy in CSD 24, have a similar grade configuration and have been able to successfully attract and retain students, starting in fifth grade. Further, we are acutely aware that we will only have four years with our students during which we are committed to ensuring every student is on track for high school and college success. Middle/high school models have the luxury of seven years with their students to ensure success, and we knew that three years was insufficient to make a real impact. Many programs that provide special opportunities for high school such as the TEAK Fellowship and Prep for Prep offer applications as early as sixth grade, and in order to prepare more students for those opportunities, we must start as soon as possible. To manage the enrollment challenges facing us in this grade configuration, we will utilize volunteers to engage in broad-scale canvassing during the planning year, hold multiple information sessions for parents and families, and create partnerships with local schools and nonprofit organizations (e.g., 82nd Street Academics, Elmhurst Hospital, Renaissance Charter School) to continue to expand outreach channels for student recruitment.

Sibling policy: If a student is admitted to Forte Prep, any younger siblings who are interested in attending will be given priority in our lottery admissions process. If an older sibling of a Forte Prep student is interested in attending, and the school is currently offering that grade, the student will also be given enrollment preference in our lottery system.

Finally, as detailed in **R-01**, we anticipate having limited impact on any individual school in CSD 30, public or nonpublic.

School choice post-graduation: Forte Prep is committed to ensuring that every eighth grader who matriculates from Forte Prep can maximize his or her potential through the many high-quality educational options available to them in New York City and beyond. Starting in Y2 of operation, the Director of High School Placement and Alumni Success will work with families and students to gain exposure to college preparatory high schools, scholarship programs such as Prep for Prep, Oliver Scholars, and the TEAK Foundation, and high quality charter, screened, and district schools in the area. Students will receive support in building a strong application for the schools that fit their needs and will also build on the academic momentum they began at Forte Prep on a path to college. This model of high school placement is built on the successful placement model at BES school Excel Academy in Massachusetts¹⁰, which has produced top academic results in the state for several years.

Recruiting and Outreach to Special Populations

⁹ For more detail on our interventions for ELLs and students with special needs, please see **R-07 – Special Populations**.

¹⁰ For more detail, please see www.excelacademy.org. Lead Founder Graham Browne spoke with Megan Fraker, former Director of High School Placement at Excel Academy and current Dean of College at Achievement First on October 9th 2015. The conversation focused on the best practices around high school placement, the best start time for such as program (light touch in sixth grade, growing over time), and the pieces of the process that are most important to start early (building awareness of the process for students and families, developing a portfolio of work to include with an application, test prep, and building professional connections with scholarship programs and schools.).

Forte Prep is committed to recruiting a diverse student population reflective of the local community. We will work strategically to structure our outreach to English Language Learners (ELLs) and students with special needs. For ELL populations, we will conduct targeted outreach: to local organizations such as NY New Immigrant Community Empowerment, Jackson Heights-Elmhurst Kehillah, Queens Community House, and the Dominico-American Society of Queens; to government organizations such as Community Boards and offices of elected officials; and through door-to-door canvassing with translated materials. For students with special needs, we plan to leverage the Special Education Collaborative from the NYC Charter School Center for resources to recruit students, as well as the Common Online Charter School Application to expand access and awareness of Forte Prep to more families. Our sample timeline for outreach and recruiting is detailed below in **Figure 2** (please see **R-22 – Action Plan** for complete timeline).

Figure 2: Special population recruiting timeline¹¹

Summer	Canvas community and meet with local leaders and organizations to establish partnerships.
September – October	Draft recruitment plan and identify recruitment coordinator/committee. Recruitment plan should include strategic marketing campaigns and schedule of recruitment information sessions and open houses.
November	Proof and finalize application and marketing materials, including all necessary translations.
December	Submit a copy of the application to your authorizer for approval. Sign up for the Common Online Charter School Application. Post application and materials online. Disseminate application and material to partner organizations.
January – March	Hold at least two open houses. Run ads, radio announcements and/or post flyers in the community.
April	April 1 - Application deadline. April 5 - 10 Conduct Lottery. April 5 - 15 - Notify families of lottery results and position on waitlist.
April – May	Set reply deadline for families wishing to accept a seat at the school. Families who are on the waitlist should be notified immediately if any seats become available.
August	Student/family orientations (with special session(s) for ELL families).

¹¹ Developed with resources from NYC Charter School Center:
<http://www.nyccharterschools.org/sites/default/files/resources/ELL%20Student%20Recruitment%20Tip%20Sheet%20-%20v11.pdf>.

R-05 - Curriculum and Instructional Design

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a. Curriculum Selection and Process

Academic goals at Forte Preparatory Academy Charter School (“Forte Prep”) are founded on our core belief that all students, regardless of their racial, ethnic, or socioeconomic background, can achieve at high levels and be placed on a pathway to college and a lifetime of opportunity. In service of this mission, we have designed an outcomes-driven, New York State Common Core-aligned curriculum that prepares every student for secondary and post-secondary educational success.

The curriculum is based on clearly-defined expectations for student learning. Our curriculum design process will use the framework of *Understanding by Design*. First, we will determine from state and national standards what students should know and be able to do; next, we will determine what it looks like for students to get there, using models of high quality assessments; and finally, we will plan units and lessons from these assessments.¹ For every subject at every grade level, we will align our curricula to the end-of-year vision for what a college preparatory student should know and be able to do. We will be clear, for example, about what a fifth grader should master in math, just as we will be clear about what a sixth grader must master in writing, a seventh grade must master in science, and an eighth grader must master in reading. Every lesson will be a purposeful step along a rigorous trajectory to and through college. Our curriculum will be informed by the New York State P-12 Common Core Learning Standards for literacy and math, the Next Generation Science standards, and national College Readiness standards. As used successfully by many schools with similar populations, including BES schools Democracy Prep and South Bronx Classical, and as designed by Dana Lehman, Managing Director with Uncommon Schools, we will address the curriculum standards through the development of a coherent Curriculum Alignment Template (CAT)² for each subject and each grade level. By beginning with the standards and working backwards to develop our course of study for each grade level that leads to mastery of those standards, we will ensure that our students are prepared at each level for what comes next.

We have intentionally included robust programming in the Performing Arts to expand students’ worldview, provide opportunity for performance and appreciation of different art forms, and ensure

¹ McTighe, Jay, and Grant Wiggins. *Understanding by Design, Expanded 2nd Edition*. ASCD (2005).

² The Curriculum Alignment Template (CAT) process was created by Dana Lehman during her tenure as Director of Curriculum and Instruction at Roxbury Prep, one of the highest performing public charter schools in Boston. Ms. Lehman now serves as Managing Director for Uncommon Schools in Massachusetts and is an annual trainer of Fellows for Building Excellent Schools.

additional opportunities for students to reinforce learning in other subjects. The curriculum design will be aligned to National Core Arts Standards with an eye toward Arts integration in other subjects. For example, in seventh grade, students will use performances (e.g. plays, songs) from the Great Depression as evidence to describe lifestyle at the time, and engage in collaborative discussions on how music was used to provide comfort during difficult economic times.³ Deep integration of Performing Arts programming will yield high engagement and achievement in students. This curricular choice strengthens our mission specifically by building *voice* in our students; the performance aspect of the arts supports self-esteem, composure, and presentation. By focusing on the art of performance, students develop skills in communication and presence that will help them throughout school and in life.

Our Digital Literacy vision is designed to fill gaps in the Common Core Learning Standards to prepare students for a rapidly changing economy and to expand their opportunities in high school and college. We intend to create responsible leaders who can design, engage with, and influence platforms that may one day underpin our society. A targeted focus on building skills in keyboarding, programming, and design will enable students to pursue advanced studies and become digital leaders in their communities.

The New York State P-12 Common Core Learning Standards are built on decades of research to ensure that all students know and are able to do everything they need in order to be successful critical thinkers in a rapidly changing, increasingly multicultural world.⁴ Aligned to the vision of Forte Prep and using these standards, we will create detailed year-long curriculum guides for teachers, provide those to teachers at the start of our Summer Staff Summit each year, assess our progress using daily, weekly, interim, and trimester-based assessments – all of which are standards-aligned and scaffolded within a cohesive and spiraled system of assessment, thus establishing a culture of data-driven instruction.⁵ Teachers will have detailed scope and sequences for core courses and an outline of the standards they need to follow developed by the Director of Curriculum and Instruction and a Curriculum Consultant in the late summer and fall before our inaugural school year (see the Course or Subject Overview); summer professional development will equip teachers with the objectives, materials and lesson overviews for the first several weeks of school, and dedicated time to practice and internalize lessons. The Director of Curriculum and Instruction and the Curriculum Consultant as hired will be responsible for the strategy and implementation of this program during the Planning Year (2016-2017) and during the Summer Staff Summit. The Executive Director will be responsible for collecting best practices and exemplar curriculum plans and assessments from schools within the BES network during the Planning Year before the Curricular Leadership is hired. The Executive Director will codify and organize this materials to be reviewed and edited by the Curriculum Consultant and Director of Curriculum and Instruction to ensure the highest level of rigor.

The Executive Director will oversee the development of school-based curriculum and assessments for each grade level and subject area during the planning year in 2016-2017, and the school will use a frequent assessment system to monitor results. During each year of operation, the evaluation of curriculum will be conducted by the Executive Director and Director of Curriculum and Instruction. Exact programs and materials used will be finalized based on the most effective resources available. We will utilize ongoing support from Building Excellent Schools to provide feedback on the effectiveness of our program, especially for special populations such as English Language Learners (ELLs) and students

³ A compendium of research supports the positive impact of the arts on student achievement, specifically in six areas: 1. Reading and language skills 2. Mathematics skills 3. Thinking skills 4. Social skills 5. Motivation to learn 6. Positive school environment. Deasy, Richard J., "Don't Axe the Arts!." National Association of Elementary School Principals, Volume 82, Number 3 (January/February 2003).

⁴ New York State P-12 Common Core Learning Standards for English Language Arts & Literacy, 2011. NYS additions highlighted in yellow throughout the Standards often represent the State's desire to ensure that students can "read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures." (pg. 16).

⁵ New York State Learning Standards and Core Curriculum can be found here: <http://www.p12.nysed.gov/ciai/cores.htm>.

with disabilities, and will provide opportunities during our regularly scheduled professional development days (see **R-06 Calendar and Schedules** for more detail on professional development timing) for teachers to collaboratively improve curriculum design and codify learnings for subsequent school years. Teachers will engage throughout the curriculum revision process by providing feedback on lesson plans, pacing guides, and curriculum maps during weekly Professional Development, Data Days, and Summer PD. Proposed resources to inform curriculum design (e.g. pacing, scope and sequence) can be found below in **Figure 1**. We may choose to include additional resources during the planning year.

Figure 1: Proposed curriculum planning resources

	English	Math	Science	Soc Studies	Perf Arts	Digital Lit	5	6	7	8
	X	X		X			X	X	X	X
			X				X	X	X	X
	X	X	X	X	X		X			X
	X			X			X	X	X	X
	X	X					X	X	X	X
						X	X	X	X	X

⁶ NYC DOE Blueprint for Teaching and Learning in Music: <http://schools.nyc.gov/offices/teachlearn/arts/Blueprints/MusicBP08.pdf>.

⁷ Through Lead Founder Graham Browne's relationship with Building Excellent Schools, Forte Prep will have access to curriculum guides at Democracy Prep, a BES school network, and will collect relevant planning documents during the Planning Year.

⁸ Brooke Charter Schools' curriculum standards and unit plans can be found here: <http://www.ebrooke.org/great-teaching/understanding-great-teaching/>.

⁹ Through Lead Founder Graham Browne's relationship with Building Excellent Schools, Forte Prep will have access to curriculum guides at Excel Academy, a BES school network, and will collect relevant planning documents during the Planning Year.

¹⁰ Harvard GSE ScratchEd can be found here: <http://scratched.gse.harvard.edu/guide/files/CreativeComputing20141015.pdf>.

Figure 2: High level work plan for curriculum development

Fall 2017: Execution and revision of lesson materials by staff; DCI establishes revision protocol; new materials created on weekly basis by teaching staff

b. Assessment System

"The most important message in the [New York Common Core] Task Force report is the renewed commitment to adopting and maintaining higher standards. We cannot turn our backs on our students at a time when the world is demanding more from them – more skills, more knowledge, more problem-solving." – Chancellor Merryl H. Tisch¹¹

In order to ensure that all students are on a measurable and successful path toward a college preparatory high school and college, Forte Prep will measure student progress on a consistent, strategic, and ongoing basis in a variety of ways. We know that thoughtfully crafted assessments not only align with national and state priorities for college and career readiness. As emphasized in Paul Bambrick-Santoyo's *Leverage Leadership*, "[W]ell-designed... assessments aligned to the end game of college rigor are crucial to driving significant student gains."¹² **Daily.** Teachers will administer daily, standards-based exit tickets assessing student mastery of the day's learning objective; results will guide immediate interventions within the daily 40-minute Focus/Tutoring period, and/or additional tutoring during lunch/HW club as well as subsequent instruction and re-teaching as necessary. **Weekly.** Teachers will administer quizzes on a weekly basis to capture learning over the course of several lessons. Vocabulary and math procedures quizzes will be common during this interval, as will quizzes in other core subjects. **Cyclically.** Student progress towards cumulative mastery of content standards will be assessed through interim assessments in ELA and math given approximately every six weeks (Achievement Network)¹³,

¹¹ From NY State Education Department Press Release on December 10, 2015. <http://www.nysed.gov/news/2015/statements-board-regents-chancellor-merryl-h-tisch-and-education-commissioner-maryellen>.

¹² Bambrick-Santoyo, Paul. *Leverage Leadership*. San Francisco, CA: Jossey-Bass, 2012. P. 29

¹³ Forte Prep has chosen Achievement Network to provide interim assessments and data analysis for ELA and Math because of their strong track-record of producing Common Core-aligned assessments and an integrated online platform to track student growth and focus areas. The ANet assessment suite has been used in many BES Schools, and has proven to be highly successful in predicting student success on statewide assessments.

and end-of-trimester assessments in all core content course¹⁴ (ELA, Math, Social Studies, Science, and Performing Arts). These assessments will be further complemented by and results from which will be calibrated against nationally normed assessments in mathematics and language arts from Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP) administered each September, January, and June, allowing us to track students' academic progress and provide intervention and enrichment as appropriate. **Annually.** Student absolute performance on grade-level standards will be assessed through cumulative, comprehensive, and standards-based final exams in each core content course and as well as on all required New York State assessments. Students' growth within the year and across years will be measured by the NWEA MAP assessment. Mastery of Performing Arts content will also be assessed via student performances in addition to end-of-trimester assessments. In eighth grade, students begin participation in the College Board's PSAT 8/9 program, providing individualized data and support as they move towards college readiness and success on the PSAT/NMSQT and SAT. Starting in seventh grade, we will begin preparing students to take assessments to gain admission to selective schools such as Specialized High Schools, private, parochial and magnet schools (SHSAT, ISEE/SSAT). The costs of administering these assessments are reflected in our budget. Finally, end-of-year assessments in our Digital Literacy program will include projects on student understanding of problem-solving using computer science.

To most efficiently and strategically inform all professional development needs, instructional decisions, and student supports, student data will be analyzed on an ongoing, real-time basis. *Leverage Leadership* underscores that "data-driven instruction asks the most essential question an educator can ask: How can we make sure our students learn? Used correctly, it also spells out the answer."¹⁵ Teachers will grade and analyze daily exit tickets on the day they are administered (teachers' daily schedules include 100 minutes of planning time; for more detail see sample teacher schedule in **R-06 – Calendar and Schedules**) and uploaded by the Operations Manager into a school-based electronic platform such as Kickboard or SchoolRunner, allowing leaders and teachers to analyze results by standard, student, and cohort. Each interim assessment and end-of-term assessment will be followed by a professional development data analysis day (Data Days) led by the Executive Director and with the support of the Director of Curriculum and Instruction, during which assessment data will guide instructional and intervention planning. Data Days will be supported operationally by the Office Manager and/or Operations Manager as hired.

¹⁴ Forte Prep considers "core content courses" to be Reading and Writing (English Language Arts), Math (procedures and problem solving), Social Studies, Science, and Performing Arts.

¹⁵ Bambrick-Santoyo, Paul. *Leverage Leadership*. San Francisco, CA: Jossey-Bass, 2012. P. 53.

Figure 3: Summary of Forte Prep assessments

Daily								
	Formative	X	X	X	X	All	Daily	Yes
	Formative	X	X	X	X	All	Daily	Yes
	Formative	X	X	X	X	All	Daily	Yes
	Formative	X	X	X	X	All	Daily	Yes
Weekly								
	Formative	X	X	X	X	Reading	Weekly	No
	Formative	X	X	X	X	All	Weekly	Yes
Cyclically								
	Summative	X	X	X	X	All	Every 2-3 weeks	Yes
	Diagnostic	X	X	X	X	ELA; Math	3 times/year	No
	Diagnostic	X	X	X	X	Reading	3 times/year	No
	Summative	X	X	X	X	Music	3 times/year	Yes
	Formative	X	X	X	X	ELA; Math	4 times/year	No
Annually								
	Diagnostic	X	X	X	X	ELA	Fall	No
	Summative	X	X	X	X	ELA	Spring	No
Terminal grade								
	Formative				X	ELA; Math	1 time/year	No
	Summative				X	ELA, Math	Spring	No

Summative	X	Verbal, Math, Reading	1 time/year	No
Summative	X	Verbal, Math	Fall	No

Figure 4: Assessment details

Daily	
	<p>Grades 5-8, a 3- to 5-minute daily quiz assessing mastery of the class learning objective. Exit tickets determine effectiveness of lesson and whether any students require additional support towards mastery of lesson's aim. Results of exit ticket determine whether whole-class re-teaching of objective is necessary, or individual students need follow-up during Focus (for more detail on Focus, see description on R-06 – Calendar and Schedules), Lunch/HW Club, or after school. Target is 80% mastery or above on daily basis.</p> <p>Grades 5-8, spot-check of student participation in all courses based on student responses, quality of turn-and-talks, or general engagement, as noted by classroom teacher. Target is 95% participation in all core courses.</p> <p>Grades 5-8, assigned work based on daily core course content to be completed after school or during Focus/Tutoring time at the end of the day. Will be assessed based on completion (daily) and accuracy (twice weekly). Target is 95% completion and 70% accuracy.</p> <p>Grades 5-8, students will be regularly assessed on student work, whether projects, performances, or general classroom assignments. Student work used as a regular check for understanding.</p>
Weekly	
	<p>Grades 5-8, short (~5-10 minute) but comprehensive computer-based quizzes for students on leveled books from our school-based library to measure reading comprehension and to log the number of words students have read (for more detail on our reading initiatives, see Instructional Methods).</p> <p>Grades 5-8, a 20- to 30-minute weekly assessment to capture learning across a unit or subsection of unit. Used to inform re-teaching strategies or additional support</p>

before unit tests. Typically combination of multiple choice and open responses.

Cyclically

Grades 5-8, a 30- to 50- minute summative assessment of all content learned in a unit in core courses (typically 2-3 weeks of information). Used to gauge mastery of material and inform pacing for end-of-year assessments. Typically combination of multiple choice and open responses.

Grades 5-8, nationally normed computer adaptive assessment for reading, language usage, and mathematics will be administered three times annually: as diagnostic, interim, and end-of-the-year assessment of growth, as well as measure of growth across years by student, teacher, and cohort. Results will guide both whole-class lesson design as well as intervention plans and goal-setting for individual students.

Grades 5-8, a research based adaptive assessment of reading skills and longitudinal progress on a pathway toward college readiness. 30-minute assessment administered 3-5 times per year. Results may be used to inform book selection for independent reading and to measure growth of student reading level over time.

Grades 5-8, a summative assessment at the end of each trimester to demonstrate mastery of concepts in Performing Arts.

Grades 5-8, Achievement Network (ANet). All are standards-aligned assessments used to evaluate whether students are mastering each grade-level standard and keeping pace for promotion. Used to guide instructional and curricular decisions, professional development needs, small group and individual student interventions. Target is 80% mastery or above.

Annually

Grades 5-8, a diagnostic assessment given to all students for whom English is not their first language. Typically scheduled during home visits and administered during student orientation. Results determine level of ELL support provided by Forte Prep staff.

Grades 5-8, a summative assessment of English mastery for ELLs. Results determine continued ELL support by Forte Prep staff.

Grades 5-8, cumulative end-of-trimester and end-of-year assessments are administered at end of each trimester in each subject, including cumulative, comprehensive annual exam given during last week of school. Assessments are internally created based upon each subject's standards and provide summative assessment of student mastery. Target is 100% of students passing the exam with a

grade of 70% or higher.

Terminal grade

Grade 8 only, nationally normed assessment that provides early measurement on students' college readiness and predicted success on PSAT and SAT. Target is 25% of students on track to be college-ready (a score of 11.8) and 1+ points of growth for all students by 9th grade.

Grade 8 only, students will take Algebra regents exam, typically reserved for 9th grade students.

Grade 8 only, summative assessments used in combination with academic portfolio to determine admission to independent secondary schools across the country. Students will be supported by Director of High School Placement and Alumni Success starting in 6th grade to practice strategies for admissions tests.

Grade 8 only, summative assessment used to determine admission to New York City specialized high schools. Students will be supported by Director of High School Placement and Alumni Success starting in 6th grade to practice strategies for admissions tests.

We recognize that data is irrelevant without analysis. Paul Bambrick-Santoyo writes in *Driven by Data*, "[E]ffective data-driven instruction is almost always premised by...assessment, analysis, action, and culture."¹⁶ After assessments are complete, data will be collected by the Operations Manager, processed into a cloud-based database, and with the leadership of the Director of Curriculum and Instruction, shared with teachers for rigorous analysis. Diagnostic assessments, including the MAP and the SRI, will be administered at the start of each school year, as well as during the year as needed for students entering off the waiting list. Results will inform baseline performance of students in English Language Arts (ELA) and Math. Assessments will be administered by teachers; data will be entered into a school-wide database by the Office Manager. The Executive Director, Director of Curriculum and Instruction, and Department Chairs as they are designated after year two, will review the data and share it with the teachers. These data points will then help teachers plan daily, unit, and yearlong plans, and will further inform their differentiation and small group instruction.

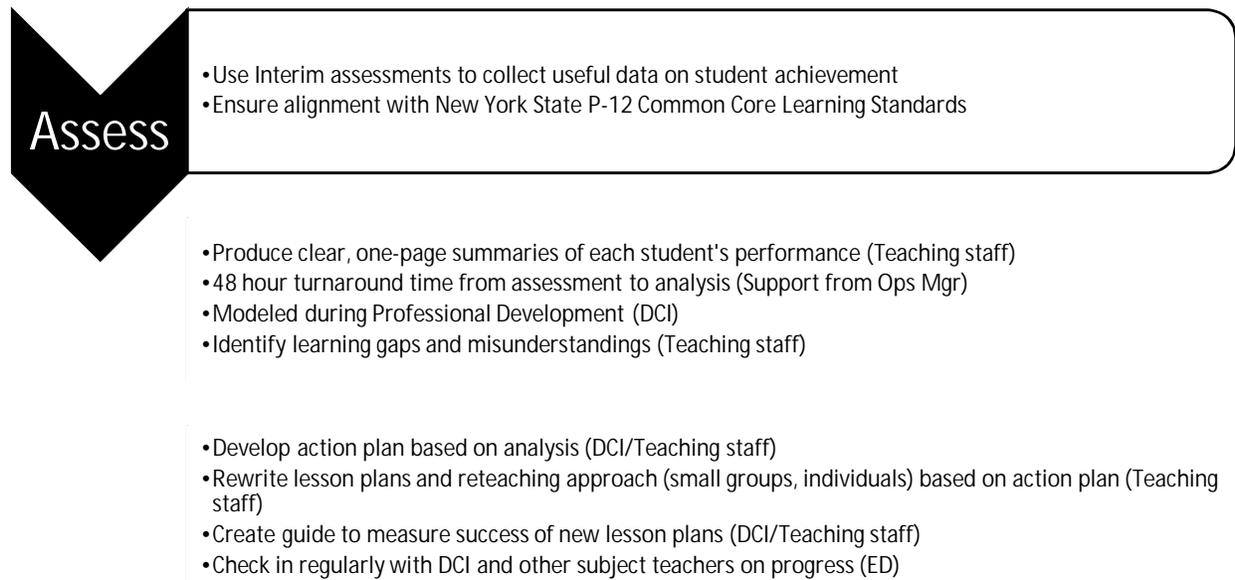
Interim assessments are administered in the middle of each trimester and comprehensive assessments at the end of each trimester. Five school-wide Data Days are set aside to allow teachers and school leaders to meet and closely analyze the data. (See Annual calendar in **R-06**.) These eight (8) hour sessions, will offer 40 annual hours of data analysis training and professional development. This analysis will inform a variety of school-based decisions: **Instructional Decisions** (how to teach) – for example, using data to determine the efficacy of small group versus whole group instruction, and planning accordingly; **Curricular Decisions** (what to teach) – for example, re-teaching and reordering objectives in

¹⁶ Bambrick-Santoyo, Paul. *Driven by Data: A Practical Guide to Improve Instruction*. San Francisco: Jossey-Bass, 2010.

an upcoming unit to better meet students' needs based on scores from interim assessments; **Professional Development Decisions** (how to support teachers) – for example, teaching staff how to create homogeneous and heterogeneous small groups based on assessment scores; and **Differentiation Decisions** (how to support students) – for example, determining which students are to be assigned to after school or Saturday tutoring for an upcoming six-week period based on interim assessment scores.

Based upon the design of the curricular and instructional calendars of North Star Academy as well as BES schools Nashville Prep and Liberty Collegiate Academy, a week will be allocated after each interim assessment (IA) as a flexible week to allow teachers to modify and adapt lesson plans and to reteach lessons that will allow students to achieve mastery. Data will allow us to strategically build action plans at the individual, class, and grade levels to build on student strengths and address their weaknesses on an ongoing, real-time basis (see **Figure 5** for Forte Prep approach on using IAs to inform instruction). These plans will identify what to reteach to small groups, individual students or to the entire class, and when the most appropriate time to offer those re-teaching sessions. These plans will also highlight the skills that require practice in teacher PD.

Figure 5: Forte Prep approach to Data-Driven Instruction



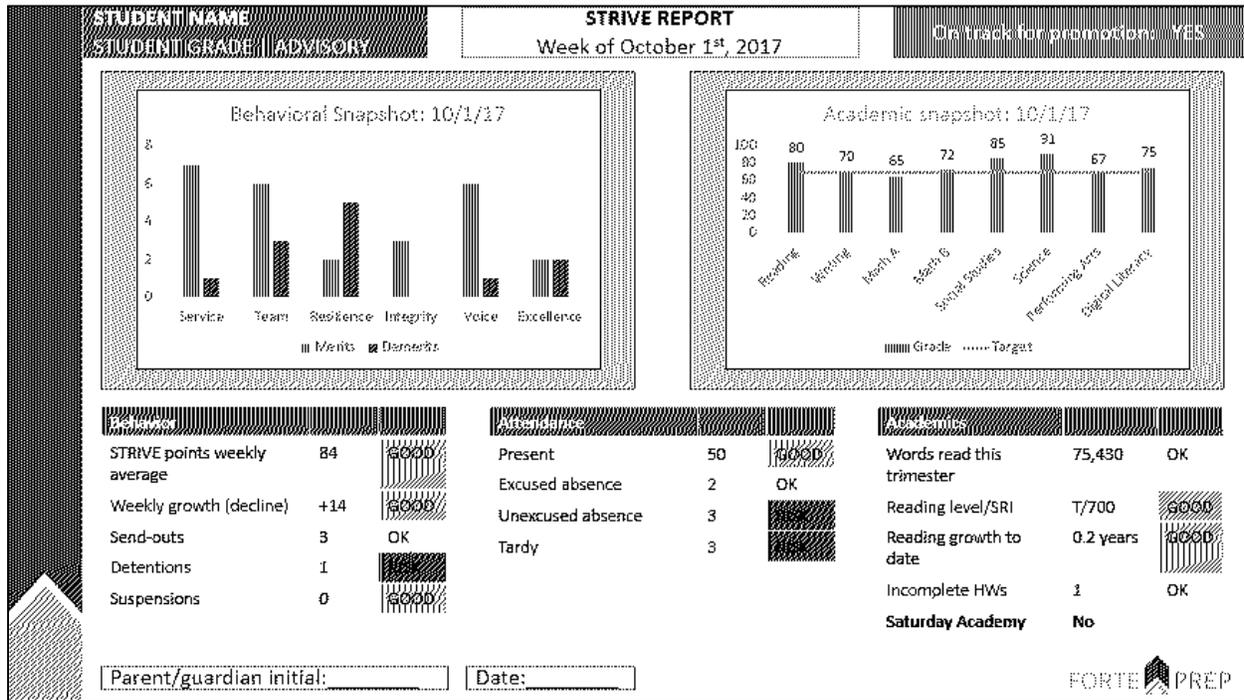
Teachers will meet regularly throughout the school week to review data from formative assessments and student work. These meetings will typically happen during planning periods (teachers have 100 minutes per day for planning; see sample teacher schedule in **R-06**) or unstructured time during Professional Development days. Teachers will be encouraged to collaborate across subject areas to provide comprehensive support to students toward mastery.

Forte Prep believes that family communication is a critical piece of the data analysis cycle. Research compiled at Pearson suggests that “parental engagement is associated with (1) higher academic achievement (Butler, Uline, & Notar, 2008; Haynes, Comer & Hamilton-Lee, 1989; Henderson, 1987); (2) increased attendance rates (Butler, Uline, & Notar, 2008; Haynes et al, 1989); (3) positive student attitudes and behaviors (Becher, 1984; Henderson, Marburger & Ooms, 1986); (4) increased student

readiness and interest in their work (Rich, 1988; Tobolka, 2006); (5) increased parent satisfaction with teachers (Rich, 1988; cf., Greenwood & Hickman, 1991); and (6) higher teacher satisfaction ratings (Metlife, 2012).¹⁷ Further, our community input survey reveals that over 92% of parents and community members believe that teachers should communicate with parents at least weekly (see **R-15e – Evidence of Support** for survey data). All parents and guardians will know their child’s reading level, academic and behavioral performance, and all parents will receive proactive communication from their child’s advisor on a regular basis to discuss their child’s growth over time and to ensure a strong, collaborative relationship between home and school. During summer orientation, families will learn of our approach to communication, and what they can expect to learn about their child’s academic growth, along with the how and the when – and fully framed within the why of our mission. Following the beginning-of-year diagnostic assessments, families will receive phone calls from their child’s advisory teacher explaining the student’s **Incoming Reading and Math Levels** as measured by MAP/SRI results and what interventions the school will use to support their child. Families will receive information through **Weekly STRIVE Reports**, or student performance snapshots, including data on attendance, behavioral and academic indicators, and HW completion, as well as **Mid-Trimester Progress Reports** and **End-of-Trimester Report Cards**. A sample STRIVE report can be seen in **Figure 6**. Students will be responsible for completing their daily and weekly **WOOP Cards** (“Wish, Outcome, Obstacle, Plan,” Forte Prep’s system for personal goal setting detailed in **R-09 – School Culture and Discipline**) with teacher support. Signed WOOP Cards will be checked the following day. Academic Progress Reports will be finalized at the end of the day on Thursday and distributed during advisory on Friday each week. End-of-Trimester reports will outline any changes in reading level (SRI), number of books and words read (Accelerated Reader), and other student progress against goals. These reports will highlight student successes, areas of growth, and will provide a clear window into a student’s daily experience at Forte Prep. We will also provide online access for students and families through a program like PowerSchool or SchoolRunner, to allow real-time information about student performance to be monitored and evaluated, and we will provide families access to school-based computers to access this information should any family not have the technology access at home. Engaging families early in this process will be critical to our strategy of long-term engagement of families, propelling the progress of Forte Prep, and holding us accountable for delivering on our promise of an excellent education for every student.

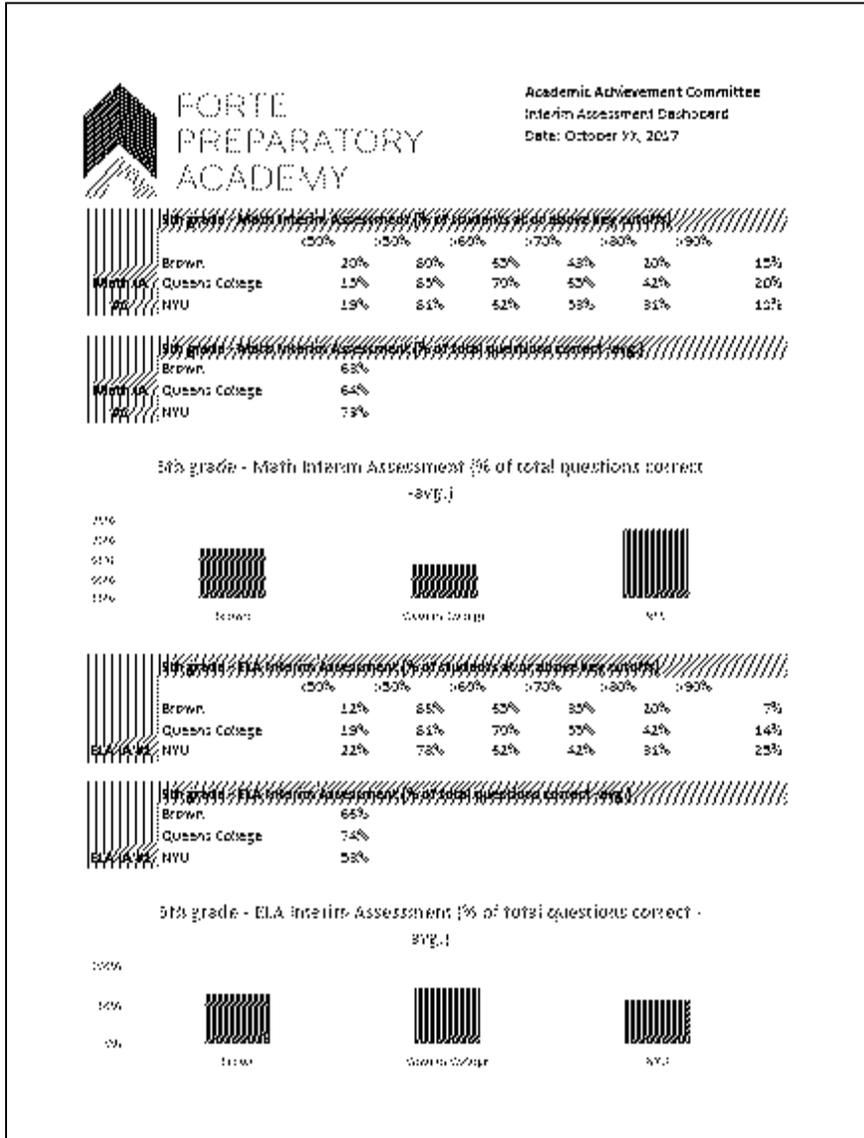
¹⁷ Pearson. “The Positive Results of Parent Communication. Teaching in a Digital Age.” 2013. http://researchnetwork.pearson.com/wp-content/uploads/DigitalAge_ParentCommunication_121113.pdf.

Figure 6: Forte Prep weekly STRIVE report



The Board of Trustees will track student performance through an Academic Dashboard on a monthly basis; the Academic Achievement Committee of the Board will be responsible for leading discussion at each Board meeting around academic performance and trends, and any need for additional school resources. A sample Academic Achievement Committee dashboard can be seen below.

Figure 7: Sample Academic Achievement Committee dashboard



All student achievement data will be reported to the public through our annual report, monthly newsletters, and available on our website for full public access. Student achievement data will be disaggregated annually to identify the academic performance of students by numerically significant subgroups, including but not limited to, ethnicity, gender, ELL, socio-economically disadvantaged students, and students with disabilities.

c. Instructional methods

Forte Prep’s instructional philosophy is founded on three core beliefs:

Literacy and Mathematics are Foundational. We believe that literacy and math are foundational to learning in all subject areas, and that the ability to (a) read with comprehension, accuracy, and insight,

(b) write with clarity, detail, and purpose, and (c) analyze and solve real-world problems with conceptual understanding and thoughtful strategy underpin academic success. The implementation of a rigorous curriculum that requires evidence-based analysis and explanation of the cognitive work that informs all work products, and which emphasizes literacy and mathematics in all grade levels and within all subject areas, will be a key lever for students achieving success on rigorous state and national standards.¹⁸ We will recruit, hire, and support teachers with a deep understanding of literacy and math and a belief in the capacity of every student to work at a high level in order to provide our students with teachers that can lift their academic levels between 1.5 years of growth and 2 years of growth every school year.

Preparation for College is a Must. We believe that every child deserves the opportunity to pursue their highest ambitions, and that no child should be denied access to college preparatory high schools because of an insufficient elementary or middle school education. We have researched entrance requirements to the top regional and national universities to develop a middle school academic program that lays the appropriate foundation in these grades with courses taken by the top students in New York and across the United States, and we have researched the entrance requirements for both selective schools as well as college tracks within more comprehensive, non-selective high schools. For example, to gain entry to selective programs such as the TEAK Fellowship, which supports students to gain admission to top high schools, students need to demonstrate the following:

- *Be enrolled in sixth grade at the time of their application*
- *Attend a public or parochial school in one of the five boroughs of NYC and be a NYC resident*
- *Earn 90% or above in all classes*
- *Have obtained a 3 or 4 on the 5th-grade ELA and Math New York State Test and/or scored in the 90th percentile on other standardized tests taken in the 5th grade¹⁹*

The fact that this process begins in sixth grade underscores the importance of putting students on a college prep track as early as possible. As a result, Forte Prep will place students upon eighth grade graduation on a path to college preparatory high schools and on their road to college success. Upon graduation from Forte Prep, students will have completed four years of study in English, math, science, social studies, performing arts as well as a wide variety of enrichment in physical education²⁰ and Digital Literacy – making them competitive candidates for college preparatory high school seats. They will have gained deep exposure to computer science and programming curriculum starting in fifth grade. Preparing students for college preparatory high schools requires us to provide an academic program that is rigorous and aligned to the coursework they will encounter in college preparatory high schools, public and private. Only 23% of students in East Elmhurst and Corona graduate high school college ready, underscoring a major challenge in college preparation at the middle and high school levels.²¹ All decisions in the design of Forte Prep, including the choice of all instructional methods, emanate from our mission, are informed by these two beliefs, are supported by current research and practice within high achieving, high poverty schools, and, most importantly, have been chosen to successfully address

¹⁸ Reeves, Douglas B. "High Performance in High Poverty Schools." Center for Performance Assessment. 2003. Teachers in high-achieving, high-poverty, high-minority schools require informative writing w/high expectations for response quality leading to high achievement in all areas.

¹⁹ Retrieved from <http://www.teakfellowship.org/admission>.

²⁰ Our physical education program will be provided by a third party provider such as Fit 4 Life NYC. Lead Founder Graham Browne has engaged in conversations with Executive Director Maurelhena Wallis about a potential partnership, the details of which will be finalized during the planning year. We envision our program, which will meet for 150 minutes per week, to include traditional fitness, stretching, team-based activities, as well as yoga, movement and dance.

²¹ Coalition for Educational Justice, Class of 2011 College readiness rates by zip code -- Data obtained through a DOE data request. This metric measures students in the 2011 cohort (all students who entered high school four years earlier) who graduated and met the Regents exam, SAT, and/or course standards for passing out of remedial coursework at the City University of New York (CUNY), by August 2011. <http://www.nycej.org/college-readiness>.

these challenges for an underserved community in Queens, particularly Jackson Heights, East Elmhurst, and North Corona.

We Do What Works and Work With Others to Improve It: The foundations of the academic design of Forte Prep are informed by the very best elements of high-performing charter schools around the country. Using the Center for Reinventing Public Education’s “Replicating the DNA of Successful Charter Schools” as a guide, Forte Prep is replicating the skeleton of successful charter schools (e.g. Democracy Prep) with fidelity. While Forte Prep is not a part of an existing charter management organization (CMO), we are using the foundation established by Building Excellent Schools-founded schools across the country to create a baseline on which to build. Specifically, the Forte Prep team is engaging in the following process, informed CRPE’s “DNA” article:

1. **“Make sure you are trying to replicate something that can be copied and is worth copying”²²:** Schools like South Bronx Classical, Democracy Prep, and others have proven that not only does this whatever-it-takes charter school model deliver strong results for students, but it is also replicable and sustainable. Further, we will benefit from the institutional learning that these schools have experienced over the last ten years of operation, and will be building a model based on the latest thinking about what works.
2. **“Observe the original model directly”²³:** Through the Building Excellent Schools (BES) Fellowship, Lead Founder Graham Browne has visited over two dozen high-performing BES schools across the country, observing instructional and operational practices and procedures, debriefing with school leadership, as well as completing multiple and extended leadership residencies at Democracy Prep Endurance, working closely with the school’s leadership. (For Letters of Support from Democracy Prep and Building Excellent Schools leadership, please see R-15e – Evidence of Support.)
3. **“Copy the original model closely”²⁴:** By copying the key instructional components and understanding how they fit together in each school day and year will allow Forte Prep to execute on a school model that has been proven to deliver for students.
4. **“Adapt only after achieving acceptable results”²⁵:** Forte Prep will only adapt the model in accordance to documented and proven learning from other similar schools, and is only likely to make significant changes to the model after achieving acceptable results, and will “keep the template in mind, even as we adapt.”²⁶

Instructional Methods

Close Reading: The Partnership for Assessment of Readiness for College and Careers (PARCC) emphasizes the importance of close, analytical reading as a tool for academic success. “The Model Content Frameworks highlight the importance of focusing on the close, sustained analysis of complex text. A significant body of research links the close reading of complex text — whether the student is a struggling reader or advanced — to significant gains in reading proficiency and finds close reading to be a key component of college and career readiness.²⁷ By structuring literacy coursework to provide ample

²² Center for Reinventing Public Education (CRPE). “Identifying and Replicating the DNA of Successful Charter Schools.” National Charter School research Project. May 2007.

²³ Center for Reinventing Public Education (CRPE). “Identifying and Replicating the DNA of Successful Charter Schools.” National Charter School research Project. May 2007, page 3.

²⁴ Ibid.

²⁵ Ibid.

²⁶ Ibid.

²⁷ Partnership for Assessment of Readiness for College and Careers. “PARCC Model Content Frameworks: English Language Arts/Literacy.” 2012. Page 7. http://www.parcconline.org/files/131/MCF%20K2%20Published%20Frameworks/258/PARCCMCFELALiteracyAugust2012_FINAL.pdf.

time to read and reread text, understand overt and deeper meaning of passages, and build vocabulary and facility with literary devices, we can strengthen literacy foundations in our students to successfully position them for college preparatory high schools. In accordance with the New York State P-12 Common Core Learning Standards and recommendations by PARCC, we will employ a combination of short texts (e.g. poetry, short stories, articles, excerpts) for close, analytical reading, and complement them with several longer texts throughout the year. Topics for close reading materials will cut across disciplines such as nonfiction science and social studies texts as well as scripts and plays to complement Performing Arts curriculum.

Cognitively Guided Instruction – Math and Science: According to the National Center for Improving Student Learning and Achievement in Mathematics and Science²⁸ (“NCISLA”), cognitively guided instruction is defined as a pedagogical and professional development approach based on: “(a) the development of students’ mathematical thinking; (b) instruction that influences that development; (c) teachers’ knowledge and beliefs that influence their instructional practices; and (d) the way that teacher’s knowledge, beliefs, and practices are influenced by their understanding of students’ mathematical thinking.”²⁹ By developing teachers to make meaning of how students learn, teachers are able to create lessons that push students to expand the means by which they relate math to their environment, thus increasing their mathematical ability. Studies by NCISLA have consistently shown that students in classrooms using CGI consistently outperform those that are not.³⁰ At Forte Prep, the problem solving class in middle school will use Cognitively Guided Instruction to teach students how to apply their intuitive math knowledge to solve math problems. Using this method will increase students’ ability to solve complicated word problems using multiple strategies, their conceptual thinking in mathematics, and their ability to explain their mathematical reasoning – all primary components of the Common Core. All Forte Prep students will successfully complete a full year of Algebra I in grade eight, on track to take a high school course of study that can conclude with AP Calculus AB/BC or AP Statistics.

Data drives instruction. All instructional and disciplinary decisions are grounded in student data. Forte Prep collects student achievement data on a daily basis in the form of student homework and exit tickets, and uses an online data system, such as Kickboard or SchoolRunner, to consolidate and share that information. Daily analysis of these data points allows teachers to make effective decisions about how to modify lesson plans and identify students who need immediate remediation. Forte Prep leaders also rely on data from interim assessments to guide teacher professional development and engage in conversations with staff, parents, and students about student progress toward mastery.

Forte Prep also collects and analyzes behavioral and disciplinary data. Students will earn merits and demerits for their behavioral choices, emphasizing the individual responsibility each student has to contribute positively to our school community. These are tracked through our shared system and reported to families at the end of each week in our STRIVE Report. Analyzing this information helps Forte Prep leaders and staff ensure that we are consistently enforcing and upholding our school’s behavioral expectations. Regular staff meetings to review consistency of behavioral practices and to practice delivering consequences and modifying behavior will be an important element of this program.

Small Group Instruction: Teachers use small group instruction daily for small group reading, math, and remediation during Focus/tutoring in the afternoon. Forte Prep serves a student population that historically has gaps in abilities to read and do math. We will use diagnostic assessments, e.g. NYSITELL,

²⁸ Wisconsin Center for Education Research. “National Center for Improving Student Learning and Achievement in Mathematics and Science: Cognitively Guided Instruction: A research-based teacher professional development program for elementary school mathematics.” September 2000.

²⁹ Retrieved from: <http://ncisla.wceruw.org/publications/reports/RR00-3.PDF>.

³⁰ Retrieved from: <http://ncisla.wceruw.org/publications/reports/RR00-3.PDF>.

NWEA MAP, SRI, to identify academic ability of students and create small groups of 3 to 7 students based on areas of need. These small-group instruction opportunities will occur during our extended Reading, Writing, and Mathematics blocks by the supporting teacher in that classroom during that block. This will allow additional opportunities for high-dosage tutoring and differentiated material for students who have varied learning needs.

Tutoring: We build in 40 minutes of daily tutorial time in every school day. During each data day held after the administration of Interim Assessments (for more detail, see Annual calendar in **R-06**), we are able to identify students that need additional support. Additionally, teachers continuously collect data via Exit Tickets, Quizzes, and Unit Tests to measure how well our students understand and to what degree they have mastered the daily and weekly learning objectives. We recognize that not all students will master the content the same day it is presented, and we believe in students having multiple attempts to learn the new material and be on-track for the next school day. Teachers will use tutorial for (1) whole group remediation, (2) small group instruction, and (3) student homework supports, creating an environment in our school where strategic and immediate supports are part of the learning process. Research by Roland Fryer strongly suggests that “schools can further boost student learning by creating an intensive tutoring program to target curricula to the level of each students..All students..should receive tutoring, regardless of ability. Such a policy not only allows all students to benefit, but also helps remove the potentially negative stigma attached to tutoring.”³¹

Individualized Support Through Blended Learning: Forte Prep staff will provide tailored and personalized instruction to all students, and technology will be a key accelerator in this process. In addition to small group instruction, we will offer mastery-based adaptive learning tools such as ST Math and Khan Academy on laptop computers. We will have enough laptop computers for one class of 30 students to use at a time during our first year of operation, and will rotate the technology from classroom to classroom throughout the school day. This software will allow students to access remediation and enrichment during extended English language arts and Mathematics courses.

Gradual Release, “I do,” “We do,” “You do” Instructional Model. The strategy of teacher-led instruction, guided classroom practice, and individual practice for mastery has proven to be a highly effective instructional technique for ensuring all students learn, and to particularly remediate gaps students bring with them into middle school with efficiency and urgency. For that reason, we will use this approach most particularly in grades five and six, as we anticipate that a majority of students will matriculate into Forte Prep with significant gaps (see **R-01** on Need for more detail). Using this approach, the lesson will begin with the teacher demonstrating the lesson concept or skill - “I do.” After sufficient examples have been taught, the teacher will provide opportunities for the class to learn and practice the concept together - “We do.” This may be achieved through the formation of small classroom groups, for example, that work on a series of questions together and under the guidance of the teacher. Students then will practice the concept independently – “You do” – to further strengthen their understanding and develop individual mastery of the material being taught. This will allow students to gradually become more independent and responsible for their own learning of the content.³² During the “You do,” teachers will ensure that all students are being challenged, and that students identified as advanced in their mastery of the content (“gifted”) receive work that challenges them as well.

Common Blackboard Configuration. All teachers will use a common Blackboard Configuration (BBC). Supported by the seminal work of Dr. Lorraine Monroe, founder of the Frederick Douglass Academy in

³¹ Fryer, Roland. (2012) “Learning from the Successes and Failures of Charter Schools.” *The Hamilton Project*. p. 13.

http://scholar.harvard.edu/files/fryer/files/hamilton_project_paper_2012.pdf?m=1362405614.

³² Pearson, P.D., and M. Gallagher. (1983) “The Instruction of Reading Comprehension,” *Contemporary Educational Psychology*, p. 8. and Fisher, D. (2013) *Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility*. 2nd Edition. ASCD.

Harlem, the BBC is an instructional accountability system that systematizes the manner in which expectations surrounding the scope and content of that day's lesson are shared with students.³³ Forte Prep's BBC will consist of the Aim, Do Now, Agenda, and Homework Assignment, will set clear academic expectations of what students will learn during that lesson, and will serve as a visual cue for the teacher to manage his/her instructional pacing effectively. Leaders use the BBC as a tool to quickly identify if the teacher is following the content, pacing, and activities set forth in the lesson plan. When consistently practiced, the blackboard configuration: (a) strengthens teachers' planning and pacing skills; (b) standardizes expectations school-wide; (c) provides students with an example of how to organize and plan; (d) increases student achievement; and (e) provides the school leaders with a management tool for short, daily observation of classes.³⁴

Importance of Student Voice: Some highly structured schools have struggled with supporting the development of student voice within their classroom environments. We are committed, especially with a high ELL population, to building the skills of our students via turn and talks, debate formats, and Socratic Seminars in order for our students to develop and exhibit student voice.

Habits of Discussion: The Common Core frameworks for literacy, speaking and listening “reinforce habits of mind that aid in the mastery of the printed word and directly target speaking and listening skills in a purposeful and systematic way.”³⁵ Forte Prep prepares students to use habits of discussion to push student conversations further in classes – growing students’ ability to substantiate their responses thought through text-based evidence and within a fuller discussion that expands student voice beyond surface understanding. We equip our students with the language that will further their learning no matter the subject area. This allows students to bring their knowledge and background information into the classroom in productive and meaningful ways. Habits of Discussion will be posted in classrooms for use daily.

Figure 8: Habits of Discussion

- I agree with _____ because _____
- I agree with you _____, but _____ because _____
- I would like to add _____ to what _____ just said”
- I know _____ because I read _____
- That makes sense because _____

- I respectfully disagree with you _____ because _____
- I have a different opinion / point of view...

- I have a question about _____
- I am confused about _____
- _____, what did you mean when you said _____?
- Can you please restate the question?

- Can you say more about that?

³³ Best practices from Dr. Lorraine Monroe, Founder of the Lorraine Monroe Leadership Institute and Monroe, L. (1997). *Nothing's Impossible: Leadership Lessons from Inside and Outside the Classroom*. NY: Public Affairs.

³⁴ *Charter School Association of Indiana Resource Guide – Leadership*, quoting Dr. Lorraine Monroe of the Frederick Douglass Academy in Harlem.

³⁵ Partnership for Assessment of Readiness for College and Careers. “PARCC Model Content Frameworks: English Language Arts/Literacy.” 2012.

- **What do you think about what I said?**
- **Is there evidence to support that in the text?**
- **Why do you think that?**

Turn and Talk: We believe that our students must develop oral and listening skills to be productive citizens within Queens and to be capable members of a highly literate adult community. As our mission states, we will build student voice in order to create the next generation of community leaders. Turn and Talk is a discussion protocol between paired students to share their answers to a prompt or question in order to build the skills of active listening and clear oral expression. We will explicitly teach and have students practice the protocols of Turn and Talk (**Figure 9**) in order to implement this with impact and success in all classrooms. Turn and Talk pushes students to make sense of their own answers while listening meaningfully to the answers of their partners. Often, teachers will then have students share aloud the answers of their partners to gauge their ability to listen and synthesize information. This approach will increase the number of minutes students spend expressing themselves verbally in deliberate ways throughout the course of the school day. Turn and Talk, highlighted in Doug Lemov's *Teach Like a Champion* series³⁶, relies heavily on strong teacher preparation and post-analysis in order to be continuously successful. Schools such as BES school Excel Academy in Boston, MA and North Star Academy in Newark, NJ use Turn and Talks to great effect on student outcomes. Both schools have been closely observed by Lead Founder Graham Browne, with particular focus on their use of Turn and Talk.

Figure 9: Turn and Talk

- **Eye contact and bodies turned toward each other**
- **Nodding and doing the "connection hand signal"**
- **Smiling and showing a pleasant facial expression**
- **Asking meaningful questions**
- **Making connections**
- **Building on and adding to each other's thinking**
- **Explaining why you agree or disagree with your partner**
- **Talking for the entire time you have to discuss**

Turn and Talk methodology will be carefully planned by teachers and practiced during professional development, using planning and reflection tools adapted from *Teach Like a Champion 2.0*.³⁷

³⁶ Lemov, D. (2015) *Teach Like a Champion 2.0*, and "Getting the Most out of the Turn and Talk." From <http://teachlikeachampion.com/blog/video-review-getting-the-most-out-of-the-turn-and-talk/>.

³⁷ Ibid.

Figure 10: Turn and Talk planning tool³⁸

Turn and Talk Planning Guide

Planning: Use the space below to plan your tools for efficiency and accountability for your Turn and Talk.

Lesson Objective:	
Turn and Talk Question	Participation or Think Ratio?

<p>List two student behaviors you want students to do while in the Turn and Talk</p> <p>(e.g. Eye contact, knees facing each other)</p>	<ol style="list-style-type: none"> 1. 2.
<p>Draft what you will say when you model and describe those two to three behaviors</p> <p>(e.g. "Remember, when we Turn</p>	

<p>and talk, our knees are facing our partner and we are making eye contact.")</p>	
<p>Script your cue in and cue out language and signals</p> <p>(e.g. "Make eye contact with your partner, quick Turn and Talk, go." Or "Long hair to short hair.")</p>	<p>In Cue:</p> <p>Cue Out:</p>
<p>Post-Turn and Talk</p> <p>(e.g., Whole class discussion/analysis? Note taking? Art of the sentence?)</p>	<p>I will say...</p> <p>Students will do...</p>

Instructional Methods Influencing School Design

Extended School Day: By extending the school day from 7:30AM to 4:35PM, students receive 400 minutes of classroom-based instructional time and 120 minutes of the following: tutoring, small group re-teaching, conferencing, and independent reading. We use a two-teacher model from 3:55PM to 4:35PM to re-teach material that was not mastered by all students that day. This model has been effective in high-poverty urban schools across the nation.³⁹ For English Language Learners in particular, extended school days have been proven effective. In a December 2015 study from the National Center on Time & Learning, researchers concluded that "often overlooked in the work to help ELL students, however, is one of the most basic elements of ensuring a quality education for ELL students (as for any group of at-risk students): having more learning time than the current conventional calendar of 180 6.5-hour days allows... a longer school day enables educators to embed a number of effective practices that, together, support English language learners in ways that would be given short shrift within the context of a conventional school schedule."⁴⁰

Accountable Independent Reading (AIR): Students are required to carry with them at all times four texts (two fiction, two non-fiction) that are on their reading level. Students read during AIR which occurs

³⁸ Ibid.

³⁹ In 2013, BES school Excel Academy in Boston, MA ranked #1 in the state on 8th grade reading and math with 100% and 98% proficient/advanced respectively. Lead Founder and proposed Executive Director Graham Browne is a BES Fellow, with direct and continued access to Excel Academy and its staff. Mr. Browne had training on 12/19/15 from the high performing Math department leaders at Excel and plans to incorporate their practices within these elements.

⁴⁰ National Center on Time & Learning (2015). "Giving English Language Learners the Time They Need to Succeed: Profiles of Three Expanded Learning Time Schools." http://www.timeandlearning.org/sites/default/files/resources/ell_report_12.14.15.pdf.

during AM Advisory. Teachers and staff are encouraged to read silently with students. Students are expected to read silently whenever they complete their work or are awaiting a teacher's directions. This time will be used in the beginning of the year to conduct diagnostic tests such as NWEA MAP and SRI to gauge baseline literacy levels. Over the course of the year, students will have the opportunity to take Accelerated Reader comprehension quizzes to log progress of books read and to contribute to larger annual word count goals (Figure 11). Research supports the idea that students who spend significant time reading on their own are more likely to have high achievement and engagement in reading.^{41,42} This model of independent reading time is adapted from the literacy-focused curriculum at Democracy Prep Endurance.

Figure 11: Annual reading goals by grade

1,000,000
1,100,000
1,200,000
1,300,000

Weekly Community Meeting: Staff and students will join in the Community Meeting and the school will invite families to join us as well, and together we will shout-out how different community members (anyone that works in or attends the school are community members) have lived up to our STRIVE values – Service, Team, Resilience, Integrity, Voice, and Excellence. The Community Meeting then enters into a joyous time filled with music, songs, and chants that reaffirm our commitment to education and excellent character. Teachers and students lead the meeting together. Community Meetings also serve as an opportunity to raise broader community-wide issues, e.g. anti-bully campaigns, important current events as well as to celebrate the individual and collective accomplishments of our community, e.g. classroom reading goals, perfect attendance and perfect HW champions, top readers, mathletes and performers of the week.

d. Course or Subject Overview

The academic program at Forte Prep focuses on building a solid foundation of literacy and mathematics skill and content knowledge and preparing students to have equitable access to and the foundation to build success within selective college preparatory schools, public or private, and college preparatory tracks within more comprehensive high schools. We believe that students ultimately need to master critical thinking skills and apply them in a wide array of contexts and with rich fiction and non-fiction texts in order to demonstrate deep mastery of a subject. We also believe that we must be deliberate in charting that course. The development of real-world problem solving and critical thinking skills must first involve the creation of a solid foundation of skills and core knowledge upon which all advanced learning rests. Hirsch's seminal text *The Schools We Need and Why We Don't Have Them* emphasizes that "expertness in the skill depends upon the automation, though a great deal of practice, of the repeated, formal elements of the skill, thus freeing the mind of conscious thought. Second, expertness depends upon the acquisition of the relevant vocabulary, conventions, and schemas that form the

⁴¹ Richard C. Anderson, Paul T. Wilson and Linda G. *Fielding Reading Research Quarterly* Vol. 23, No. 3 (Summer, 1988), pp. 285-303 http://www.jstor.org/stable/748043?seq=1#page_scan_tab_contents.

⁴² Caldwell, K. & Gaine, T. (2000). *The Phantom Tollbooth' and How the Independent Reading of Good Books Improves Students' Reading Performance*. CA: Reading and Communication Skills Clearinghouse. (ERIC Document Reproduction Service No. ED449462).

relevant knowledge base for the skills.”⁴³ This seminal work is now complemented by many of the lessons learned within education reform in recent years, specifically the approach to balanced literacy in elementary school used to great effect at Success Academies⁴⁴ (reading and writing workshops, guided reading read alouds, book discussions), developing a data-driven and mission-aligned math department as implemented at Excel Academy,⁴⁵ and the taxonomy of effective teaching practice developed at Uncommon Schools through the leadership of Doug Lemov.⁴⁶

Because of this, Forte Prep has designed its expanded 5-8 middle school program around a rigorous, core literacy and mathematics curriculum. We begin by building a solid foundation of literacy with students demonstrating fluency and comprehension on or above grade level and clear, organized, and detailed writing of five-paragraph essays that are evidence-based and draw from multiple texts so that students are prepared for demanding, college preparatory Literature, English or Humanities courses in the ninth grade. The PARCC Model Content Frameworks for ELA require students to be able to “write with increasing sophistication to present the relationships between ideas and information efficiently,”⁴⁷ and over time, demonstrate the foundations of college-ready literacy skills. We build and strengthen students’ math skills so that by the end of middle school, students complete a rigorous, full-year Algebra I course and are prepared to excel in Algebra II or Geometry classes upon entering high school. Through Cognitively Guided Instruction (CGI), students are encouraged to think of multiple solutions to math problems, and to use their learned knowledge and mathematical intuition during Math Problem Solving classes to achieve subject mastery. Further, Social Studies and Science, along with our Performing Arts and Digital Literacy programs, are designed to reinforce and accelerate understanding and expression of skills and abilities developed within English language arts and mathematics (e.g. analyzing primary and secondary sources in Social Studies, supporting scientific claims in writing, using computer science to solve Algebra, lyrical analysis in Performing Arts), as well as expanding student abilities in creative expression, design thinking, and problem solving.

⁴³ Hirsch, E.D. *The Schools We Need and Why We Don't Have Them*. NY: First Anchor Books, 1999.

⁴⁴ Moskowitz, Eva, and Arin Lavinia. *Mission Possible: How the Secrets of the Success Academies can work in any school*. NY: Jossey-Bass. 2012.

⁴⁵ In 2013, BES school Excel Academy in Boston, MA ranked #1 in the state on 8th grade reading and math with 100% and 98% proficient/advanced respectively. Lead Founder and proposed Executive Director Graham Browne is a BES Fellow, with direct and continued access to Excel Academy and its staff. Mr. Browne had training on 12/19/15 from the high performing Math department leaders at Excel and plans to incorporate their practices.

⁴⁶ Lemov, Doug. *Teach Like a Champion 2.0*. NY: Wiley, 2015.

⁴⁷ Partnership for Assessment of Readiness for College and Careers. “PARCC Model Content Frameworks: English Language Arts/Literacy.” 2012. Page 44. http://www.parcconline.org/files/131/MCF%20K2%20Published%20Frameworks/258/PARCCMCFELALiteracyAugust2012_FINAL.pdf.

Figure 12: Forte Prep curriculum outline

Math Procedures I	Math Procedures II	Pre-Algebra	Algebra I
Math Problem Solving I	Math Problem Solving II	Pre-Algebra Problem Solving	Algebra I Problem Solving
Reading I	Reading II	Reading III	Reading IV
Writing I	Writing II	Writing III	Writing IV
Science (Life, Earth & Space, Physical)	Science (Life, Earth & Space, Physical)	Science (Life, Earth & Space, Physical)	Science (Life, Earth & Space, Physical)
Social Studies (Geography)	Social Studies (World History)	Social Studies (Comparative History and Civilization)	Social Studies (American History)
Performing Arts I	Performing Arts II	Performing Arts III	Performing Arts IV
Digital Literacy I (Computer literacy)	Digital Literacy II (Introduction to Coding)	Digital Literacy III (Intermediate Coding)	Digital Literacy IV (Advanced Coding and Robotics)
Physical Education	Physical Education	Physical Education	Physical Education

Per such sequence of study, please see below a more detailed curriculum outline with high-level focus areas of each subject and grade level.

Figure 13: Forte Prep detailed curriculum outline

Dual focus on procedures (computation) and problem solving (application). Algebra and Geometry integrated	Pre-Algebra procedures and problem solving	Algebra I procedures and problem solving
Guided reading, fluency, vocabulary comprehension strategies and genre characteristics, focus on phonics and phonemic awareness, close reading	Close reading and textual analysis of literature in a number of genres	
Spelling, grammar, punctuation, paragraph writing, editing/ revising Composing multiple-paragraph writing of narrative and expository texts	Spelling, grammar, punctuation, analytical and persuasive essays, research papers, editing and revising, text-based, evidentiary writing	
United States/New York History, Diversity,	Culture, World Religion, Domestic and Global	Cultures in Early Development of U.S., Fundamental

Economics, Geography, U.S. Government & Civics	Globalization of the Economy, Geography, Governance, World History to the Mongols, Renaissance, Reformation	Economic Systems, Spatial Organization of Earth's Surface, Ecosystems, Global Governance Systems, Human Settlement and Cultural Identity	Economics & Global Economy, U.S. Geographic Systems, Migration and Immigration in Early America, U.S. History: Colonialism-Reconstruction
Study of scientific inquiry, Integrated student of technology and engineering, life, earth, space and physical sciences	Experimental procedures. Testing/evaluation of prototypes and protocols. Interdependence in life science. Solar system and relationship to systems and cycles on Earth	Bioengineering. Biodiversity and change. Matter. Forces in Nature	Cells, flow of matter and energy, heredity, Earth's processes, Newton's laws of motion, Movement of objects
Basic music theory and form, history, rhythmic and melodic literacy, critical listening of music, understanding and demonstrating audience and stage etiquette	Generate rhythmic, melodic, and harmonic phrases, intermediate music analysis, performance and composition	Multimedia portfolios to complement ELA and Social Studies courses; Comparative analysis of music across genres and themes; performance and performance etiquette; musical theater	
Basic typing skills, basic MS Office skills, introduction to computer hardware	Advanced typing skills, basic coding, Intermediate MS Office skills	Advanced MS Office skills, intermediate coding and computer science	Computer Science for Algebra and Science; Introductory HTML and robotics
Movement, dance, healthy lifestyle, stretching, yoga, team- and individual sports			

English Language Arts (Reading and Writing)

English Language Arts is aligned to New York State P-12 Common Core Learning Standards for fifth through eighth grades, and includes both Reading and Writing classes. Each class will be taught in a co-

teaching model with a lead Writing or Reading teacher supported by their Reading or Writing counterpart. ELA will be taught for 100 minutes per day, with 25 additional minutes of Accountable Independent Reading (AIR) time to provide certain students with additional literacy support and to measure progress.

Reading: In middle school, the reading curriculum begins in the fifth grade with a concentration on fluency, comprehension, and, if necessary, phonics and with an introduction to sophisticated pieces of literature for study and analysis. Instruction and skill development focus on identifying perspective, drawing supporting details, increasing vocabulary, and identifying literary elements such as tone and mood. Students are taught to identify theme, and to provide evidence for their textual analysis; students are taught to develop theme across multiple texts, fiction and non-fiction, in alignment with the Common Core State Standards (CCSS) and in alignment with our ambitious mission. Please see below for details on the recommended texts from the New York Common Core Learning Standards, with additional texts we are considering using to support our reading curriculum. Forte Prep classrooms will maintain robust leveled libraries to provide students with a wide exposure to grade-level appropriate texts.

Figure 14: List of exemplary recommended texts, by grade level⁴⁸

- *Alice's Adventures in Wonderland* by Lewis Carroll (1865)
- "Casey at the Bat" by Ernest Lawrence Thayer (1888)
- *The Black Stallion* by Walter Farley (1941)
- "Zlateh the Goat" by Isaac Bashevis Singer (1984)
- *Esperanza Rising* by Pam Munoz Ryan (2000)
- *Where the Mountain Meets the Moon* by Grace Lin (2009)
- *Discovering Mars: The Amazing Story of the Red Planet* by Melvin Berger (1992)
- *Hurricanes: Earth's Mightiest Storms* by Patricia Lauber (1996)
- *A History of US* by Joy Hakim (2005)
- *Horses* by Seymour Simon (2006)
- *Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea* by Sy Montgomery (2006)

- *Little Women* by Louisa May Alcott (1869)
- *The Adventures of Tom Sawyer* by Mark Twain (1876)
- "The Road Not Taken" by Robert Frost (1915)
- *The Dark Is Rising* by Susan Cooper (1973)
- *Dragonwings* by Laurence Yep (1975)
- *Roll of Thunder, Hear My Cry* by Mildred Taylor (1976)
- *Bridge to Terabithia* by Katherine Paterson (1977)
- *The Giver* by Lois Lowry (1993)
- *The Watsons Go to Birmingham* by Christopher Paul Curtis (1995)
- *Brown Girl Dreaming* by Jacqueline Woodson (2014)
- "Letter on Thomas Jefferson" by John Adams (1776)

⁴⁸ Compiled by New York State P-12 Common Core Learning Standards for English Language Arts & Literacy (2011) and recommendations from ELA experts at BES schools such as Democracy Prep Endurance.

- *Narrative of the Life of Frederick Douglass, an American Slave* by Frederick Douglass (1845)
- "Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940" by Winston Churchill (1940)
- *Harriet Tubman: Conductor on the Underground Railroad* by Ann Petry (1955)
- *Travels with Charley: In Search of America* by John Steinbeck (1962)

Writing: Curriculum begins in the fifth grade by focusing on grammar, the writing process, and basic writing conventions, and students are introduced to the editing and proofreading process. Students are explicitly taught to expand their use of descriptive words and complex sentences, and are guided in their exploration of different styles of writing. By the end of the eighth grade, students have developed a personal style of writing, are able to write varying types of essays and narratives that are evidence-based and often draw from multiple fiction and non-fiction texts, and critique and proofread writing samples. Further, per Common Core State Standards, students will be able to produce typewritten essays using their keyboarding skills.

Figure 15: Writing courses

Reading I	Reading II	Reading III	Reading IV
Writing I	Writing II	Writing III	Writing IV

Mathematics

Mathematics is aligned to New York State P-12 Common Core Learning Standards for fifth through eighth grades. Students have two periods of mathematics (100 minutes per day) to ensure a solid foundation of skills and concepts and to prepare for an accelerated high school mathematics curriculum. The mathematics courses have a dual focus: procedures (skills) and problem solving (application). Initially fifth grade students will focus on mastering arithmetic operations, fractions, percentages, basic geometric concepts, simple variable use, and probability. Over time, students will progress through linear equations and symbolic algebra, planar geometry, theoretical probability and statistical analysis. The problem solving class complements the skills class; the same concepts are taught using word problems, scenarios, and real world context to ensure that students are able to apply their mathematical skills and develop their critical thinking skills and conceptual understanding through logical reasoning. This focus on mathematics allows for accelerated remediation of students who lack basic skills and preparation for a college preparatory focus in high school while simultaneously ensuring that students develop and are able to express their conceptual understanding and use a variety of schema to solve complex problems. According to PARCC, "the standards treat mathematics as a coherent subject to promote the sense-making that fuels mastery. The principles of focus and coherence are the twin engines that must be carried forward in implementation efforts and substantiated in curricula and assessments."⁴⁹ By the end of eighth grade, all students will complete Algebra I, setting them up to begin high school in Geometry or Algebra II and on track to take Calculus, AP Calculus AB or BC, or AP Statistics by senior year. Students will be unable to access advanced math in high school without this foundation.

⁴⁹ Partnership for Assessment of Readiness for College and Careers. "PARCC Model Content Frameworks: Mathematics." 2012. Page 8. http://www.parcconline.org/files/131/MCF%20K2%20Published%20Frameworks/258/PARCC_MCF_Mathematics-12-11-2014-2.pdf.

Figure 16: Mathematics courses

Math Procedures I	Math Procedures II	Pre-Algebra	Algebra I
Math Problem Solving I	Math Problem Solving II	Pre-Algebra Problem Solving	Algebra I Problem Solving

Science

Forte Prep’s science curriculum is informed directly by and aligned to the New York State Education Department’s Intermediate Level Science Core Curriculum for grades 5-8,⁵⁰ as well as the Standards for Literacy in Science in the New York Common Core Learning Standards for English Language Arts. Students will take Science for 50 minutes three days per week, with one Science block reserved for Digital Literacy. Science instruction in grades 5-8 will begin with building skills related to scientific reasoning, investigative reading, and writing through coursework in Physical Science, Life Science, and Earth & Space Science. Science classes will focus heavily on the mathematics in the application of science, as well as reinforcing critical writing and analysis from English Language Arts curriculum in each grade. In middle school, for example, students are required to cite text from scientific sources, distinguish between facts, findings and speculation, and analyze an author’s purpose in organizing a text and discussing experiments, all of which rely on literacy practice.⁵¹ Science curriculum will emphasize the process of discovery and application of principles and scientific concepts.

Figure 17: Science courses

Science I (Life, Earth & Space, Physical)	Science II (Life, Earth & Space, Physical)	Science III (Life, Earth & Space, Physical)	Science IV (Life, Earth & Space, Physical)
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Social Studies

Social Studies courses are aligned to the New York State K-8 Social Studies Framework, as well as the Standards for Literacy in History/Social Studies in the New York Common Core Learning Standards for English Language Arts. Social Studies will be taught for 50 minutes per day, four days per week. Study focuses on reading and writing about geography, history and civilizations. Students will apply their reading skills to acquire new knowledge and develop and understanding of history through their ability to read and write about it and to work directly with non-fiction texts as both primary and secondary sources. Each year will have a primary theme that will be reinforced throughout the year that fits into a larger conceptual framework. Examples of themes explored and developed include, but are not limited to: What people believe around the world (religion); how people organize (comparative government); how money and resources impact people (economics); ancient and modern-day slavery.⁵² The goal of

⁵⁰ New York State Department of Education. “Intermediate Level Science” Core Curriculum Grades. 5-8 <http://www.p12.nysed.gov/ciai/mst/sci/documents/intersci.pdf>.

⁵¹ Common Core State Standards Initiative (2010). Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects. http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf.

⁵² Much of the thinking behind a Social Studies curricular framework comes from Brooke Charter Schools in Boston, MA, which is consistently ranked in the top 5% of all public schools in the state. Please see <http://www.ebrooke.org/great-teaching/understanding-great-teaching/> for

the Social Studies program is to learn fundamental themes that can be applied to a wide variety of contexts, especially as our students matriculate to college preparatory high schools. Literacy will be reinforced in social studies curriculum per Common Core emphasis on literacy integration, e.g. “analyzing the relationship between a primary and secondary source on the same topic,” “distinguishing among fact, opinion, and reasoned judgment in a text,” and citing “specific textual evidence to support analysis of primary and secondary sources.”⁵³

Figure 18: Social Studies courses

Social Studies (Geography)	Social Studies (World History)	Social Studies (Comparative History and Civilization)	Social Studies (American History)
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Performing Arts

The Performing Arts courses are aligned to the National Core Arts Standards and start with Music as the primary artistic medium. Performing Arts will be 50-minute classes offered five days per week. Fifth grade students will begin by establishing basic rhythmic and melodic literacy, basic understanding of Western and Eastern Classical music history, and audience and performance etiquette. The program will be heavily reliant on listening, performance, and analysis, with students developing a portfolio of work over four years of study. In later years, students will perform in musicals and learn directing, acting, and artistic design. By the end of eighth grade, students will be able to critique musical performances, compare context of programs of music from a variety of genres, and perform music in a variety of formats (vocal, instrumental, musical theatre).⁵⁴

Figure 19: Performing Arts courses

Performing Arts I	Performing Arts II	Performing Arts III	Performing Arts IV
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Digital Literacy

Digital Literacy will be offered twice per week for 100 minutes of total instructional minutes each week. Digital Literacy courses will take over one Science period per week and one Physical Education period each week (for more detail, please see **R-06**). For students to be successful in a 21st century context, Digital Literacy courses at Forte Prep build strong digital fluency in our students, beginning with establishing a baseline for computer literacy for all students, through keyboarding and use of basic word processing and growing students’ ability to code and explore robotics in upper grades. Specific areas of

more information. Social Studies standards from Brooke can be found here: <http://www.ebrooke.org/wp-content/uploads/2014-2015-SOCIAL-STUDIES-STANDARDS.docx>.

⁵³ Common Core State Standards Initiative (2010). Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects. http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf.

⁵⁴ Much of the thinking behind the Performing Arts framework comes from Democracy Prep in New York City, a top-performing public charter school in New York City. <http://www.democracyprep.org>. Lead Founder and proposed Executive Director Graham Browne has completed extensive leadership residency at Democracy Prep Endurance and has close and direct access to the school’s and CMO’s leadership through the Building Excellent Schools Network of schools. For letter of support from Democracy Prep, please see

focus can be seen in the figure below. We will leverage digital tools such as MIT's Scratch⁵⁵ and Code.org⁵⁶ to support instruction and build design thinking capabilities in our students. Program offerings will often overlap and intersect with other disciplines in upper grades, such as Algebra and Science. For example, code.org's *CS in Algebra* and *CS in Science* can complement our courses of study in Science and Mathematics by providing students the opportunity to explore these subjects through computer science. Students will use Chromebooks to complete Digital Literacy assignments in class, with the opportunity to take laptops home in seventh and eighth grades, pending budgetary considerations.⁵⁷

Figure 20: Digital Literacy courses

Digital Literacy I (Computer literacy)	Digital Literacy II (Introduction to Coding)	Digital Literacy III (Intermediate Coding)	Digital Literacy IV (Advanced Coding and Robotics)
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Physical Education

Physical Education will be offered for 150 minutes per week by a third-party contractor. We are currently considering a partnership with a program such as Fit 4 Life NYC, which provides high quality physical education instruction to schools across the city. Our physical education program will complement the academic program⁵⁸ at Forte Prep by providing a safe and structured kinesthetic learning environment for students to learn about their bodies and to engage in activities that boost heart rate, lung capacity and build flexibility and strength. We will work closely with our third party partner to also design 5-minute energizer activities for students, which take place twice during each school day (see **R-06 Calendar and Schedules**), to maximize the efficacy of these time blocks in terms of activity and engagement.

Figure 21: Physical Education program

Movement, dance, healthy lifestyle, stretching, yoga, team- and individual sports

Outcomes: Forte Prep's curriculum is driven by clear performance standards for what students should know and be able to do by the end of each school year in each subject area, and as measured throughout the year towards those annual goals. For each grade level, standards are based on state and national curriculum frameworks. The curriculum is based on clearly-defined expectations for student learning. Teachers use six-week interim assessments (mid-trimester Achievement Network assessments and end-of-trimester standards-based assessments) and end-of-year, standards-based comprehensive

⁵⁵ The Massachusetts Institute of Technology's ScratchEd program is an online community for educators to share best practices for teaching digital literacy through a programming language called Scratch. Please see <https://scratch.mit.edu/educators/> for more information.

⁵⁶ Please see <https://code.org/educate/curriculum> for more detail.

⁵⁷ Chromebooks for school use are included in budget; laptops or other technology for home use will be procured given additional funding opportunities not yet defined.

⁵⁸ Research from the Centers for Disease Control and Prevention strongly suggests that regular physical activity has a positive impact on student academic achievement, when the programming is meaningfully designed. Short, 5- 10 minute classroom-based interventions as well as extended physical education periods both contribute to positive learning outcomes for students. Source: Centers for Disease Control and Prevention. The association between school based physical activity, including physical education, and academic performance. Atlanta, GA: U.S. Department of Health and Human Services; 2010.

assessments to measure the specific degree to which students are mastering the standards. We adjust instructional, curricular, and student support decisions according to those results, and leadership uses these data additionally to inform staff professional development needs. All internally created assessments are explicitly aligned to state and national standards as we are highly focused on student achievement. Teachers are guided to understand and apply New York State Common Core Learning Standards to inform planning.

Figure 22 details supplemental curricular resources Forte Prep teachers may use in the curriculum development process; these instructional resources have been utilized by similarly structured schools for each grade level and subject. Please note that programs with specific tools to support ELL students are indicated.

Forte Prep’s curriculum is driven by clear performance standards for what students must know and be able to do by the end of each school year in each content area. For each grade level, standards are based on state and national curriculum frameworks. The curriculum is based on clearly-defined expectations for student learning. Teachers use six-week interim assessments and end-of-year comprehensive exams to measure how well students are mastering the standards. Assessments are selected from nationally recognized sources (e.g. Achievement Network and NWEA MAP) as well as created internally, and all are aligned to state and national standards. As part of our expanded professional development program, including four weeks each summer, teachers are explicitly trained and guided to understand and fully align to New York Common Core Learning Standards as well as the concepts, skills and abilities outlined within each domain of the New York State assessments to inform planning.⁵⁹ Forte Prep’s standards in the core subjects are listed below.

Figure 23: English language arts standards overview

<p>Reading (literature) • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. • Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. • Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). • Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. • Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. • Describe how a narrator’s or speaker’s point of view influences how events are described. • Recognize and describe how an author’s background and culture affect his or her perspective. • Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). • Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. • By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. • Recognize, interpret, and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, eras, personal events, and situations. a. Self-select text to develop personal preferences regarding favorite authors. b. Use established criteria to categorize, select texts and assess to make informed judgments about the quality of the pieces.</p>
<p>Reading (informational text) • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. • Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. • Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. • Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. • Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. • Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. • Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to</p>

⁵⁹ Through Building Excellent Schools, Lead Founder Graham Browne will engage in rigorous training on Common Core alignment from Dana Lehman, Managing Director of Uncommon Schools. He will also learn best practices in summer professional development through full participation in summer PD at Democracy Prep Endurance or another high performing BES school.

a question quickly or to solve a problem efficiently. • Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). • Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. • By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Reading (foundational skills) • Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. • Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing • Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). Provide a concluding statement or section related to the opinion presented. • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented. • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events. • Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) Produce text (print or non-print) that explores a variety of cultures and perspectives. • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 38.) • With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. • Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. • Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. • Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on

specific details in the text [e.g., how characters interact]). Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- Create and present an original poem, narrative, play, art work, or literary critique in response to a particular author or theme studied in class.

a. Recognize and illustrate social, historical, and cultural features in the presentation of literary texts.

Speaking and listening

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.
- Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. Use verb tense to convey various times, sequences, states, and conditions.
- d. Recognize and correct inappropriate shifts in verb tense. Use correlative conjunctions (e.g., either/or, neither/nor)
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation to separate items in a series. Use a comma to separate an introductory element from the rest of the sentence.
- c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?). Use underlining, quotation marks, or italics to indicate titles of works. Spell grade-appropriate words correctly, consulting references as needed.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- Demonstrate understanding of figurative language, word relationships, and

nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Reading (Literature) • Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. • Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. • Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. • Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. • Explain how an author develops the point of view of the narrator or speaker in a text. Explain how an author's geographic location or culture affects his or her perspective. • Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch • Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. • By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. • Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. a. Self-select text based on personal preferences. Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.

Reading (Informational Text) • Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. • Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. • Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. • Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. • Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. • Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. • Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. • By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing • Write arguments to support claims with clear reasons and relevant evidence. Introduce

claim(s) and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented.

- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from the information or explanation presented.
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Produce text (print or non-print) that explores a variety of cultures and perspectives.
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- Create and present a text or art work in response to a literary work. Develop a perspective or theme supported by relevant details. Recognize and illustrate social, historical, and cultural features in the presentation of literary texts. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).

Speaking and listening

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and

deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds. • Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively • Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. • Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. • Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. • Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Ensure that pronouns are in the proper case (subjective, objective, possessive). Use intensive pronouns (e.g., myself, ourselves). Recognize and correct inappropriate shifts in pronoun number and person. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. Spell correctly. • Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/listener interest, and style. Maintain consistency in style and tone. • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., personification) in context. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty) • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading (literature) • Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. • Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). • Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g.,

alliteration) on a specific verse or stanza of a poem or section of a story or drama. • Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. • Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. Analyze stories, drama, or poems by authors who represent diverse world cultures. • Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). • Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. • By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. • Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. a. Self-select text based on personal preferences. b. Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.

Reading (informational text) • Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. • Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. • Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. • Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. • Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). • Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. • Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.

Writing • Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented. • Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented. • Write narratives to develop real or imagined experiences or

events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events. • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Produce text (print or non-print) that explores a variety of cultures and perspectives. • With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. • Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. • Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. • Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. • Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”). • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. • Create a presentation, art work, or text in response to a literary work with a commentary that identifies connections. Make deliberate, personal, cultural, textual, and thematic connections across genres. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).

Speaking and listening • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds. • Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively • Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. • Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear

pronunciation. • Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. • Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of phrases and clauses in general and their function in specific sentences. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). Spell correctly. • Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading (literature) • Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. • Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. • Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision • Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. • Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. • Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. Analyze full-length novels, short stories, poems, and other genres by authors who represent diverse world cultures. • Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. • Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. • By the end of the year, read and comprehend literature, including stories, dramas,

and poems, at the high end of grades 6–8 text complexity band independently and proficiently. • Interpret, analyze, and evaluate narratives, poetry, and drama, artistically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations. Self-select text to develop personal preferences. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.

Reading (informational texts) • Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. • Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. • Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. • Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. • Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. • Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. • Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. • Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. • By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

Writing • Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented. • Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented. • Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. Use precise words and phrases, relevant descriptive details, and sensory language to

capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events. • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Produce text (print or non-print) that explores a variety of cultures and perspectives. • With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. • Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. • Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. • Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. • Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. • Create a presentation, art work, or text in response to a literary work with a commentary that identifies connections and explains divergences from the original. Make well-supported personal, cultural, textual, and thematic connections across genres. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).

Speaking and listening • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds. • Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. • Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. • Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. • Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. • Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language • Demonstrate command of the conventions of standard English grammar and usage when

writing or speaking. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. Form and use verbs in the active and passive voice. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. Use an ellipsis to indicate an omission. Spell correctly. • Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). • Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g. verbal irony, puns) in context. Use the relationship between particular words to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Figure 24: Mathematics standards overview

Operations and Algebraic Thinking • Write and interpret numerical expressions. • Analyze patterns and relationships. **Number and Operations in Base Ten** • Understand the place value system. • Perform operations with multi-digit whole numbers and with decimals to hundredths. **Number and Operations—Fractions** • Use equivalent fractions as a strategy to add and subtract fractions. • Apply and extend previous understandings of multiplication and division to multiply and divide fractions. **Measurement and Data** • Convert like measurement units within a given measurement system. • Represent and interpret data. • Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. **Geometry** • Graph points on the coordinate plane to solve real-world and mathematical problems. • Classify two-dimensional figures into categories based on their properties.

Ratios and Proportional Relationships • Understand ratio concepts and use ratio reasoning to solve problems. **The Number System** • Apply and extend previous understandings of multiplication and division to divide fractions by fractions. • Compute fluently with multi-digit numbers and find common factors and multiples. • Apply and extend previous understandings of numbers to the system of rational numbers. **Expressions and Equations** • Apply and extend previous understandings of arithmetic to algebraic expressions. • Reason about and solve one-variable equations and inequalities. • Represent and analyze quantitative relationships between dependent and independent variables.

<p>Geometry • Solve real-world and mathematical problems involving area, surface area, and volume. Statistics and Probability • Develop understanding of statistical variability. • Summarize and describe distributions.</p>
<p>Ratios and Proportional Relationships • Analyze proportional relationships and use them to solve real-world and mathematical problems. The Number System • Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Expressions and Equations • Use properties of operations to generate equivalent expressions. • Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Geometry • Draw, construct and describe geometrical figures and describe the relationships between them. • Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. Statistics and Probability • Use random sampling to draw inferences about a population. • Draw informal comparative inferences about two populations. • Investigate chance processes and develop, use, and evaluate probability models.</p>
<p>The Number System • Know that there are numbers that are not rational, and approximate them by rational numbers. Expressions and Equations • Work with radicals and integer exponents. • Understand the connections between proportional relationships, lines, and linear equations. • Analyze and solve linear equations and pairs of simultaneous linear equations. Functions • Define, evaluate, and compare functions. • Use functions to model relationships between quantities. Geometry • Understand congruence and similarity using physical models, transparencies, or geometry software. • Understand and apply the Pythagorean Theorem. • Solve real-world and mathematical problems involving volume of cylinders, cones and spheres. Statistics and Probability • Investigate patterns of association in bivariate data.</p>

Figure 25: Social Studies standards overview⁶⁰

<p>Gathering, Interpreting and Using Evidence</p> <p>Develop questions to help identify evidence about topics related to the historical events occurring in the Western Hemisphere that can be answered by gathering, interpreting, and using evidence.</p> <p>Recognize and effectively select different forms of evidence used to make meaning in social studies (including primary and secondary sources, such as art and photographs, artifacts, oral histories, maps, and graphs).</p> <p>Identify evidence and explain content, authorship, purpose, and format; identify bias; explain the role of bias and potential audience, with teacher support.</p> <p>Identify arguments of others.</p> <p>Identify implicit ideas to draw inferences, with support.</p> <p>Recognize arguments on specific social studies topics and identify evidence supporting the argument.</p>

⁶⁰ The State Education Department and The University of the State of New York. "New York State K-8 Social Studies Framework." Revised January 2015.

Chronological Reasoning

Explain how events are related chronologically to one another in time.

Employ mathematical skills to measure time in years and centuries. Understand the difference between B.C.E. and C.E. Identify the chronological significance of data presented in time lines.

Identify causes and effects, using examples from current events or grade-level content and historical events.

Identify and classify the relationship between multiple causes and multiple effects.

Distinguish between long-term and immediate causes and effects of an event from current events or history.

Recognize the dynamics of historical continuity and change over periods of time. Identify important turning points in history.

Use periods of time, such as decades and centuries to organize a historical narrative; compare histories in different places in the Western Hemisphere, utilizing time lines.

Recognize and identify patterns of continuity and change in history.

Understand the role of periodization as a practice in history and social studies.

Comparison and Contextualization

Identify a region in the Western Hemisphere by describing a characteristic that places within it have in common, and then compare it to other regions. Understand how regions can be defined as sharing common characteristics in contrast with other regions.

Categorize divergent perspectives of an individual historical event.

Describe and compare events in the history of the Western Hemisphere in societies in similar chronological contexts and in various geographical contexts.

Identify how the relationship between geography, economics, and history helps to define a context for events in the study of the Western Hemisphere.

Describe historical developments in the history of the Western Hemisphere, with specific references to circumstances of time and place and to connections to broader regional or global processes, with teacher support.

Geographic Reasoning

Use location terms and geographic representations such as maps, photographs, satellite images, and models to describe where places in the Western Hemisphere are in relation to each other, to describe connections between places, and to evaluate the benefits of particular places for purposeful activities.

Distinguish human activities and human-made features from "environments" (natural events or physical features—land, air, and water—that are not directly made by humans) in the Western Hemisphere.

Identify and describe how environments affect human activities and how human activities affect physical environments through the study of cases in the Western Hemisphere.

Recognize and explain how characteristics (cultural, economic, and physical-environmental) of regions affect the history of societies in the Western Hemisphere.

Describe how human activities alter places and regions in the Western Hemisphere.

Recognize that boundaries and definition of location are historically constructed.

Economics and Economic Systems

Explain how scarcity necessitates decision making; employ examples from the Western Hemisphere to illustrate the role of scarcity historically and in current events.

Show examples of various types of resources (human capital, physical capital, and natural resources) required to provide goods and services.

Provide examples of how currency makes exchange easier by comparing a barter economy to a currency-based economy; examine why corporations and labor unions have a role in a market economy.

Examine the role of job specialization and trade historically and during contemporary times in the Western Hemisphere.

Explain the meaning of unemployment, inflation, income, and economic growth in the economy.

Describe government decisions that affect economies in case studies from the Western Hemisphere.

Civic Participation

Demonstrate respect for the rights of others in discussion and classroom debates, regardless of whether one agrees with the other viewpoint. Consider alternate views in discussion with teacher support.

Participate in activities that focus on a localized issue or problem in a country other than the United States in the Western Hemisphere.

Identify different types of political systems and ideologies used at various times and in various locations in the Western Hemisphere, and identify the roles of individuals and key groups in those political and social systems.

Identify opportunities for and the role of the individual in social and political participation at various times and in various locations in the Western Hemisphere outside the United States.

Participate in negotiating and compromising in the resolution of differences and conflict.

Identify situations with a global focus in which social actions are required and suggest actions.

Describe the roles of people in power in the Western Hemisphere, both historically and currently. Identify ways that current figures can influence people's rights and freedom.

Identify rights and responsibilities of citizens within societies in the Western Hemisphere.

Develop an understanding of the interdependence of individuals and groups in communities in the Western Hemisphere.

Gathering, Interpreting and Using Evidence

Develop and frame questions about topics related to historical events occurring in the Eastern Hemisphere that can be answered by gathering, interpreting, and using evidence.

Identify, effectively select, and analyze different forms of evidence used to make meaning in social studies (including primary and secondary sources, such as art and photographs, artifacts, oral histories, maps, and graphs).

Identify evidence and explain content, authorship, point of view, purpose, and format; identify bias;

explain the role of bias and potential audience.

Describe arguments of others.

Identify implicit ideas and draw inferences, with support.

Recognize arguments on specific social studies topics and identify evidence supporting the argument.

Examine arguments related to a specific social studies topic from multiple perspectives.

Chronological Reasoning

Identify ways that events are related chronologically to one another in time.

Employ mathematical skills to measure time by years, decades, centuries, and millennia; to calculate time from the fixed points of the calendar system (B.C.E. and C.E.); and to interpret the data presented in time lines, with teacher support.

Identify causes and effects from current events or grade-level content and historical events.

Identify and classify the relationship between multiple causes and multiple effects.

Distinguish between long-term and immediate causes and effects of an event from current events or history.

Recognize and analyze the dynamics of historical continuity and change over periods of time. Identify the role of turning points as an important dynamic in historical change.

Compare histories in different places in the Eastern Hemisphere, utilizing time lines. Identify ways that changing periodization affects the historical narrative.

Identify the relationships between patterns of continuity and change to larger historical processes and themes.

Understand that historians use periodization to categorize events. Describe general models of periodization in history.

Comparison and Contextualization

Identify a region in the Eastern Hemisphere by describing a characteristic that places within it have in common, and then compare it to other regions.

Categorize and evaluate divergent perspectives of an individual historical event.

Describe and compare multiple events in the history of the Eastern Hemisphere in societies in similar chronological contexts and in various geographical contexts.

Identify how the relationship between geography, economics, and history helps to define a context for events in the study of the Eastern Hemisphere.

Describe historical developments in the history of the Eastern Hemisphere, with specific references to circumstances of time and place and to connections to broader regional or global processes.

Understand the roles that periodization and region play in developing the comparison of historical civilizations. Identify general characteristics that can be employed to conduct comparative analyses of case studies in the Eastern Hemisphere in the same historical period, with teacher support.

Geographic Reasoning

Use location terms and geographic representations such as maps, photographs, satellite images, and models to describe where places in the Eastern Hemisphere are in relation to each other, to describe connections between places, and to evaluate the benefits of particular places for purposeful activities.

Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water— that are not directly made by humans) in the Eastern Hemisphere and identify the relationship between human activities and the environment.

Identify and describe how environments affect human activities and how human activities affect physical environments through the study of cases in the Eastern Hemisphere.

Recognize and explain how characteristics (cultural, economic, and physical-environmental) of regions affect the history of societies in the Eastern Hemisphere.

Describe how human activities alter places and regions in the Eastern Hemisphere.

Describe the spatial organization of place considering the historical, social, political, and economic implication of that organization. Recognize that boundaries and definition of location are historically constructed.

Economics and Economic Systems

Explain how scarcity necessitates decision making; employ examples from the Eastern Hemisphere to illustrate the role of scarcity historically and in current events, as well; compare through historical examples the costs and benefits of economic decisions.

Examine the roles that various types of resources (human capital, physical capital, and natural resources) have in providing goods and services.

Compare market economies to other economic systems in the Eastern Hemisphere.

Examine the role of job specialization and trade historically and during contemporary times in the Eastern Hemisphere.

Provide examples of unemployment, inflation, total production, income, and economic growth in economies in the Eastern Hemisphere.

Describe government decisions that affect economies in case studies from the Eastern Hemisphere.

Civic Participation

Demonstrate respect for the rights of others in discussion and classroom debates, regardless of whether one agrees with the other viewpoint. Consider alternate views in discussion.

Participate in activities that focus on a local issue or problem in a country in the Eastern Hemisphere.

Identify and explore different types of political systems and ideologies used at various times and in various locations in the Eastern Hemisphere and identify the roles of individuals and key groups in those political and social systems.

Identify and describe opportunities for and the roles of the individual in social and political participation at various times and in various locations in the Western Hemisphere.

Participate in negotiating and compromising in the resolution of differences and conflict; introduce and examine the role of conflict resolution.

Identify situations with a global focus in which social actions are required and suggest actions.

Describe the roles of people in power in the Eastern Hemisphere, both historically and currently. Identify

ways that current figures can influence people's rights and freedom.

Identify rights and responsibilities of citizens within societies in the Eastern Hemisphere.

Develop an understanding of an interdependent global community by developing awareness of and/or engaging in the political process as it relates to a global context.

Gathering, Interpreting and Using Evidence

Define and frame questions about the United States that can be answered by gathering, interpreting, and using evidence.

Identify, select, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).

Analyze evidence in terms of historical context, content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and audience in presenting arguments or evidence.

Describe and analyze arguments of others with support.

Make inferences and draw general conclusions from evidence.

Recognize an argument and identify supporting evidence related to a specific social studies topic. Examine arguments related to a specific social studies topic from multiple perspectives; recognize that the perspective of the argument's author shapes the selection of evidence used to support it.

Chronological Reasoning

Identify how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events.

Employ mathematical skills to measure time by years, decades, centuries, and millennia; to calculate time from the fixed points of the calendar system (B.C.E. and C.E.); and to interpret the data presented in time lines.

Identify causes and effects, using examples from current events, grade-level content, and historical events.

Identify and analyze the relationship between multiple causes and multiple effects.

Distinguish between long-term and immediate causes and effects of an event from current events or history.

Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time.

Recognize that changing the periodization affects the historical narrative.

Identify patterns of continuity and change as they relate to larger historical process and themes.

Identify models of historical periodization that historians use to categorize events.

Comparison and Contextualization

Identify a region of colonial North America or the early United States by describing multiple characteristics common to places within it, and then identify other, similar regions (inside or outside the continental United States) with similar characteristics.

Identify and categorize multiple perspectives on a given historical experience.

Describe, compare, and evaluate multiple historical developments in the United States in various chronological and geographical contexts.

Identify how the relationship between geography, economics, and history helps to define a context for events in the study of United States.

Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes.

Understand the roles that periodization and region play in developing comparisons. Identify general characteristics that can be employed to conduct comparative analyses of case studies in the early history of the United States.

Geographic Reasoning

Use location terms and geographic representations such as maps, photographs, satellite images, and models to describe where places in early United States history were in relation to each other, to describe connections between places, and to evaluate effectively the benefits of particular places for purposeful activities.

Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans) and describe the relationship between human activities and the environment.

Identify and analyze how environments affect human activities and how human activities affect physical environments in the United States.

Recognize and analyze how characteristics (cultural, economic, and physical-environmental) of regions affect the history of the United States.

Characterize and analyze changing connections between places and regions.

Describe the spatial organization of place considering the historical, social, political, and economic implication of that organization. Describe how boundaries and definition of location are historically constructed.

Economics and Economic Systems

Explain how economic decisions affect the well-being of individuals, businesses, and society; evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups of people.

Identify examples of buyers and sellers in product, labor, and financial markets.

Describe the role that competition had in the determination of prices and wages in the United States; identify other factors that helped to determine prices.

Examine the role of institutions such as joint stock companies, banks, and the government in the development of the United States economy.

Examine data on the state of employment, unemployment, inflation, total production, income, and economic growth in the economy.

Explain how government policies affected the economies of colonial North America and the early United States.

Civic Participation

Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints. Use techniques and strategies to be an active and engaged member of class discussions of fellow classmates' views and statements, with teacher support.

Participate in activities that focus on a classroom, school, community, state, or national issue or problem.

Identify and explain different types of political systems and ideologies used at various times in colonial and early United States history and explain the roles of individuals and key groups in those political and social systems.

Identify, describe, and compare the role of the individual in social and political participation and as an agent of historical change at various times and in various locations in colonial North America and in the early history of the United States.

Participate in negotiating and compromising in the resolution of differences and conflict; introduce and examine the role of conflict resolution.

Identify situations in which social actions are required and determine an appropriate course of action.

Identify how people in power have acted to extend the concept of freedom, the practice of social justice, and the protection of human rights in United States history.

Identify how social and political responsibilities developed in American society.

Develop the connections of an interdependent community by engaging in the political process as it relates to a local context.

Gathering, Interpreting and Using Evidence

Define and frame questions about the United States and answer them by gathering, interpreting, and using evidence.

Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).

Analyze evidence in terms of historical and/or social context, content, authorship, point of view, purpose, and format; identify bias; explain the role of bias, context, and audience in presenting arguments or evidence.

Describe and analyze arguments of others, considering historical context.

Make inferences and draw conclusions from evidence.

Recognize an argument and identify supporting evidence related to a specific social studies topic. Examine arguments related to a specific social studies topic from multiple perspectives; deconstruct arguments, recognizing the perspective of the argument and identifying evidence used to support that perspective.

Chronological Reasoning

Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events.

Employ mathematical skills to measure time by years, decades, centuries, and millennia; to calculate time from the fixed points of the calendar system (B.C.E. and C.E.); and to interpret the data presented in time lines.

Identify causes and effects, using examples from current events, grade-level content, and historical events.

Identify, analyze, and evaluate the relationship between multiple causes and multiple effects.

Distinguish between long-term and immediate causes and effects of an event from current events or history.

Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time.

Recognize that changing the periodization affects the historical narrative.

Relate patterns of continuity and change to larger historical processes and themes.

Identify and describe models of historical periodization that historians use to categorize events.

Comparison and Contextualization

Identify a region of the United States by describing multiple characteristics common to places within it, and then identify other, similar regions inside the United States.

Identify and compare multiple perspectives on a given historical experience.

Describe, compare, and evaluate multiple historical developments in societies, and across and between societies, in various chronological and geographical contexts.

Describe the relationship between geography, economics, and history as a context for events and movements in the United States.

Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes.

Analyze case studies in United States history in a comparative framework, attending to the role of chronology and sequence, as well as categories of comparison or socio-political components.

Geographic Reasoning

Use location terms and geographic representations such as maps, photographs, satellite images, and models to describe where places are in relation to each other, to describe connections between places, and to evaluate the benefits of particular places for purposeful activities.

Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans) and describe the relationship between human activities and the environment.

Identify and analyze how environments affect human activities and how human activities affect physical environments in the United States.

Recognize and analyze how characteristics (cultural, economic, and physical-environmental) of regions affect the history of the United States.

Characterize and analyze changing connections between places and regions.

Describe the spatial organization of place considering the historical, social, political, and economic implication of that organization. Identify and describe examples of how boundaries and definition of location are historically constructed.

Economics and Economic Systems

Explain how economic decisions affect the well-being of individuals, businesses, and society; evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups of people.

Explain the roles of buyers and sellers in product, labor, and financial markets.

Describe the role of competition in the determination of prices and wages in a market economy.

Examine the role of institutions such as corporations, non-profit organizations, and labor unions in a market.

Use appropriate data to evaluate the state of employment, unemployment, inflation, total production, income, and economic growth in the economy.

Explain how government policies affect the economy.

Civic Participation

Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints. Use techniques and strategies to be an active and engaged member of class discussions of fellow classmates' views and statements.

Participate in activities that focus on a classroom, school, community, state, or national issue or problem.

Identify and explain different types of political systems and ideologies used at various times in United States history and explain the roles of individuals and key groups in those political and social systems.

Identify, describe, and contrast the role of the individual in for social and political participation as an agent of historical change in different societies and communities, as well as at different times, in the United States.

Participate in persuading, negotiating, and compromising in the resolution of differences and conflict; introduce and examine the elements of debate.

Identify situations in which social actions are required and determine an appropriate course of action.

Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights.

Fulfill social and political responsibilities associated with citizenship in a democratic society.

Develop the connections of an interdependent global community by engaging in the political process as it relates to a global context.

Figure 26: Science standards overview⁶¹

<p>Nature of Science⁶²</p> <p>The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process.</p> <p>Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.</p> <p>The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena.</p> <p>Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.</p> <p>The continuity of life is sustained through reproduction and development.</p> <p>Organisms maintain a dynamic equilibrium that sustains life.</p> <p>Plants and animals depend on each other and their physical environment.</p> <p>Human decisions and activities have had a profound impact on the physical and living environment.</p>
<p>Energy and Simple Machines</p> <p>Energy exists in many forms, and when these forms change, energy is conserved.</p> <p>Energy and matter interact through forces that result in changes in motion.</p> <p>Weather and the Atmosphere</p> <p>Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.</p> <p>Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity.</p> <p>Energy exists in many forms, and when these forms change, energy is conserved.</p> <p>Human decisions and activities have had a profound impact on the physical and living environment.</p> <p>Diversity of Life</p> <p>Living things are both similar to and different from each other and from nonliving things.</p> <p>Organisms maintain a dynamic equilibrium that sustains life.</p> <p>Plants and animals depend on each other and their physical environment.</p> <p>Interdependence</p>

⁶¹ New York City Department of Education, "K-5 Science Scope & Sequence" and "6-12 Science Scope and Sequence"
http://schools.nyc.gov/NR/rdonlyres/949E0441-ADAF-445C-A915-E9F8123E1387/0/K5ScienceScopeandSequence_Updated.pdf and
http://schools.nyc.gov/NR/rdonlyres/49FC3DAF-2A6A-42B5-80DC-9587487B0243/0/sciencescopeandsequence612_web.pdf.

⁶² The items listed within this section identify the Key Ideas for this subject, taken from the NYC Department of Education Science Scope & Sequence, cited above.

Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.

Organisms maintain a dynamic equilibrium that sustains life.

Plants and animals depend on each other and their physical environment.

Human decisions and activities have had a profound impact on the physical and living environment.

Geology

The Earth and celestial phenomena can be described by principles of relative motion and perspective.

Many phenomena that we observe on Earth involve interactions among components of air, water, and land.

Individual organisms and species change over time.

Energy and Matter

Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity.

Energy exists in many forms, and when these forms change, energy is conserved.

Human decisions and activities have had a profound impact on the physical and living environment.

Dynamic Equilibrium: The Human Animal

Living things are both similar to and different from each other and from nonliving things.

Organisms maintain a dynamic equilibrium that sustains life.

Dynamic Equilibrium: Other Organisms

Living things are both similar to and different from each other and from nonliving things.

Organisms maintain a dynamic equilibrium that sustains life.

Reproduction, Heredity, and Evolution

Living things are both similar and different from each other and from nonliving things.

Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring.

The continuity of life is sustained through reproduction and development.

Human decisions and activities have had a profound impact on the physical and living environment.

Forces and Motion on Earth

The Earth and celestial phenomena can be described by principles of relative motion and perspective.

Energy and matter interact through forces that result in changes in motion.

The Sun, Earth, and Moon System

The Earth and celestial phenomena can be described by principles of relative motion and perspective.

Energy and matter interact through forces that result in changes in motion.

Humans and the Environment: Needs and Tradeoffs

Individual organisms change over time.

Energy exists in many forms, and when these forms change, energy is conserved.

Plants and animals depend on each other and their physical environment.

Human decisions and activities have had a profound impact on the physical and living environment.

Figure 27: Performing Arts standards overview⁶³

Rhythmic Literacy

Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).

Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.

When analyzing selected music, read and perform using iconic and/or standard notation.

Melodic Literacy

Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).

Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.

When analyzing selected music, read and perform using iconic and/or standard notation.

Expressive Elements

When analyzing selected music, read and perform using standard notation.

Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).

Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).

Form

Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).

History

Explain how context (such as social, cultural, and historical) informs performances.

Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the

⁶³ Standards referenced from National Association for Music Education's Core Music Standards 2015. <http://www.nafme.org/my-classroom/standards/core-music-standards/>.

use of the elements of music, and context (such as social, cultural, and historical).

Rhythmic Literacy

Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.

Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and two chord harmonic musical ideas.

When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.

Melodic Literacy

Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.

Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and two chord harmonic musical ideas.

When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.

Rhythmic Concepts

Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and two chord harmonic musical ideas.

When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.

Expressive Elements

When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.

Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

Describe how the elements of music and expressive qualities relate to the structure of the pieces.

Form

Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.

History

Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.

Identify how cultural and historical context inform performances.

Identify the context of music from a variety of genres, cultures, and historical periods.

Rhythmic Literacy

Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.

Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.

When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, dynamics, tempo, and form.

Melodic Literacy

Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.

Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.

When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, dynamics, tempo, and form.

Rhythmic Concepts

When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, dynamics, tempo, and form.

Melodic Concepts

When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, dynamics, tempo, and form.

When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.

Expressive Elements

When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, dynamics, tempo, and form.

Perform the music with technical accuracy and stylistic expression to convey the creator's intent.

Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.

Form

Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.

Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.

History

Use standard and/or iconic notation and/or audio/ video recording to document personal simple

rhythmic phrases, melodic phrases, and harmonic sequences.

Identify how cultural and historical context inform performances and result in different music interpretations.

Etiquette

Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.

Rhythmic Literacy

Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.

Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.

When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.

Melodic Literacy

Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.

Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.

Rhythmic Concepts

Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.

Melodic Concepts

Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.

When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.

Expressive Elements

Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.

Identify and apply personally-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.

Form

Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.

Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic