

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]		
Primary Phone #:	347-709-1197	Secondary Phone #:	[REDACTED]	Email: gbrown@buildingexcellentschools.org

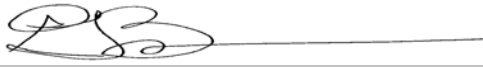
Second Lead Applicant Name:				
Applicant is a:	☐ Parent ☐ Teacher ☐ School Administrator ☐ District Resident ☐ Education Corp./Charter School			
Applicant Mailing Address:				
Primary Phone #:		Secondary Phone #:		Email:

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: gbrown@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

Contents

R-01 – Community Need and Proposed School Impact.....	1
a. Community Description and Need.....	1
b. Programmatic impact.....	18
c. Fiscal Impact.....	20

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		

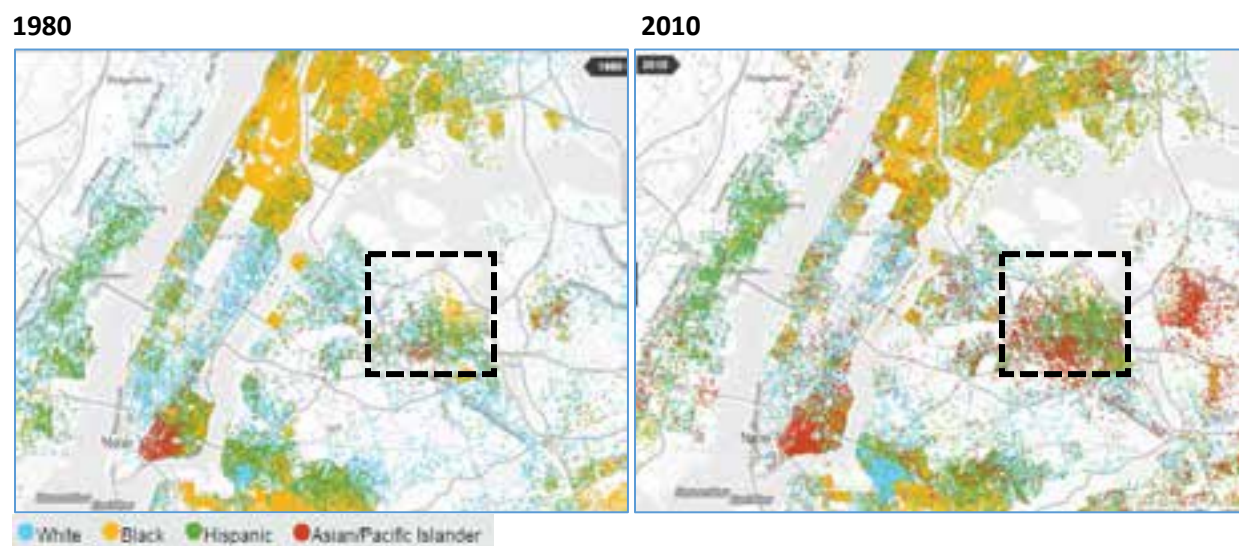
³ U.S. Census Data 2014, retrieved from: <http://www.census.gov/quickfacts/table/PST045214/36081,3651000#headnote-is-a> QuickFacts data are derived from: Population Estimates, American Community Survey, Census of Population and Housing, Current Population Survey, Small Area Health Insurance Estimates, 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.

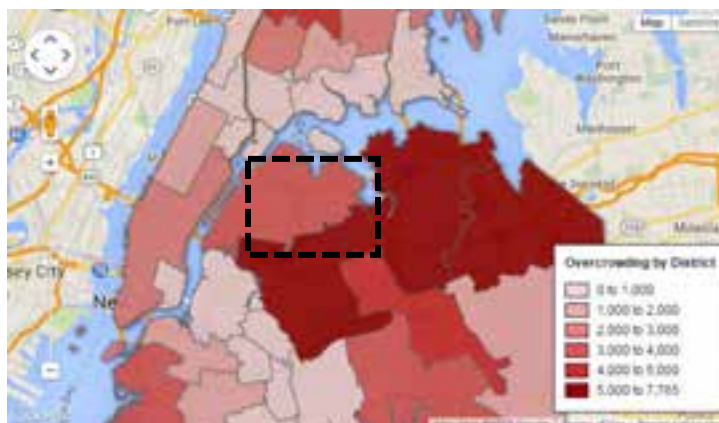
Figure 5: Overcrowding by district (target region highlighted)¹⁰

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://csssinc.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

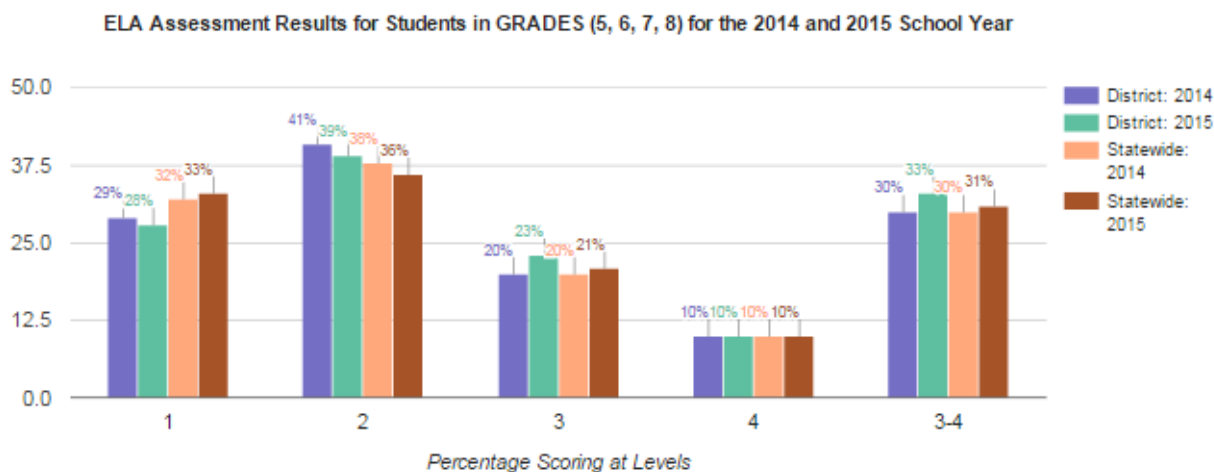


Figure 7: District 24 Math performance 2014-15¹³

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

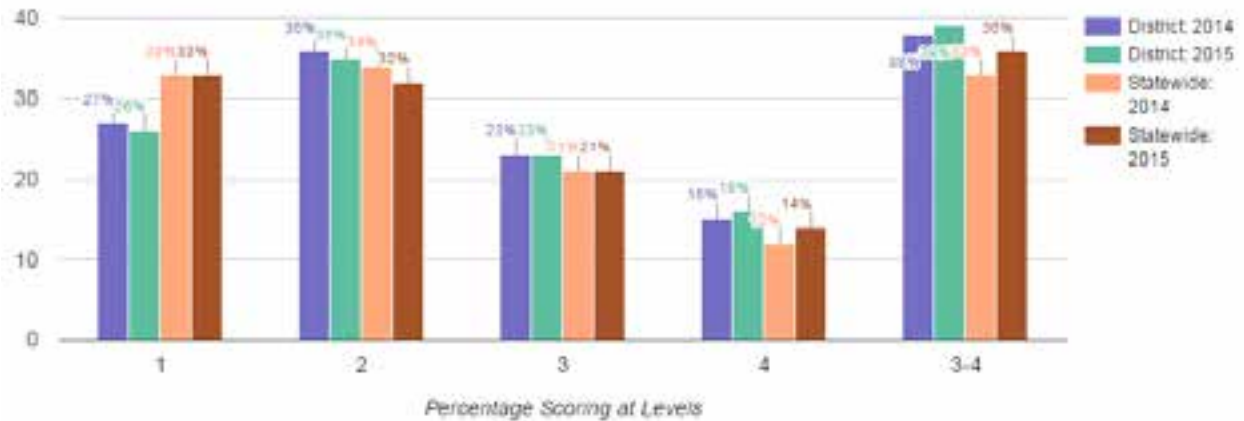


Figure 8: District 30 ELA performance 2014-15¹⁴

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

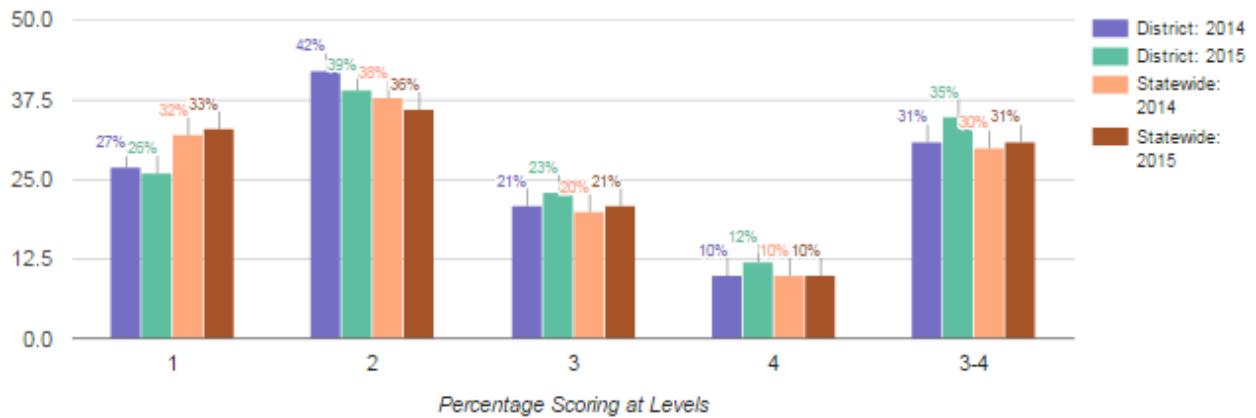


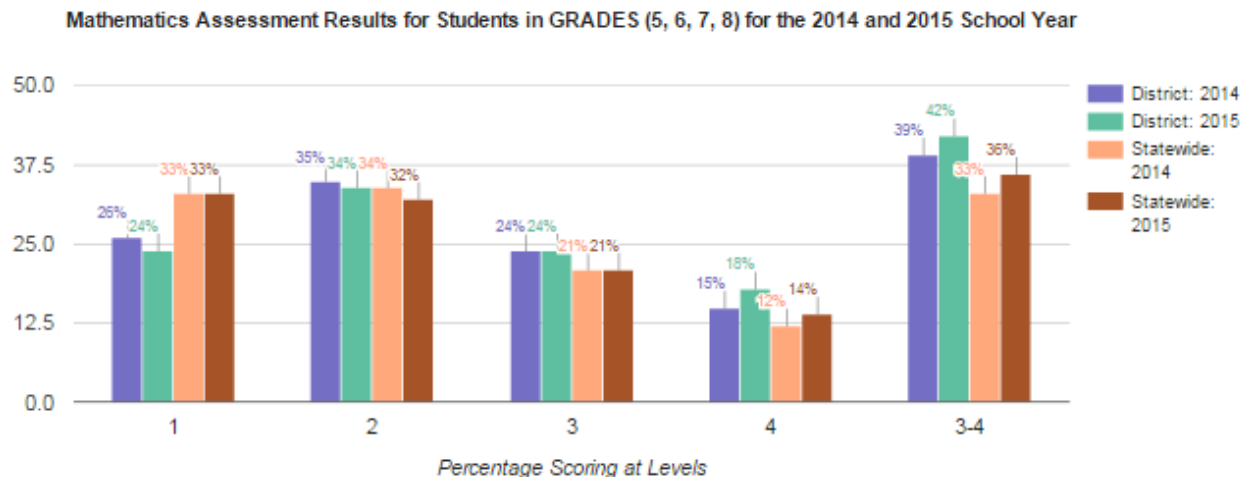
Figure 9: District 30 Math performance 2014-15¹⁵

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

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

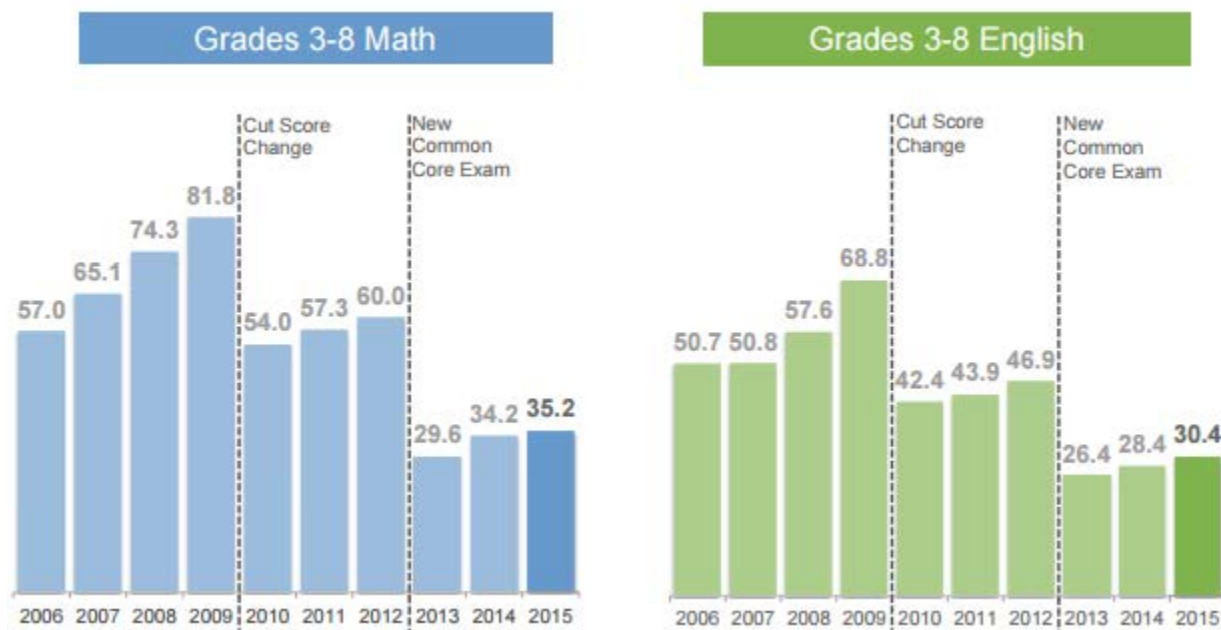
¹⁵ 2014-15 Assessment data, District 30. Retrieved: September 7, 2015.

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



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/ronlyres/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/ronlyres/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/ronlyres/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/ronlyres/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%
	Charter Schools											
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
Learning Tree Multi-Cultural (Private)	103-02 Northern Blvd	K-8	85
Mount Olivet Christian School (Parochial)	33-27 97 St	PK-K	55
Our Lady Of Fatima School (Parochial)	25-38 80 St	PK-8	760
Our Lady Of Sorrows School (Parochial)	35-34 105 St	PK-8	443
Saint Joan Of Arc School (Parochial)	35-27 82 St	PK-8	588
Monsignor McClancy Memorial (Parochial)	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
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	<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> <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> • 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
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	<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> <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> • 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>.

	students are 100% focused on learning without distractions - 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
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	<i>We believe that high-quality teachers are critical to creating and sustaining a culture of academic excellence, urgency, and intellectual curiosity.</i> - 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
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	<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> - 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
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	<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> - 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>.

	• 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
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	<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> • 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.

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS			FORTE PREPARATORY ACADEMY CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS	
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>			PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2017-18 THROUGH 2021-22					<i>*NOTE: State assumptions that are being made in the section provided below.</i>	
Total Revenue			2,119,495	3,515,706	5,103,845	6,791,021	6,791,138		
Total Expenses			2,113,357	3,470,438	5,069,574	6,658,627	6,766,490	2% COLA applied to all expenses; 1.5% COLA to payroll	
Net Income (Before Cash Flow Adjustments)			6,138	45,268	34,271	132,394	24,648		
Budgeted Student Enrollment			90	180	270	360	360		
			Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22		
REVENUE			Per Pupil Revenue Percentage Increase						
REVENUES FROM STATE SOURCES			0.0%	0.0%	0.0%	0.0%	0.0%		
Per Pupil Revenue			Basic Tuition (2015-16)						
PRIMARY School District: NYC CHANCELLOR'S OFFICE			13,877	1,248,930	2,497,860	3,746,790	4,995,720	4,995,720	per student
Other District 1:			-	-	-	-	-	-	
Other District 2:			-	-	-	-	-	-	
Other District 3:			-	-	-	-	-	-	
Other District 4:			-	-	-	-	-	-	
Other District 5:			-	-	-	-	-	-	
Other District 6:			-	-	-	-	-	-	
Other District 7:			-	-	-	-	-	-	
Other District 8:			-	-	-	-	-	-	
Other District 9:			-	-	-	-	-	-	
Other District 10:			-	-	-	-	-	-	
Other District 11:			-	-	-	-	-	-	
Other District 12:			-	-	-	-	-	-	
Other District 13:			-	-	-	-	-	-	
Other District 14:			-	-	-	-	-	-	
35 Other School Districts' Revenue:	(Weighted Avg.)	-	-	-	-	-	-	-	
TOTAL Per Pupil Revenue	(Weighted Avg.)	13,877	1,248,930	2,497,860	3,746,790	4,995,720	4,995,720		
Special Education Revenue			75,156	149,446	224,602	298,891	298,891	12% SPED Population; of that 12%, 50% below 20% classification, 30% in the 20-59% Classification at \$10,390 rate, and 20% greater than 60% at \$19,049 rate;	
Grants									
Stimulus			-	-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)			90,960	-	-	-	-	-	
Other			249,786	499,572	749,358	999,144	999,144		
Other			7,153	14,306	21,460	28,613	28,613	\$2775 per student for facility add-on; 20% of Per Pupil amount NYSTL (\$58.25); NYSSL (\$14.98); NYSLIB (\$6.25) per student for FAMIS allocations/spending	
TOTAL REVENUE FROM STATE SOURCES			1,671,985	3,161,184	4,742,209	6,322,368	6,322,368		
REVENUE FROM FEDERAL FUNDING									
IDEA Special Needs			2,200	4,300	6,500	8,600	8,600	\$1,000 per SPED count with greater than 60% classification	
Title I			37,800	75,600	113,400	151,200	151,200	\$500 per FRL student; 84% FRL (64% Free/20% Reduced)	
Title Funding - Other			3,024	6,048	9,072	12,096	12,096	\$40 per FRL student; 84% FRL (64% Free/20% Reduced)	
School Food Service (Free Lunch)			63,978	127,956	191,934	255,912	255,912	Based on FY 2016 federal meal reimbursement rates; product of enrollment, FRL %, participation level %, # of instructional days, and attendance rate. Participation assumed at 70% Breakfast and Snack; 100% Lunch; 185 Days; 95% daily attendance	
Grants									
Charter School Program (CSP) Planning & Implementation			300,000	100,000	-	-	-	3rd installment of \$500K anticipated CSP award in Year 2	
Other			-	-	-	-	-	-	
Other			-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES			407,002	313,904	320,906	427,808	427,808		
LOCAL and OTHER REVENUE									
Contributions and Donations			-	-	-	-	-	-	
Fundraising			35,000	35,000	35,000	35,000	35,000	\$35k fundraising commitment per year by Board	
Erate Reimbursement			5,508	5,618	5,731	5,845	5,962	75% of telecom expenses in a given year	
Earnings on Investments			-	-	-	-	-	-	
Interest Income			-	-	-	-	-	-	
Food Service (Income from meals)			-	-	-	-	-	-	
Text Book			-	-	-	-	-	-	
OTHER			-	-	-	-	-	-	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		FORTE PREPARATORY ACADEMY CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>		PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2017-18 THROUGH 2021-22					<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue		2,119,495	3,515,706	5,103,845	6,791,021	6,791,138	
Total Expenses		2,113,357	3,470,438	5,069,574	6,658,627	6,766,490	2% COLA applied to all expenses; 1.5% COLA to payroll
Net Income (Before Cash Flow Adjustments)		6,138	45,268	34,271	132,394	24,648	
Budgeted Student Enrollment		90	180	270	360	360	
		Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		40,508	40,618	40,731	40,845	40,962	
TOTAL REVENUE		2,119,495	3,515,706	5,103,845	6,791,021	6,791,138	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		FORTE PREPARATORY ACADEMY CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.		PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2017-18 THROUGH 2021-22					*NOTE: State assumptions that are being made in the section provided below.
Total Revenue		2,119,495	3,515,706	5,103,845	6,791,021	6,791,138	
Total Expenses		2,113,357	3,470,438	5,069,574	6,658,627	6,766,490	2% COLA applied to all expenses; 1.5% COLA to payroll
Net Income (Before Cash Flow Adjustments)		6,138	45,268	34,271	132,394	24,648	
Budgeted Student Enrollment		90	180	270	360	360	
		Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS		Year 1 No. of Positions					NOTE: For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of this file.
Executive Management	1.00	106,575	108,174	109,796	111,443	113,115	Executive Director
Instructional Management	-	-	-	-	-	-	
Deans, Directors & Coordinators	3.00	217,500	329,513	443,205	522,353	530,189	Director of Curriculum & Instruction and Student Supports Coordinator and full time ELL Coordinator starting Y1; Dean of Students and half-time Director of High School Placement and Alumni Success added in Y2; Director of High School Placement and Alumni Success full-time in Year Y3; Second DCI added in Y3; addition of Development Director in Y4
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	1.00	60,900	61,814	62,741	63,682	64,637	Operations Manager
Administrative Staff	1.00	35,525	36,058	72,124	73,206	74,304	Office Manager; Office Assistant in Y3
TOTAL ADMINISTRATIVE STAFF	6.00	420,500	535,558	687,866	770,684	782,244	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	7.50	445,331	897,342	1,356,134	1,821,807	1,849,134	6 core teachers (2 ELA, 2 Math, 1 SS, 1 Sci), 1 Performing Arts, .5 Digital Literacy
Teachers - SPED	1.00	63,686	64,641	129,297	163,079	165,526	
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	-	-	-	-	106,575	143,699	Assistant teachers (1 ELA, 1 Math, 1 SS in Y4; Add Sci Y5)
Specialty Teachers	-	-	-	29,689	59,823	60,721	Part-time ELL teacher to support Coordinator in Y3, then full time in Y4
Aides	-	-	-	-	-	-	
Therapists & Counselors	-	-	-	-	-	-	
Other	1.00	26,673	47,139	70,093	92,064	93,689	FTE listed to calculate bonus/stipend due to lack of line item
TOTAL INSTRUCTIONAL	9.50	535,690	1,009,123	1,585,213	2,243,349	2,312,768	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	0.25	8,881	17,896	27,045	36,332	36,877	part-time parent community coordinator until Y4, then full time
TOTAL NON-INSTRUCTIONAL	0.25	8,881	17,896	27,045	36,332	36,877	
SUBTOTAL PERSONNEL SERVICE COSTS		15.75	965,072	1,562,576	2,300,124	3,050,365	3,131,890
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		73,828	119,537.06	175,959.49	233,352.92	239,589.55	6.2% SSI; 1.45% Medicare
Fringe / Employee Benefits		116,229	199,378	316,779	426,092	450,918	\$6,825 starting assumption per FTE in medical, dental, and vision coverage; 5% year over year overage; 1% of salaries towards Workers Comp; 1st \$8500 per employee at 4.1% for state unemployment
Retirement / Pension		28,952	46,877	69,004	91,511	93,957	3% 401K employer match
TOTAL PAYROLL TAXES AND BENEFITS		219,009	365,792	561,742	750,956	784,464	
TOTAL PERSONNEL SERVICE COSTS		15.75	1,184,081	1,928,368	2,861,866	3,801,321	3,916,354
CONTRACTED SERVICES							
Accounting / Audit		15,300	15,606	15,918	16,236	16,561	based on conversations with auditor; 2% cost increase year over year
Legal		10,200	10,404	10,612	10,824	11,041	legal counsel and support; 2% cost increase year over year
Management Company Fee		-	-	-	-	-	
Nurse Services		4,590	9,364	14,326	19,484	19,873	\$50/student; 2% cost increase year over year

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	FORTE PREPARATORY ACADEMY CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>	PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2017-18 THROUGH 2021-22					<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue	2,119,495	3,515,706	5,103,845	6,791,021	6,791,138	
Total Expenses	2,113,357	3,470,438	5,069,574	6,658,627	6,766,490	2% COLA applied to all expenses; 1.5% COLA to payroll
Net Income (Before Cash Flow Adjustments)	6,138	45,268	34,271	132,394	24,648	
Budgeted Student Enrollment	90	180	270	360	360	
	Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22	
Food Service / School Lunch	71,087	142,173	213,260	284,346	284,346	average \$790 per student per year; 10% cost excess above anticipated reimbursements
Payroll Services	1,847	2,095	2,419	2,693	2,718	Paychex as Processor; \$500 in reporting fees; \$53 for 11 employees per pay period (24); extra \$1 per employee per pay period (24)
Special Ed Services	5,508	11,236	17,192	23,381	23,848	\$500 per SPED student; 2% cost increase year over year
Titlement Services (i.e. Title I)	-	-	-	-	-	
Other Purchased / Professional / Consulting	154,269	195,158	246,407	307,669	310,729	\$4K NYCCSC SPED Collaborative; \$2K/month tech support; \$2K Erate consutling; back-office fee grows to \$150K and flattens in year 4; includes line items for SIS and behavior management system, as well as translation services at \$50/student. When applicable, 2% cost increase year over year applied; \$10K in Y1 and Y2 for BES follow-on support
TOTAL CONTRACTED SERVICES	262,801	386,036	520,134	664,633	669,117	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	FORTE PREPARATORY ACADEMY CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>	PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2017-18 THROUGH 2021-22					<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue	2,119,495	3,515,706	5,103,845	6,791,021	6,791,138	
Total Expenses	2,113,357	3,470,438	5,069,574	6,658,627	6,766,490	2% COLA applied to all expenses; 1.5% COLA to payroll
Net Income (Before Cash Flow Adjustments)	6,138	45,268	34,271	132,394	24,648	
Budgeted Student Enrollment	90	180	270	360	360	
	Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22	
SCHOOL OPERATIONS						
Board Expenses	1,836	1,873	1,910	1,948	1,987	average \$150/month; larger average than actual monthly expense to account for board development trainings; 2% cost increase year over year
Classroom / Teaching Supplies & Materials	18,360	37,454	57,305	77,935	79,494	\$400/student for classroom and teaching supplies; \$250/student for curriculum; SRI & Reading resources; 2% cost increase year over year
Special Ed Supplies & Materials	2,754	5,618	8,596	11,690	11,924	\$250/SPED student above core materials; 2% cost increase year over year
Textbooks / Workbooks	22,950	46,818	71,632	97,419	99,367	\$250 budgeted per student vs. new student; this creates budget for replacement and wear and tear; 2% cost increase year over year
Supplies & Materials other	27,808	56,443	85,928	116,290	118,043	FAMIS Spending; \$75 per student for performing arts and \$150 per student for other materials as needed; other materials increased year over year by 2%
Equipment / Furniture	37,130	35,273	35,928	36,597	11,000	\$100/student for classroom; \$3K per core classroomin supplemental; \$5K for front office; replacement expenses in Y5 after school is fully grown
Telephone	5,126	6,242	7,720	9,039	9,330	\$427/month in Y1; inflated over time to account for new lines added
Technology	44,150	44,516	49,386	47,668	30,355	\$300/month Internet; \$1,250 per new staff member; \$300 per student for classroom technology
Student Testing & Assessment	27,650	28,611	30,041	32,020	34,670	\$20K ANET; additional amounts for state assessment material prep
Field Trips	2,295	4,682	7,163	9,742	9,937	\$25/student plus 2% year over year increase
Transportation (student)	-	-	-	-	-	
Student Services - other	8,262	16,854	25,787	35,071	35,772	\$90/student for base uniform set; 2% year over year increase
Office Expense	32,436	42,448	64,309	75,337	76,844	\$2,000 month to cover office supplies and copier lease; 2% cost increase year over year
Staff Development	6,541	11,236	17,550	23,137	24,097	\$450 per staff member for training; 2% cost increase year over year
Staff Recruitment	6,250	4,875	6,375	5,375	500	\$500 per new staff member job postings and other talent related costs
Student Recruitment / Marketing	10,200	10,404	10,612	10,824	3,604	\$100 per new student acquired plus website maintenance; 2% cost increase year over year
School Meals / Lunch	-	-	-	-	-	
Travel (Staff)	-	-	-	-	-	
Fundraising	-	-	-	-	-	
Other	638	507	677	582	55	\$50/new staff member for fingerprinting/background checks
TOTAL SCHOOL OPERATIONS	254,386	353,855	480,919	590,674	546,979	
FACILITY OPERATION & MAINTENANCE						
Insurance	15,300	18,727	21,224	23,814	24,290	D&O & liability
Janitorial	41,310	84,272	128,937	175,354	178,861	contracted services; \$5/square foot; 80 square feet per student; additional \$50 per student for supplies; 2% cost increase year over year
Building and Land Rent / Lease / Facility Finance Interest	220,320	449,453	687,663	935,221	953,926	\$30 per square foot; 80 square feet per student; 2% cost increase year over year
Repairs & Maintenance	73,440	149,818	229,221	311,740	317,975	\$10 tenant improvement per square foot; 80 square feet per student; amortized into lease payments
Equipment / Furniture	-	-	-	-	-	
Security	-	-	-	-	-	
Utilities	36,720	74,909	114,610	155,870	158,988	\$5/square foot; 80 square feet per student; includes electricity, natural gas, water, and waste removal
TOTAL FACILITY OPERATION & MAINTENANCE	387,090	777,179	1,181,655	1,602,000	1,634,040	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	FORTE PREPARATORY ACADEMY CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>	PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2017-18 THROUGH 2021-22					<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue	2,119,495	3,515,706	5,103,845	6,791,021	6,791,138	
Total Expenses	2,113,357	3,470,438	5,069,574	6,658,627	6,766,490	2% COLA applied to all expenses; 1.5% COLA to payroll
Net Income (Before Cash Flow Adjustments)	6,138	45,268	34,271	132,394	24,648	
Budgeted Student Enrollment	90	180	270	360	360	
	Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	25,000	25,000	25,000	-	-	3 year installment of \$25K (\$75K total)
TOTAL EXPENSES	2,113,357	3,470,438	5,069,574	6,658,627	6,766,490	
NET INCOME	6,138	45,268	34,271	132,394	24,648	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	FORTE PREPARATORY ACADEMY CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>	PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2017-18 THROUGH 2021-22					<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue	2,119,495	3,515,706	5,103,845	6,791,021	6,791,138	
Total Expenses	2,113,357	3,470,438	5,069,574	6,658,627	6,766,490	2% COLA applied to all expenses; 1.5% COLA to payroll
Net Income (Before Cash Flow Adjustments)	6,138	45,268	34,271	132,394	24,648	
Budgeted Student Enrollment	90	180	270	360	360	
	Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
PRIMARY School District: NYC CHANCELLOR'S OFFICE	90	180	270	360	360	
Other District 1:	-	-	-	-	-	
Other District 2:	-	-	-	-	-	
Other District 3:	-	-	-	-	-	
Other District 4:	-	-	-	-	-	
Other District 5:	-	-	-	-	-	
Other District 6:	-	-	-	-	-	
Other District 7:	-	-	-	-	-	
Other District 8:	-	-	-	-	-	
Other District 9:	-	-	-	-	-	
Other District 10:	-	-	-	-	-	
Other District 11:	-	-	-	-	-	
Other District 12:	-	-	-	-	-	
Other District 13:	-	-	-	-	-	
Other District 14:	-	-	-	-	-	
All Other School Districts	-	-	-	-	-	
TOTAL ENROLLMENT	90	180	270	360	360	
REVENUE PER PUPIL	23,550	19,532	18,903	18,864	18,864	
EXPENSES PER PUPIL	23,482	19,280	18,776	18,496	18,796	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	-	-	-	-	-	
Other	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	-	-	-	-	-	
NET INCOME	6,138	45,268	34,271	132,394	24,648	
Beginning Cash Balance	214,808	220,945	266,214	300,485	432,879	
ENDING CASH BALANCE	220,945	266,214	300,485	432,879	457,527	

R-21 – Letters of Justification

Building Excellent Schools Commitment Letter



March 15, 2016

SUNY Charter Schools Institute

Re: Commitment of Start-Up Funds to Forte Preparatory Academy Charter School

To Whom It May Concern:

I am pleased to inform you that the Building Excellent Schools Post Authorization Fund, infused through funding provided by the Walton Family Foundation to Building Excellent Schools, will make available \$325,000 of start-up funds to Forte Preparatory Academy Charter School for the start-up year (fiscal year 2016-2017) upon charter authorization. These funds will be characterized as a \$325,000 grant.

The grant is given in support of the start-up needs of Forte Preparatory Academy Charter School and will be contingent upon authorization of Forte Preparatory Academy Charter School.

Sincerely,

Susan L. Walsh

Susan L. Walsh
Senior Director, Fellowship and Leadership Development
Building Excellent Schools



March 28, 2016

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, NY 12207

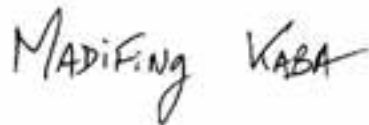
To Whom It May Concern:

The Forte Preparatory Academy Charter School Founding Board of Trustees recognizes that fundraising requires the efforts of the entire Board. Each member of the Founding Board recognizes the importance of ongoing fundraising efforts for the school. As such, each Founding Board Member has committed to both a personal contribution and individual fundraising efforts.

Our Founding Board of Directors has together pledged to personally give and/or collectively raise \$35,000 annually for Y1-Y5 of operation. The Board commits to raising these funds annually through extensive fundraising efforts, led by our Fundraising Committee to be established upon authorization. These amounts represent our minimum commitment of personal donations and collective fundraising, and we look forward to surpassing these totals.

As a Board, we are fully committed to and invested in the success of Forte Preparatory Academy Charter School.

On Behalf of the Entire Founding Board,



Madifing Kaba
Chair, Forte Preparatory Academy Charter School Founding Board

R-21 – Fiscal Soundness

Contents

R-21 – Fiscal Soundness	1
a. Budget Narrative	1
b. Financial Planning	5
c. Fiscal Audits	5
d. Dissolution Procedures	6

a. Budget Narrative

Forte Preparatory Academy Charter School (“Forte Prep”) will build a high-quality education program that achieves its mission of equipping all students in grades five through eight with the skills to be successful in college preparatory high schools, while establishing a fiscally sustainable nonprofit organization that can support its program in start-up and over time on public funding.

We have built a conservative budget model that is not overly optimized – revenues are based on a hedged enrollment, whereas expenses are based on our full enrollment. We have leveraged the help of experts in the charter school budgeting and financial management field to assist with and vet our plan. We do not include any additional sources of revenue that are not highly likely to be received during the charter period. In every year of operation, we anticipate having a budget surplus to accommodate any unforeseen circumstances and build a reserve for future endeavors of our school.

Figure 1: High level snapshot of Five Year Budget

	Startup	Year 1	Year 2	Year 3	Year 4	Year 5
Total Revenue	460,000	2,119,495	3,515,706	5,103,845	6,791,021	6,791,138
Total Expenses	245,192	2,113,357	3,470,438	5,069,574	6,658,627	6,766,490
Operating Income (EBIDA)	214,808	6,138	45,268	34,271	132,394	24,648
Beginning Fund Balance	-	214,808	220,945	266,214	300,485	432,879
Ending Fund Balance	214,808	220,945	266,214	300,485	432,879	457,527
Operating Income as % of Total Revenues	46.70%	0.29%	1.29%	0.67%	1.95%	0.36%
Fund Balance as % of Total Revenues	46.70%	10.42%	7.57%	5.89%	6.37%	6.74%
Total Revenue Per Student	N/A	\$23,550	\$19,532	\$18,903	\$18,864	\$18,864
Total Spending Per Student	N/A	\$23,482	\$19,280	\$18,776	\$18,496	\$18,796

Our operating income is projected to be positive in every year, with the school's fund balance anticipated to hit 6.7% by Year 5, low but not far off from other observed reserve trends with charter schools. Our operating income during Years 0 through 3 are more modest because of the sub-scale of the organization and the presence of large expenses in early years such as furniture and technology. Further, this is an all-in budget, with carefully researched assumptions with conservative estimates for revenues and expenses. By Year 5, when the school reaches scale, Forte Prep projects that the operating income will see a sizeable jump indicative of the school at full growth. Further, while we bring on a Director of Development who will be charged with accessing revenues and reaching Board-established development goals, to remain conservative, we do not include any of those funds within projected revenue streams.

Revenue Planning

We have conservatively estimated our revenue over time by setting year over year growth at 0%. Further, we have set an attainable goal of 90 students per grade level, which, in the context of an overcrowded district with high demand for new public charter school options, we will confidently meet in Year 1.

As discussed earlier, we do not rely on any non-public and non-recurring revenues sources with the exception of an anticipated Walton Family Foundation (WFF) Start-Up Grant of \$325,000, disbursed through Building Excellent Schools (please see **R-21f – Letters of Commitment** for WFF Commitment Letter) and a prospective Charter School Program Grant of \$500,000. Additionally, our Board has committed to donate and/or raise at least \$35,000 annually to support the school. Their commitment letter can also be found in **R-21f**. We have thoughtfully structured our budget so that we can scale back or eliminate proposed grant spending with as little disruption to the proposed educational model, in the event these grant opportunities do not materialize.

All of our recurring public revenues are tied to the most recent funding assumptions available to charter applicants from NYCDOE and NYSED, and when otherwise unavailable, the assumptions being used for schools operating during FY 2016. Our per pupil enhancements for students receiving a certain level of special education services are tied to special education populations observed in local schools. Of the 12% of student enrollment assumed to have an IEP, Forte Prep has assumed that only about half of these students will actually receive services that trigger the 20-60% and greater than 60% funding enhancements.

The facility reimbursement has been assumed at 20% of the Per Pupil amount, and Forte Prep understands this is otherwise not received if it were to be co-located. Forte Prep also understands that a co-location would in most cases be more financially advantageous than a market rate facility and the facility reimbursement.

Other funding sources include Title I and Title II allocations, which we have tied to an assumption of free and reduced lunch students, based on the observed neighborhood school profiles, which is estimated at approximately 84%. We also expect to receive IDEA funding for students with IEPs. Forte Prep has also included NYSTL, NYSSL, and NYSLIB allocations, and we have included offsetting expenses to reflect that this funding is only accessible through FAMIS. We have budgeted a one-time DYCD allocation in our 1st year to support initial furniture and equipment purchasing, based on a fixed award of \$51K plus \$444 per each middle school student. We have also included a 75% reimbursement of telecommunication services through the E-Rate program.

Forte Prep has budgeted NSLP revenues and offsetting costs (10% excess) of implementing the National School Lunch Program to reflect the intent to participate in the NSLP program managed by NYCDOE. In practice, we know that charters participating in the NYCDOE NSLP program pay the unreimbursed amount, so we wanted to reflect the net impact to our budget. We are also not anticipating to collect money for paid students or the modest amounts passed on usually to reduced students; this is for fiscal conservancy and to eliminate any differentiation between socioeconomic statuses and to strengthen our community.

For all revenue assumptions, Forte Prep did not incorporate any sort of increase year over year to revenue streams. We believe this to be prudent in the absence of any definitive information on funding rates beyond FY 2016, but we are confident there should be upward movement of funding rates based on recent trends in funding rates and changes to federal legislation and programs. Further, from a cash flow perspective in Year 1, we maintain a healthy, positive ending cash balance each month to cover our anticipated expenses as well as any unforeseen operating expenses.

Expense Planning

Staff and associated benefit and employer liability costs range somewhere between 55% and 60% of anticipated spending during the first 5 years for Forte Prep, or about an average of \$11K in spending per student per year. Our budgeted staffing plan ties to our proposed personnel plan and the phase-in of those positions over time, including part-time positions. For pay assumptions, we looked at other charter school budgets and job postings to establish reliable market indicators. Our average starting teacher salary is anticipated to be just over \$59K, which is considerably above the NYCDOE starting salary of approximately \$50K in FY 2016. Our plan includes both a robust instructional team and an administrative and support team. In the Planning Year, the Executive Director will be joined by Curriculum consultant for three months, followed by the Director of Curriculum and Instruction and the Operations Manager for six and three months prior to opening, respectively. Forte Prep will open its doors with 14.75 FTEs in Year 1 and end with 49.5 FTEs in Year 5, with two thirds of staff serving in instructional roles. We will invest \$500 per new staff member to our recruitment efforts, in order to find high quality and high potential teachers with at least two years of teaching experience and a proven track record of student growth.

We are also competitive with fringe benefits. We have included a 2% bonus pool to be awarded to staff on a merit basis and a 1.5% annual increase to salaries and wages to account for both cost of living and additional reward and promotion opportunities for staff. We have included a 3% assumption for employer contributions to retirement, as well as a competitive assumption of Forte Prep contributing \$6,500 per employee toward medical, dental, and vision benefits. We have included assumptions for standard items such as Social Security, Medicare, and state unemployment insurance. As the budget allows and new funding sources become available, we plan to target these resources to further enhance compensation and benefits to continue to attract and retain high quality teachers and staff and to provide increasingly differentiated professional development opportunities for a maturing staff.

Our budget for contracted services and school operations have been developed either through dialogue with prospective vendors or consultation with other existing charter schools and charter school support organizations. We have applied a 2% Cost of Living Adjustment (COLA) to expenses after the Pre-OP Period (note sections 7-9 in **R-21e – Budget Template**). These expenses include a variety of items, most notably resources for our annual audit, legal advice and counsel, back office support for our financial

operations, as well as assessment costs, instructional materials, performing arts materials,¹ classroom technology materials,² textbooks, contracted instructional services, and other mission-critical expenses. Forte Prep will spend about a quarter of its budget towards these two areas in Year 1, but we expect it will decrease to 20% once we are at full size. We will spend on average about \$4,000 per student in these areas.

Facility costs have been difficult to define in the absence of a contemplated space, however Forte Prep has developed a plan that can fit a number of different space arrangements and parameters. \$30 per square foot has been assumed for an operating lease, with \$10 per square foot assumption for tenant improvement costs to be amortized within the lease structure, a common industry practice. Janitorial services and utilities have been both budgeted at \$5 per square foot, respectively, based on different quotes and observed facility setup. Forte Prep has been fortunate to rely on Charter School Support Services for their facility consulting and planning around this; CSSS has been successful in securing facility opportunities for charter operators in NY and across the country, including for several BES schools.

The spending that has been earmarked for Walton Family Foundation and CSP funds in the budget reflect approximately \$825,000 in one-time funding. If these funds were not to materialize at all or in their full amount, we understand we would need to otherwise revise our spending plan. Between years 0 and 2, we are anticipating to generate between \$200-260K fund balance, which gives us some flexibility to still spend on those items and just carry forward a smaller reserve and focus on about \$600K of reductions. Some of those reductions might include revising our staffing plan in the first few years, including eliminating or delaying the Dean of Students role, with a consolidation or transfer of responsibilities to other staff and leveraged contracted services.

Mitigation Strategies

If the financial model for Forte Prep comes under duress for any series of reasons (e.g. higher than expected rental costs, drop in enrollment, unexpected medical insurance increase), there are many strategies that we can implement to address this, including:

- **Headcount reduction:** Outside of our core instructional staff, we may consider reducing some of our administrative staff (e.g. Office Manager) to part-time status. Additionally, digital literacy teacher responsibilities may be managed by a science teacher or a combination of classroom teachers to reduce headcount. While non-instructional staff is already conservative, we could consider employing consultants for special education and ELL administration and for operational support.
- **Salary reduction:** Staff salaries are based on estimates and averages from publicly available sources and could be reduced by 5-10% and still retain competitiveness and cost of living.
- **Benefits reduction:** We may consider reducing or eliminating the retirement contributions.

¹ We anticipate purchasing a light percussion instrument such as a practice snare pad and sticks and/or a light woodwind instrument such as a recorder for each student, in addition to sheet music and other instructional materials.

² Classroom tech per student supports delivery of Digital Literacy program as well as other operations. Includes software licenses, Chromebook and associated peripheral expenses for one classroom's worth of technology.

- Instructional materials and other expenses: We plan to employ crowdfunding sources such as www.donorschoose.org to supplement any instructional materials gaps for those items that are not deemed to be “essential” to our budget.

b. Financial Planning

The annual budget for the school will be developed by the Forte Prep’s Executive Director and Operations Manager, in conjunction with EdTec, the proposed back-office provider. The Executive Director will solicit school staff for budget input and engage them in a strategic planning exercise each year to ensure budgeting is aligned to mission and intended outcomes. EdTec will conduct analysis and provide knowledge and expertise around charter school funding, observed spending trends, and other industry benchmarks. EdTec will help to bring the technical work together of the budget pro forma.

The budget cycle will start in January with a working draft developed by the Executive Director, with the support of the Operations Manager and EdTec, and then brought to the Finance Committee of the Board of Trustees for their review in February. The Finance Committee will analyze the budget draft and provide a recommendation to the broader Board of Trustees for presentation in March or April, and then approval in May at a publicized and open board meeting. Per SUNY’s Model Charter Agreement, Forte Prep “shall prepare and provide to the [SUNY Board of] Trustees a copy of its annual budgets and cash flow projections for (i) the Education Corporation as a whole, (ii) each school and (iii) each program or other activity, each fiscal year by no later than June 30 of the immediately preceding fiscal year.”³

Throughout the course of the budget development process, staff, EdTec, and Board members will evaluate the budget to ensure Forte Prep is working towards charter goals and advancing student outcomes. In addition, they will also ensure that all compliance related to restricted grants and budgeting is in place.

At monthly Board meetings and Finance Committee meetings, the Executive Director and the Board of Trustees will review a suite of financial documents prepared by EdTec, including but not limited to, budget versus actuals report, chart of accounts, as well as a set of projections updated monthly. As variances become material between the approved budget and actuals and the projections suggest a new set of circumstances or needs, the Executive Director, Finance Committee, and the Board of Trustees will revisit the approved budget and determine if the budget should be amended or if corrective action is required to align activity back within the approved budget.

For at least the inaugural years of operation, Forte Prep plans to contract with EdTec and leverage their expertise in budgeting, forecasting, and ongoing budget developments. This will also allow the Forte Prep team to develop its own internal expertise and work towards an eventual plan of bringing financial management functions in-house. Forte Prep will have the additional support of EdTec in the areas of ongoing financial reporting, compliance, payroll, accounting, accounts payable, financial policy and procedure development, etc.

c. Fiscal Audits

Forte Prep will annually engage a state-approved audit firm with New York charter school experience and expertise. The annual audit will be conducted by a certified public accountant or certified public accounting firm licensed in New York State. The Board of Trustees, with the Executive Director’s assistance, will request proposals for audit and select the audit firm, which will report directly to the

³ From SUNY Model Charter Agreement, updated August 2015. <http://www.newyorkcharters.org/model-charter-agreement/>.

School's Board of Trustees. The annual audit will be done in accordance with all federal, state, and local auditing requirements and standards, including those required by public charter schools in New York State, in addition to any other conditions or criteria required by the SUNY Charter School Institute. In addition, Forte Prep will use the selected firm for any other required reporting, including but not limited to, the CSP agreed upon procedures reporting, A-133 audit, and the filing of its annual 990 with IRS. We have included the cost of the audit based on initial conversations with a prominent CPA firm in New York.

d. Dissolution Procedures

In case of dissolution of Forte Prep, the Board of Trustees will delegate to the Executive Director the responsibility of managing the dissolution process in accordance with Education Law §2851(2)(t). The process will include notification to parents of children enrolled at Forte Prep. Additionally, an enrollment roster will be sent to NYCDOE, with Forte Prep transferring student records to NYCDOE and notifying parents and/or legal guardians. Unrestricted assets of Forte Prep, after satisfactory resolution of outstanding debts and liabilities, pursuant to §220 of the Education Law, shall be transferred to another charter school within the school district or directly to NYCDOE.

Forte Prep has included a line item of \$25,000 each year, in Years 1 through 3, to be set aside and maintained in an escrow fund with the expressed purpose of dissolution proceedings. These funds will be set aside in perpetuity, and they will only be used in the event of dissolution or closure, specifically to pay legal and audit expenses associated with dissolution, along with unpaid financial obligations and liabilities.

R02 - Addressing Need

Contents

R02 - Addressing Need	1
a. Mission	1
b. Key Design Elements	1
c. 5% Districts	5

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

Contents

R-03 - Proposal History	1
a. Applicant information	1
b. Founders	2
c. Community Outreach	5
Approach and Beliefs	5
Initial Feedback Integration from Key Stakeholders.....	13
d. Withdrawn, Rejected, and Concurrent Proposals (SUNY and/or Other Authorizers)	20

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:	[REDACTED]

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.

SCHOOL	LOCATION	DATE	DURATION
Freedom Prep Elementary	Memphis, TN	8.24.15, 11.10.15	4 hours, 3.5 hours
Freedom Prep Middle	Memphis, TN	8.24.15, 11.10.15	4 hours, 3.5 hours
Freedom Prep High	Memphis, TN	8.24.15	1.5 hours
Nashville Prep	Nashville, TN	8.25.15, 11.12.15	4.5 hours, 7 hours
Liberty Collegiate	Nashville, TN	8.25.15, 11.13.15	3.5 hours, 7 hours
Purpose Prep	Nashville, TN	8.26.15, 11.11.15	2.5 hours, 1.5 hours
Intrepid College Prep	Nashville, TN	8.26.15	3.5 hours
Nashville Classical	Nashville, TN	8.27.15, 11.12.15	2.5 hours, 7 hours
Nashville Academy of Computer Science	Nashville, TN	8.27.15	3 hours
RePublic High School	Nashville, TN	8.27.15	2 hours
Excel Academy Chelsea	Chelsea, MA	8.31.15	3.5 hours
Brooke Mattapan	Boston, MA	9.1.15	3.5 hours
Boston Prep	Boston, MA	9.2.15	3.5 hours
Roxbury Prep – Dorchester Campus	Boston, MA	9.3.15	3.5 hours
Brooke Roslindale	Roslindale, MA	9.4.15, 10.8.15	3.5 hours, 2 hours
Excel Academy East Boston	Boston, MA	9.8.15	3 hours
Excel Academy Orient Heights	Boston, MA	9.9.15	3 hours
Boston Collegiate Mayhew	Boston, MA	9.10.15	3 hours
Achievement Prep Elementary	Washington, D.C.	9.29.15	4 hours
Achievement Prep Middle	Washington, D.C.	9.29.15	3 hours
North Star Vailsburg – Elementary	Newark, NJ	9.30.15	4 hours
North Star Vailsburg – Middle	Newark, NJ	9.30.15	2 hours
North Star Middle School	Newark, NJ	10.1.15	4 hours
North Star High School	Newark, NJ	10.1.15	4 hours
Robert Treat Academy North Campus	Newark, NJ	10.2.15	3 hours
Robert Treat Academy Central Campus	Newark, NJ	10.2.15	3 hours
Argosy Collegiate	Fall River, MA	10.7.15	3.5 hours
Springfield Prep	Springfield, MA	10.13.15	3 hours
Veritas Prep	Springfield, MA	10.13.15	3.5 hours
Democracy Prep Endurance	New York, NY	10.14.15	9 hours
South Bronx Classical I	New York, NY	10.15.15	4 hours
South Bronx Classical II	New York, NY	10.15.15	3 hours
Democracy Prep Charter Middle	New York, NY	10.16.15	2.5 hours
Democracy Prep Charter High	New York, NY	10.16.15	2.5 hours
ReImagine Prep	Jackson, MS	11.9.15	6.5 hours
Memphis College Prep	Memphis, TN	11.10.15	3.5 hours
Grizzlies Prep	Memphis, TN	11.10.15	3.5 hours
Collegiate School of Memphis	Memphis, TN	11.11.15	3 hours
Total Visits: 37			
Total Hours: 379 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

	Name	Relevant Experience/Skills and Role in Founding Group	Proposed Role(s) in School (if any)
1	Graham Browne	Strategy, Education, Finance, Policy	Executive Director

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.csssinc.org.

Figure 3: Proposed Board Members

	Trustee Name	Position on the board (Officer or Constituent Representative)	Committee affiliations (if any)	Expertise and/or role at school (parent, staff, etc)	Voting	Ex-Officio
1	Graham Browne			Executive Director	No	Yes
2	Daniel Moskowitz	Treasurer	Finance	Finance Strategy	Yes	No
3	Kyle Robinson		Finance	Finance Strategy	Yes	No
4	Tasha Kersey Aoaeh		Governance	Human Resources	Yes	No
5	Alexie Rothman	Secretary	Academic Achievement	Education Law	Yes	No
6	Lisa Friscia	Vice Chair	Academic Achievement	Education Leadership Education Management	Yes	No
7	Madifing Kaba	Chair	Governance	Finance Strategy	Yes	No
8	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

Category	Activity	Description and objectives	Date
Awareness Building	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
Awareness Building	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 74th and 90th Streets)	1/2/16
		FOTS #13 (37th Avenue between 74th and 90th Streets)	1/2/16
		FOTS #14 (Roosevelt Avenue between 74th and 90th Streets)	1/3/16
		FOTS #15 (Northern Boulevard between 96th and 101st St)	1/3/16
		FOTS #16 (East Elmhurst Library)	1/16/16
Awareness Building	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
Awareness Building	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
Awareness Building	Community Education Council #30 meeting	Lead Founder presented proposed school to CEC, handed out flyers and solicited feedback from attendees.	12/14/15
Awareness Building	Community Board #3 meeting	Lead Founder presented proposed school to Community Board, handed out flyers and solicited feedback from attendees.	1/21/16
Awareness Building	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
Awareness Building	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

Awareness Building	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
Awareness Building	Social Media	Forte Prep Twitter (@forteprepqueens) and Instagram accounts have been registered; currently have 22 followers to date	Established October, 2015
Awareness Building	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
Awareness Building	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
Awareness Building	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

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

		Pastor	
	Elmcor	Saeeda Dunston	10/20/15
		Executive Director	
	Community Board #3 (Jackson Heights, East Elmhurst, Corona)	Giovanna Reid	10/27/15
		Chair	
	The Landing Homeless Shelter (CAMBA)	Elizabeth Stephens	10/28/15
		Sr. Program Manager	
	Frederick Douglass Democratic Association	Lynda McDougald	10/29/15
		President	
	State Senator Jose Peralta	Nancy Conde	11/2/15
		Chief of Staff	
	State Assemblyman Jeffrion Aubry (35 - Corona)	Mary Nicholson	11/2/15
		Chief of Staff	
	State Assemblyman Francisco Moya (39 - Jackson Heights)	Meghan Tadio	11/2/15
		Chief of Staff	
	City Councilman Daniel Dromm (25th)	Vinnie Maniscalco	11/2/15
		Chief of Staff	
	Urzua Queens Center of the Performing Arts	Lily Urzua	11/5/15
		Artistic Director	
	State Assemblyman Michael DenDekker (34 - East Elmhurst)	Maureen Allen	11/5/15
		Chief of Staff	
	City Councilman Costa Constantinides (22nd)	Niki Kokkinos	11/5/2015
		Scheduler	
	82nd Street Academics	Dr. Ronald Tompkins	11/5/15
		Executive Director	
	City Councilwoman Julissa Ferreras (21st)	Jorge Fanjul	11/5/15
		Chief of Staff	
	Chayya CDC	Afreen Alam	11/23/15
		Executive Director	
Education	Renaissance Charter School	Stacy Gauthier	8/15/15
		Principal	
	Central Queens Academy	Suyin So	8/15/15
		Executive Director	
	Coalition of Independent Charter Schools	Steve Zimmerman	8/15/15
		Executive Director	
	Academy of the City Charter School	Richard Lee	10/22/15
		Principal	
	Growing up Green Charter School	Matthew Greenberg	11/4/15
		Executive Director	
	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 ⁷	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

Category	Activity	Description and objectives	Dates
Strategic Planning	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

Category	Activity	Description and objectives	Timing
Implementation with Transparency and Accountability	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

Engagement Element (as of submission date)	Number
Reach of online posting to JH Families	3178
Website (total page views since Dec 1)	891
Signatures (online and paper) ⁹	700
Flyers distributed	500+
Organizations visited	60+
Events attended	15
Online survey (number of responses)	14
Letters of Support	13
Presentations given	5
Community conversations	5
Number of articles posted about Forte Prep ¹⁰	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

Date	Title and organization	Location	Feedback received	Reflection	Action taken
10/31/15	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.
10/29/15	Jeffrion Aubry NYS Assembly (35th) George Dixon Democratic District Leader (35th AD) Veta Brome Democratic District Leader (35th AD) Larinda Hooks Director Senior Services Elmcot	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.

	Lynda McDougald President of Frederick Douglass Democratic Association Members of the FDDA (approximately 15 in attendance)		by prior administrations for union busting. Democratic District Leader Dixon asked questions around site location, as well as process for identifying viable facilities to open the school. Democratic District Leader Brome was curious to know if this was something the Democratic Association was going to support. President McDougald, a parent coordinator for a DOE school in Harlem, voiced concern that some charter schools had bad relationships with parents and students, and that some disciplinary practices were concerning to her.	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. 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.	
10/28/15	Manny Perez Democratic District Leader Founder of the Jackson Heights Entrepreneurial Breakfast	City Coffee 7717 37th Avenue Jackson Heights	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	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	Forte Prep is committed to supporting all learners, and will provide differentiated academic opportunities as well as student leadership and mentoring

			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.
10/28/15	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

			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.	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.	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.
11/5/15	Brian Hennessy Inspector and Precinct Commander Melissa Trance- Hobbs Police Officer Adriane Johnson Detective 115th Precinct	115th Precinct, 92-15 Northern Boulevard	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	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. Forte Prep's focus on supporting parents and training them on	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.

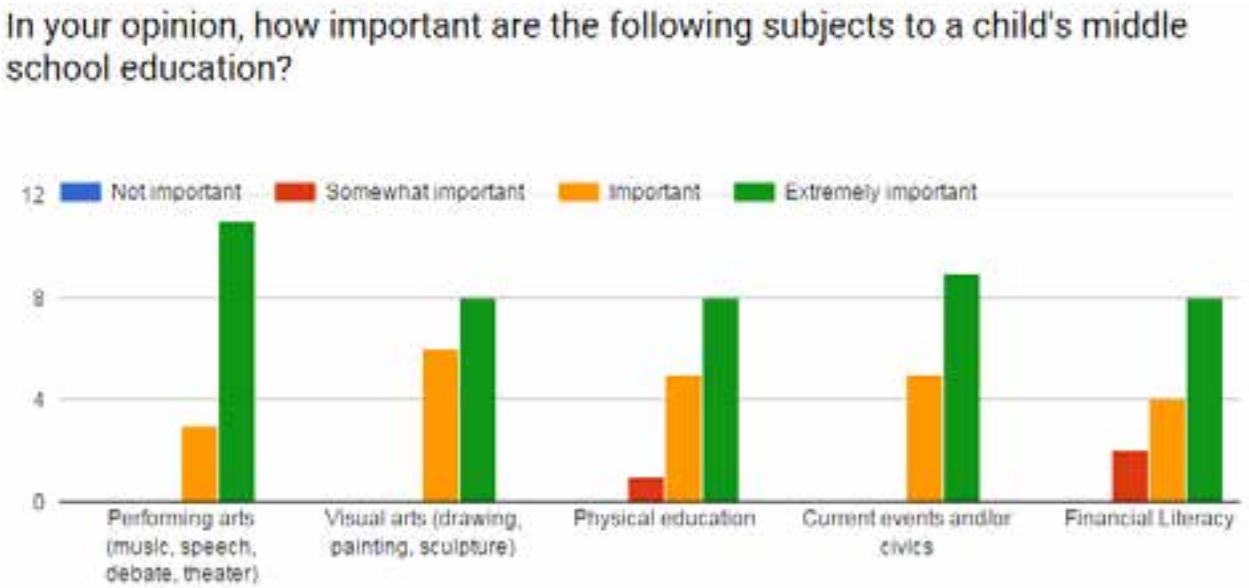
			exception is a local Catholic high school), the safety or other challenges related to schooling are minimal. They indicated that improvement of schooling will succeed or fail at the hands of parental support of education.	how to make the most of the learning that is happening throughout the day will 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.	
11/24/15	Assembly Member Michael Den Dekker	Assembly Member Michael Den Dekker's Office 75-35 31st Ave Suite 206-B, East Elmhurst	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,	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	We will continue to refine our digital literacy curriculum to clearly articulate the needs and outcomes for digital learning at the middle school level.

			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.	
11/30/15	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.
12/1/15	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.
12/7/15	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



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

Contents

Tasha Kersey Aoaeh	2
Graham Browne	7
Lisa Friscia	9
Madifing Kaba	15
Charlotte Neuhaus	20
Daniel Moskowitz.....	266
Kyle Robinson.....	30
Alexandra Rothman	35

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: [REDACTED]
Business Name and Address: JetBlue Airways
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

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 contract 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

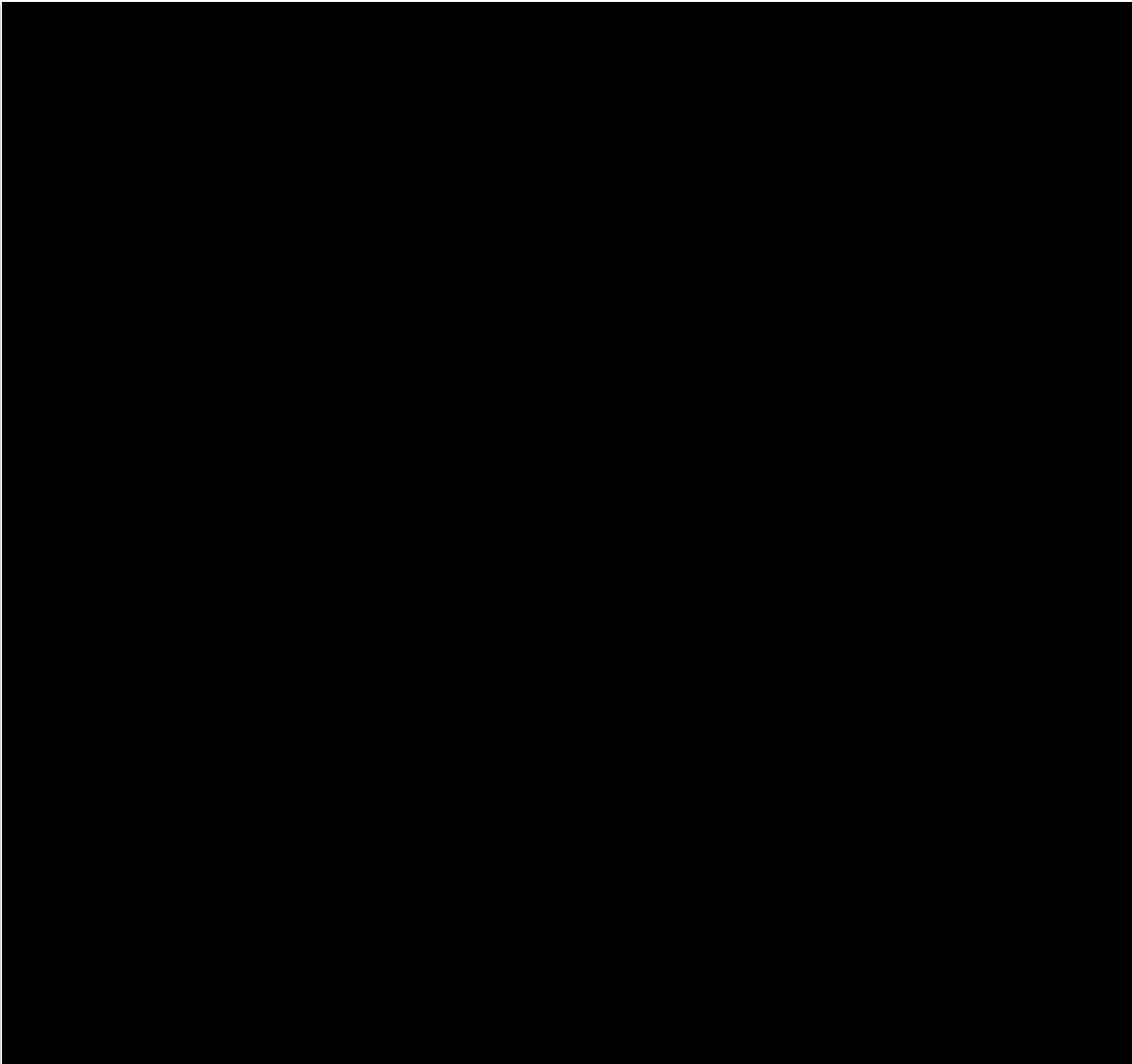
Revised May 21, 2007

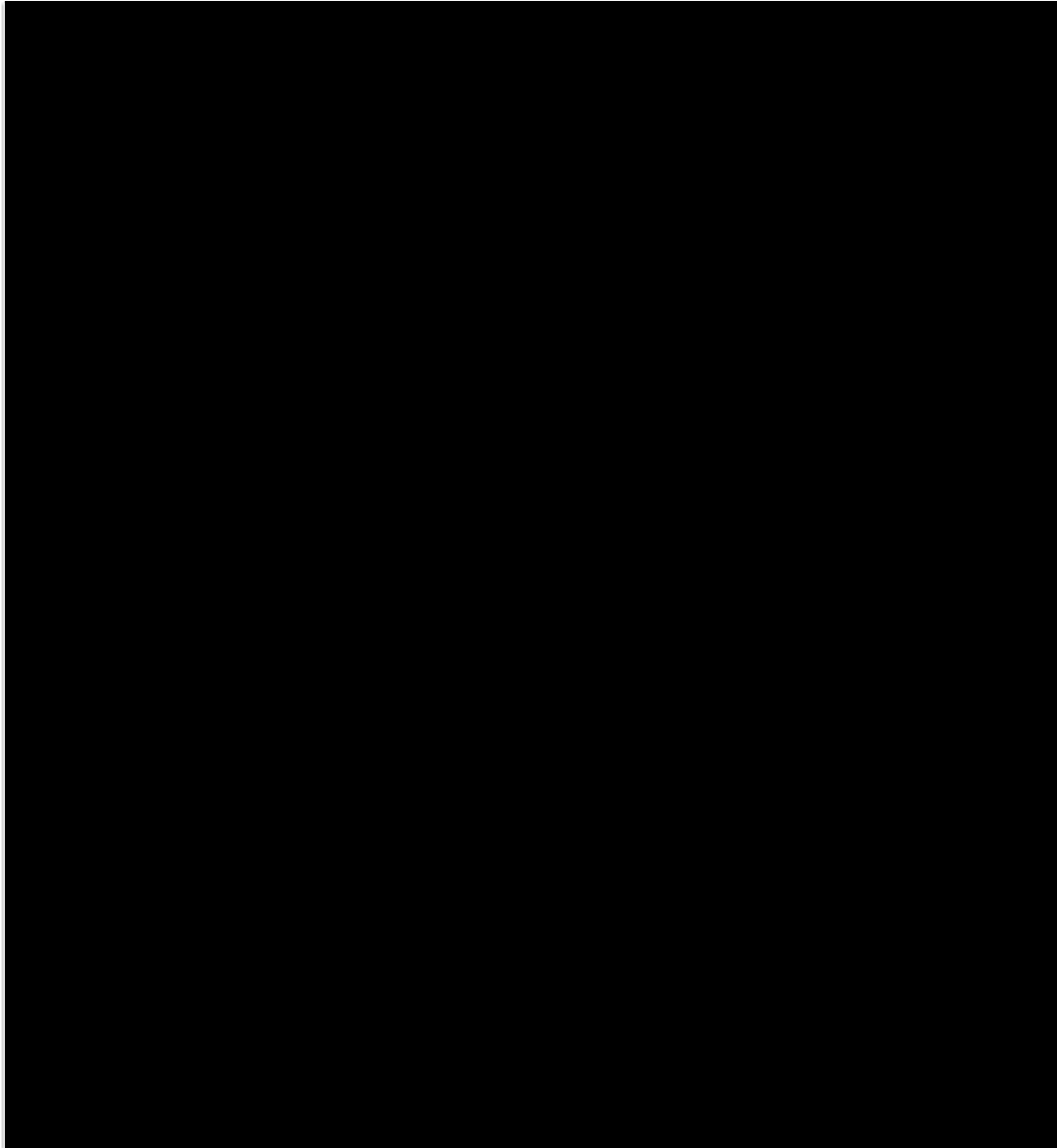
Tasha Kersey Aoaeh



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.





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



EDUCATION

YALE SCHOOL OF MANAGEMENT
Master of Business Administration

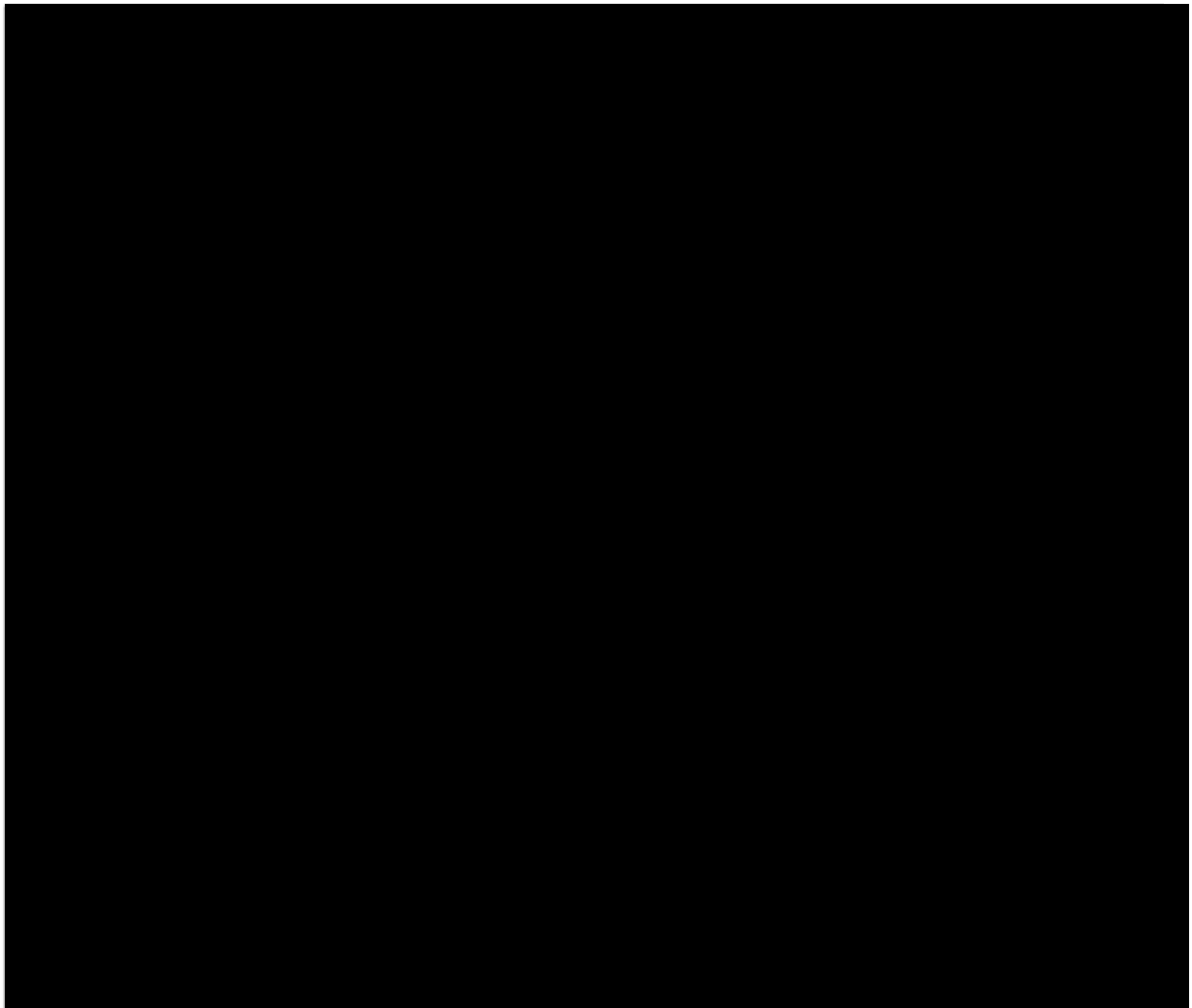
New Haven, CT
2015

- 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
Bachelor of Arts (BA), Urban Studies

Providence, RI
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)





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]
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. 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 contract 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.

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 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

LISA FRISCIA

EDUCATION

TEACHERS COLLEGE - *June 2006-August 2007*

- Earned M.Ed in Educational Leadership

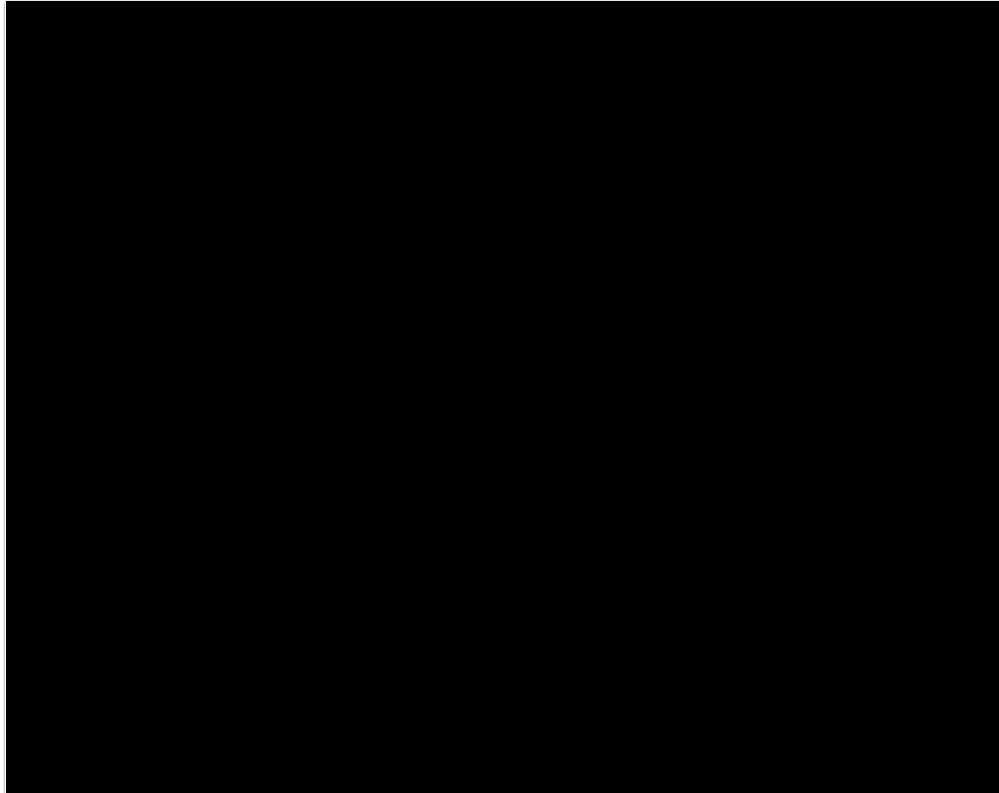
QUEENS COLLEGE - *June 2002- May 2004*

- 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

Lisa Friscia



RELATED EXPERIENCES

PEER COACH, SUMMER PRINCIPALS ACADEMY, TEACHERS COLLEGE (July 2008)

- Coordinated workshops on leadership development
- Provided academic support for cohort members on capstone projects and presentations
- Served as graduate assistant to the graduate class, Ecology of Data-Driven Leadership

DIRECTOR OF EDUCATION AND BOARD MEMBER, TOP HONORS - May 2006- Present

- Serving as Board Member and Director of Education for math tutoring non-profit, aimed at helping under-performing students.
- Created the tutor training manual, led tutor training sessions, and created student incentive system.

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]
Business Name and Address: [REDACTED]
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 contract 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

rk

MADIFING KABA

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

• Forte Preparatory Academy (Charter School)	<i>Founding Member, Board of Directors (Since 2015)</i>
• The Opportunity Agenda (Public Policy Think-Tank)	<i>Chairman, Steering Committee (Since 2013)</i>
• Tepper School of Business (Carnegie Mellon University)	<i>MBA Admission Recruiter Volunteer (Since 2013)</i>
• Wide Eyed Productions (Off Broadway Theatre Company)	<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

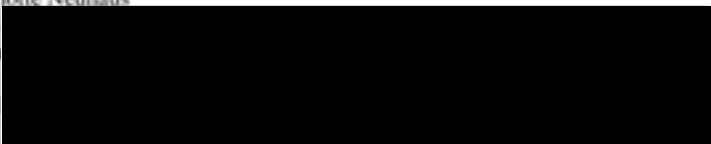
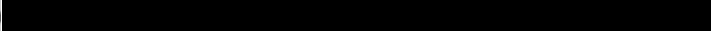
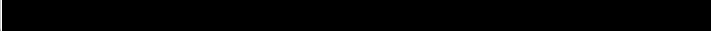
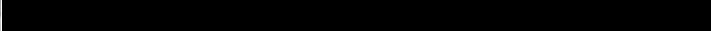
- Fellowship Recipient, Marc & Sally Onetto, 2010 – 2012 (Carnegie Mellon University)
- Fellow, CGSM (Consortium for Graduate Study in Management), 2010 – 2012
- Carnegie Mellon University Merit Award, 2010-2012
- 3rd Place Winner of the Global Venture Capital Investment Competition (VCIC), 2011 – Team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

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 contract 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.

Charlotte Neuhaus

Signature

January 10, 2016

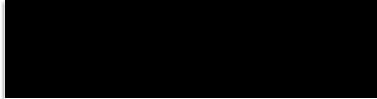
Date

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



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

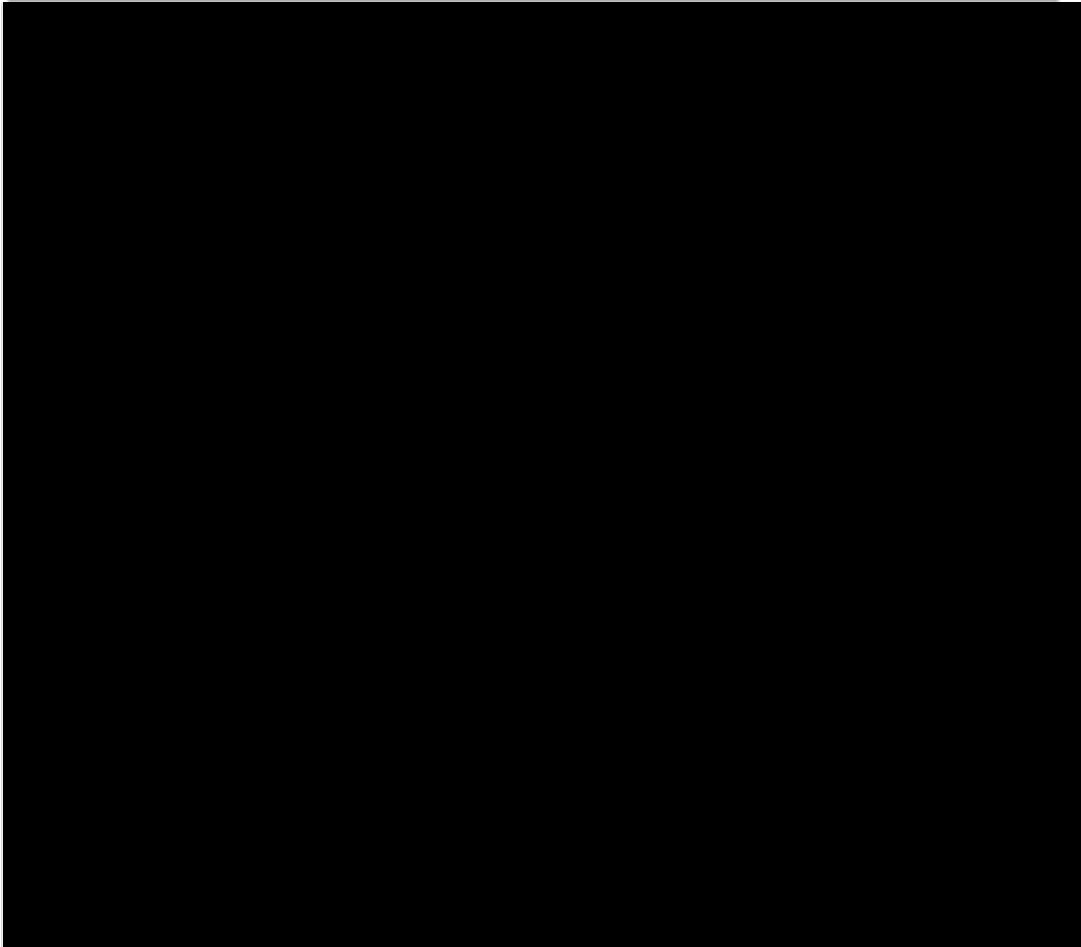
Williams College, Williamstown, MA

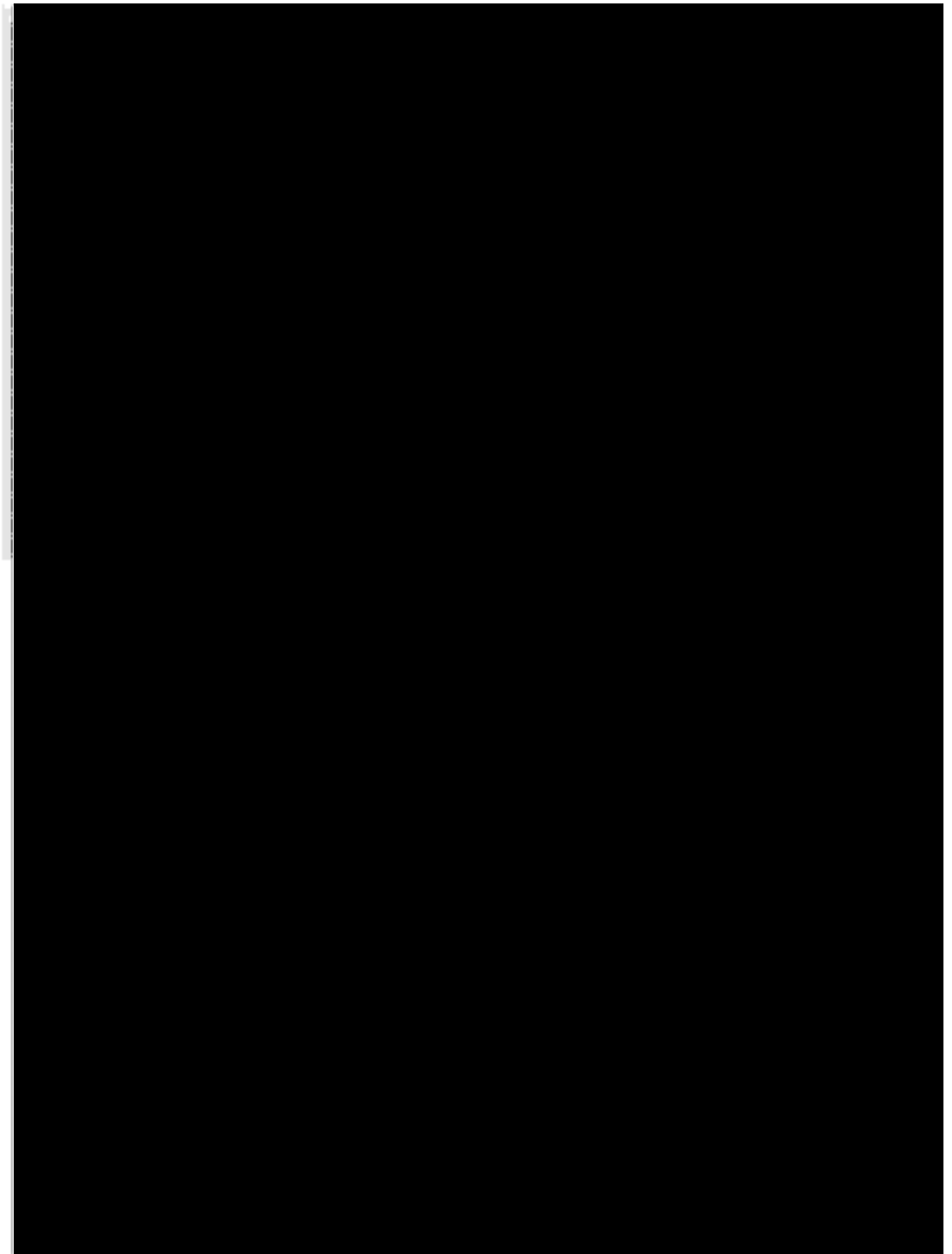
Bachelor of Arts in Political Science

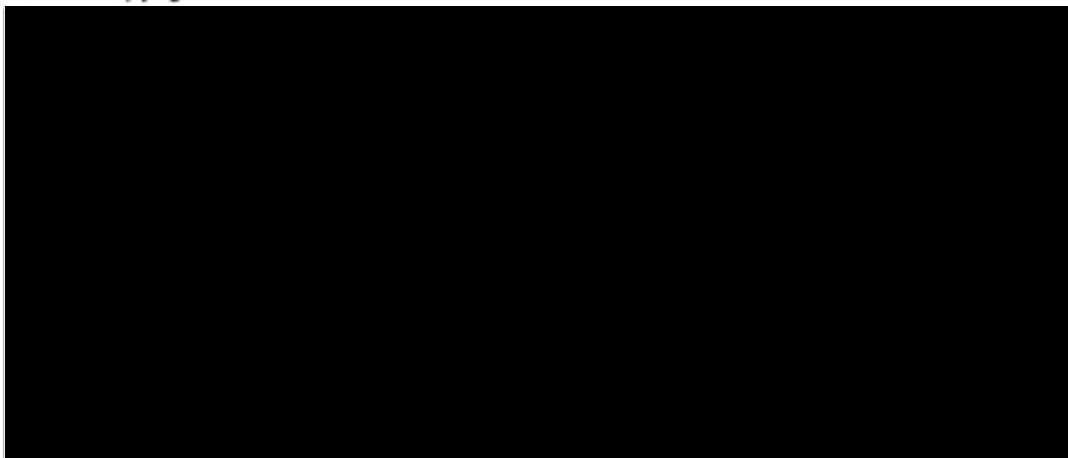
June 1993

Concentration in Art History

Mead Government Scholar, 1992.







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., Wallas 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 238

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]
Business Name and Address: [REDACTED]
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 contract 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, Daniel 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 Pete Sepenuk Academy Charter School is true and correct in every respect.



Signature

1/10/16

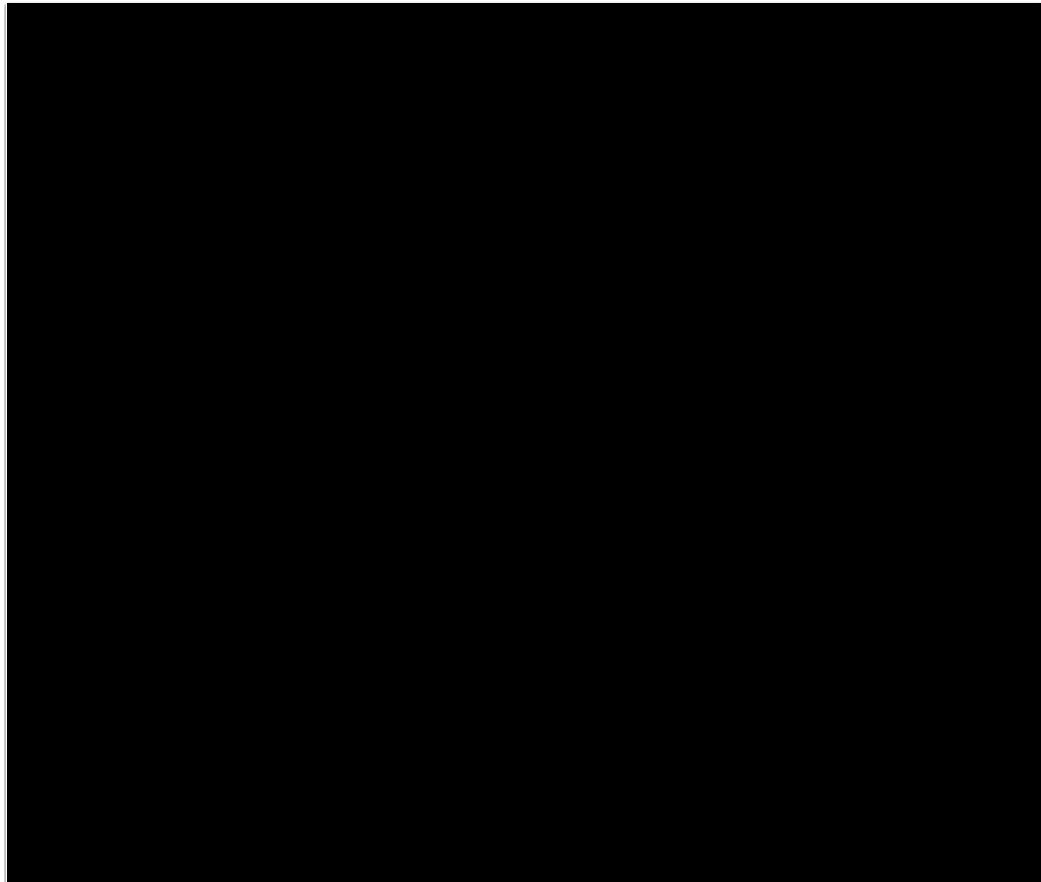
Date

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



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
Master of Accounting
Bachelor of Science in Management
Major: Finance

New Orleans, LA
May 2010
May 2010

ACTIVITIES:

Forte Preparatory Academy
Founding Board Member

New York City, NY
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]
Business Name and Address: [REDACTED]
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 contract 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.

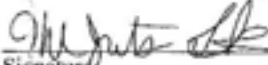
Other

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

Revised May 21, 2007

KYLE J. ROBINSON

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.

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
Mentor: Student Mentor, Nov 15 – Current
Founding Board Member: Porte 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]
Business Name and Address: [REDACTED]
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 contract 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 Forté Preparatory Academy Charter School is true and correct in every respect.


Signature

1/10/15
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

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

Contents

R-03g – Outreach Evidence	1
Feet on the Street	2
Flyers distributed	2
Forte Prep materials in the community	8
Halloween Parade outreach (10/31)	12
82 nd Street Academics Principals’ Night (11/17)	13
Volunteer weekend (1/2-3)	14
Community meetings	15
CEC 30 presentation	15
Community Conversations	16
12/7/15 – Langston Hughes Library	16
12/21/15 – The Renaissance Charter School	19
1/5/16 – Jackson Heights Library	20
Soliciting feedback	21
Forte Prep Website	21
Community input survey	23
Online petition	24
Online outreach	25
Media coverage	27
Forte Prep Email Newsletter	33

Feet on the Street

Flyers distributed

Figure 1: Forte Prep flyer sample – one pager



FORTE
PREPARATORY
ACADEMY

A proposed 5-8 college preparatory, tuition-free public charter school for Queens, New York

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.

OUR 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.

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 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 frequent, high quality professional development.
- We provide a **safe, structured, joyful school culture** consistent across classrooms.
- We focus on **creative and digital enrichment**, remediation, 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 passion, and valued contribution, contact Lead Founder 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 5-8
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

[illegible]



FORTE PREPARATORY ACADEMY



114 E 11th Street, Suite 100, Jacksonville, FL 32204, Phone: 904.766.1197

একটি বিশিষ্টতাই হলো প্রাচুর্যের উৎস। আমরা জানি যদি সেটা হয়, 5-8 বছরের প্রায় সবাই শিক্ষার্থীর প্রাচুর্যের সাথে।

আমাদের উদ্দেশ্য

- কলেজ প্রস্তুতিমূলক পাঠ্যক্রম
- সামগ্রিক ও ব্যক্তিগত উন্নয়ন করা
- প্রতিদিন শাসনবিধি জারি
- প্রতি বছরে জেভিএস ফর প্রাইম প্রতিযোগিতা
- প্রতি বছর প্রতিযোগিতা ও বার নিবন্ধীকরণ করা প্রোগ্রাম

- বিজ্ঞান, অলিম্পিক, ক্যাম্পেইনসের প্রতি প্রতিযোগিতা
- প্রতি বছরে ব্যক্তিগত এবং সামগ্রিক
- **অনুষ্ঠান জারি** - বার সামগ্রিক উন্নয়ন প্রতিযোগিতা
- কলেজ প্রস্তুতিমূলক প্রোগ্রাম জারি প্রোগ্রাম প্রতিযোগিতা
- **জারি** - জারি ও প্রোগ্রাম

90 E 11th Street, Suite 100, Jacksonville, FL 32204, Phone: 904.766.1197

আমাদের পাঠ্যক্রম: কলেজ প্রস্তুতি

কলেজ প্রস্তুতিমূলক প্রোগ্রাম জারি প্রোগ্রাম জারি

জারি প্রোগ্রাম info@fortepreparatoryacademy.org | 904.766.1197



FORTE PREPARATORY ACADEMY

www.forte.academy | 101 ई. स्ट्रीट ऑफ़ फोर्ट जेम्स के पास है फिर अद्वितीय शिक्षण, दुनिया की सर्वश्रेष्ठ स्कूलों जल्द

हमारा लक्ष्य

अद्वितीय शिक्षण, उच्चतर शिक्षा और व्यक्तिगत रूप से अनुकूलन डिप्लोमा की आवश्यकता है, Forte Preparatory Academy (Charter School) जैसे कि इसी प्रकार जहाँ के छात्रों को अद्वितीय डिप्लोमा प्राप्त करने की जगह बनने के लिए आवश्यक बनता है और पूरी दुनिया को बनाने के लिए उन्हें अपने अनुकूलता को उच्चतर बनाने चाहिए और अपनी आवश्यकता पूर्ण बनाने चाहिए।

हमारा विश्वास

जहाँ, जहाँ, जहाँ, या अद्वितीय अद्वितीय शिक्षण की आवश्यकता है, एक विश्व स्तर पर शिक्षण को आवश्यक है इसी क्षणों को उच्चतर शिक्षण बनाने और बनाने का उच्चतर शिक्षण बनाने।

अनुकूलता और अद्वितीय एक विश्व स्तर पर शिक्षण का बहुत अनुकूलता शिक्षण है, जो इसी लिए अद्वितीय है क्योंकि यह जहाँ के छात्रों को जहाँ के बच्चे उच्चतर शिक्षण बनाने है, और इसीलिए जो भी इस बात है इसी अनुकूलता प्राप्त है।

हाँ, फिर, जो बच्चे जो जो जहाँ के लिए अनुकूलता की अनुकूलता बनाने लगे हैं अद्वितीय अनुकूलता जहाँ बनने के लिए अनुकूलता बनाने बच्चे शिक्षणों का उच्चतर बनाने है इसी है।

अनुकूलता और अनुकूलता अनुकूलता जहाँ अनुकूलता को जहाँ अनुकूलता को बच्चे अनुकूलता बनाने, अद्वितीय अद्वितीय बनाने, और जहाँ उच्चतर शिक्षण बनाने और शिक्षण को उच्चतर बनाने के लिए शिक्षण बनाने है।

जहाँ अनुकूलता को अनुकूलता जैसे और जहाँ जहाँ अनुकूलता के जहाँ को अनुकूलता जैसे है जहाँ को अनुकूलता अनुकूलता को अनुकूलता शिक्षण है, और इसी लिए अनुकूलता बनाने है जहाँ है और इसी जहाँ को अनुकूलता को शिक्षण का जहाँ है।

हमारा वायदा

- हम जो जहाँ की अनुकूलता के बच्चे अनुकूलता बनाने है।
- हम जो अनुकूलता अनुकूलता जैसे है, जो अनुकूलता जहाँ अनुकूलता जहाँ अनुकूलता के शिक्षण में अनुकूलता है।

[illegible]



FORTE PREPARATORY ACADEMY

Una escuela preparatoria católica de los dos grados para los estudiantes de Jackson Heights, East Elmhurst, Corona y Queens.



NUESTRA MISIÓN

A través de la educación académica, enriquecimiento de calidad y una cultura centrada en responsabilidad individual y colectiva, Forte Preparatory Academy Charter School ayuda a todos los estudiantes desde los 6 hasta el grado 8 para alcanzar los más altos estándares académicos y estar lo suficientemente preparados para continuar su estudio.

NUESTROS VALORES

- Crear una comunidad, un sentido de casa, apoyo, valores positivos e instaurar un comportamiento responsable de respeto por los profesores y estudiantes que viven o trabajan en la zona o educan a sus hijos.
- Alentar a los estudiantes a ser conscientes de una educación de primera, alta presión y de excelencia y más allá de la oportunidad, y por lo tanto cumplir todo lo que hacen.
- En preparación de alta calidad con calificación para irse y también una cultura de disciplina y formar al niño académico de alto rendimiento, no solo los libros, sino los días.
- Aumentar el carácter y un alto estándar personal de la responsabilidad interna y externa y el poder construido de la auto-disciplina y la autodisciplina, apoyo al líder del estudiante o estudiante de liderazgo asistido.

NUESTRAS CREENCIAS

- Los valores intrínsecos y el apoyo externo a todos los estudiantes de nuestra comunidad o estudiante que les ayuda a tener un mayor entendimiento y desarrollo con familia o personas de diversas formas de su vida.
- Desarrollar grupos de trabajo y participación en actos o reuniones que les ayude académicamente, intelectualmente, y con eventos extracurriculares que ayuden a desarrollar o mejorar la calidad del mundo de nuestros estudiantes.

NUESTRA PROMESA

- Nuestros programas educativos mejorados aplicables a nivel personal de todos los estudiantes.
- Nuestros valores en conjunto con la intención de abordar personalmente el desarrollo profesional de alta calidad.
- Nuestros programas con una cultura escolar segura, estructurada y feliz conscientemente en todas las aulas de clase.
- Nuestros más altos niveles de integridad moral digital y conductiva, comunicación y motivación en familia o en el aula.
- Nuestros esfuerzos en año y día escolar más largo con tiempo, atención y apoyo adicional.
- Nuestros desarrollos personales con familia y programas académicos/instrucciones/instrucción sobre el crecimiento del estudiante.

NUESTRO MODELO

- Cualquier preparatorio universitario
- Enfoque en literatura y matemáticas
- Afes académicas todos los días
- Currículo STEM y certificación todas las semanas
- Tutoría de grupos pequeños / apoyo para todos
- 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

SU VOZ

Si usted es un estudiante en la academia Forte Preparatory Academy depende de los esfuerzos escolares de estudiantes comprometidos que crean un entorno seguro. Para ayudar mejor a nosotros con su seguridad personal, pague personal y valore contribución. Contacte al fundador Graham Browne.

Propuesta de apertura en Agosto de 2017 con 70 estudiantes de los dos grados, avanzando un grado a la vez.

Voluntariado. Soporte. Obtener más información.
 Contáctese al fundador, Graham Browne.
gibrowne@buildingexcellencechools.org | 347.709.1197

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

Figure 7: 12/7 Info Session 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*

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

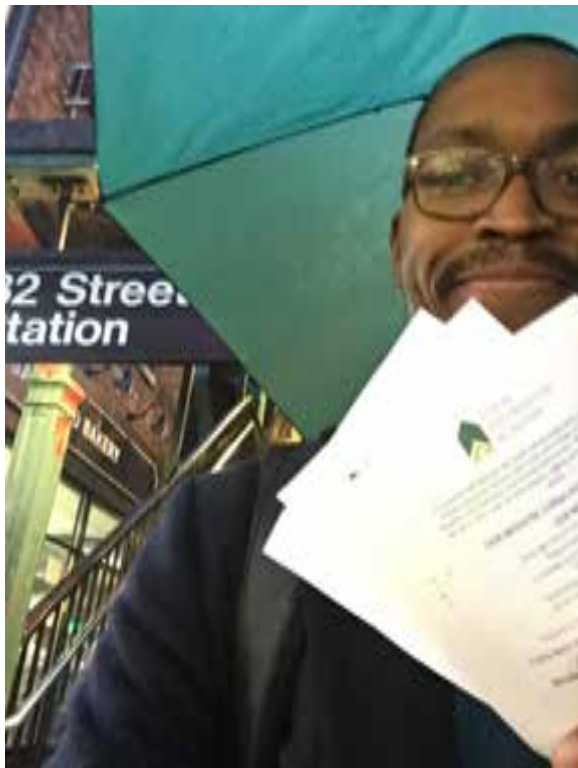


Figure 10: Forte Prep materials posted in information slots at Community United Methodist Church (35th Ave and 81st Street)



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





Figure 12: Bilingual materials advertising 1/5 information session at Mama Empanadas at 84-17 Northern Blvd.



Figure 13: Translated materials being dropped off at a local south Asian fabric store in Jackson Heights



Halloween Parade outreach (10/31)

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



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



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

Figure 16: Table set-up at Principals' Night

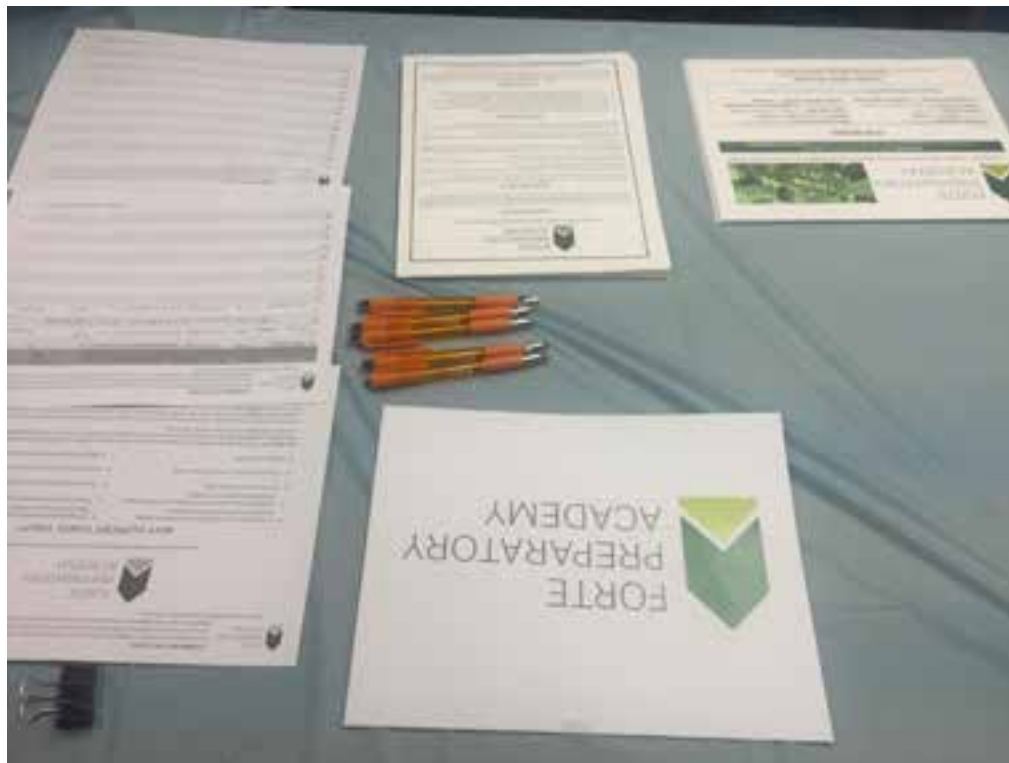
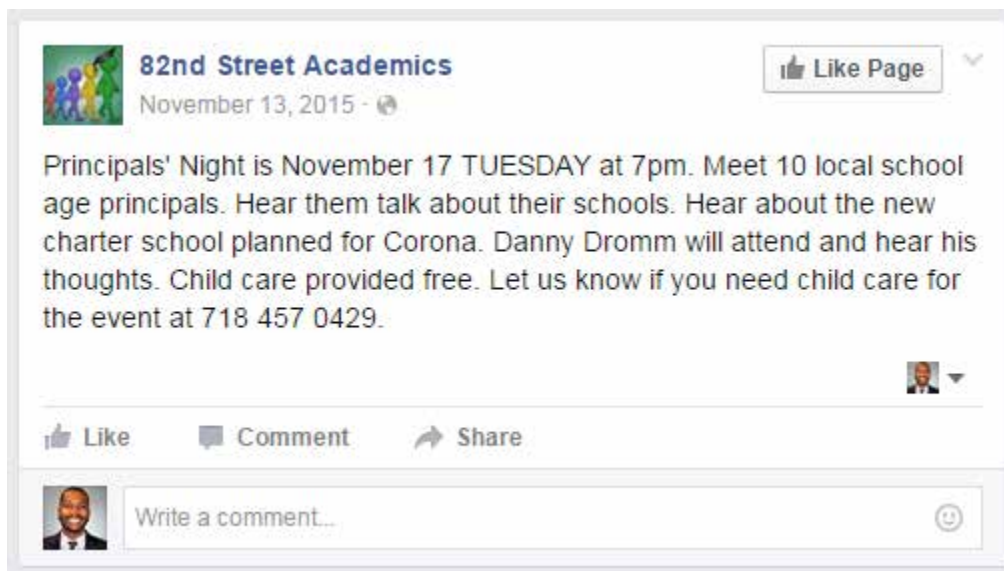
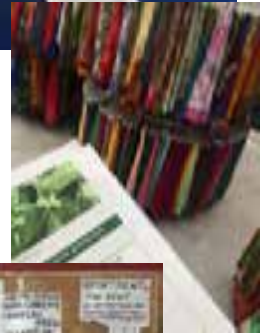
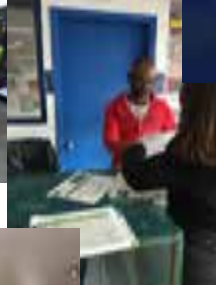


Figure 17: Facebook posting about Principals' Night with mention of Forte Prep (serving students from Corona)



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

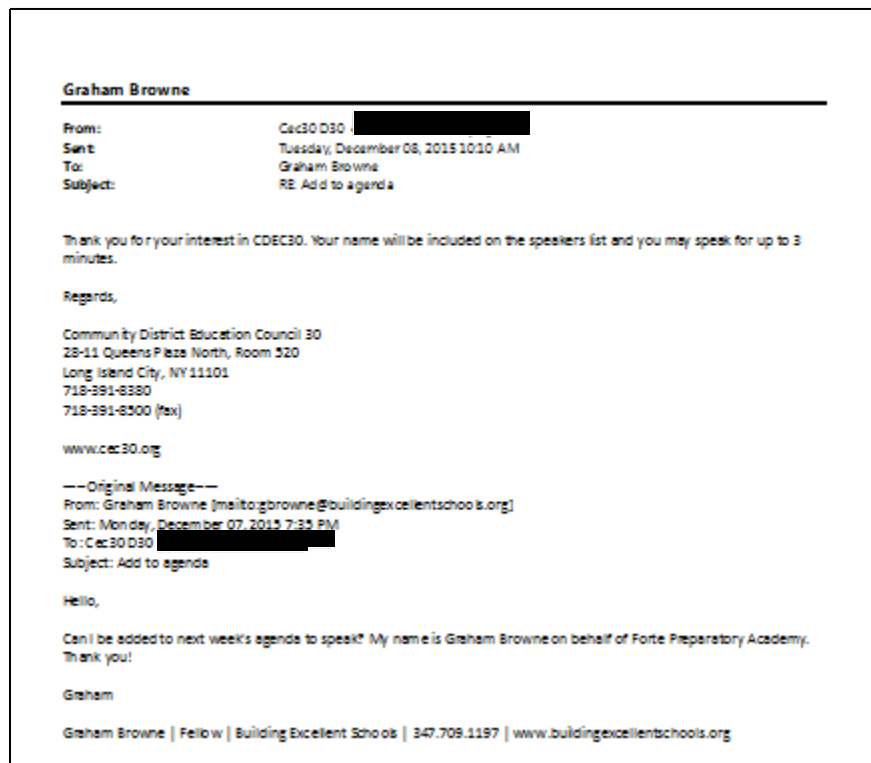
Figure 18: Forte Prep volunteer collects petition signature from community member



Figure 19: Mr. Browne presenting at December 14 2015 CEC30 meeting

[illegible]

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 5:41 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](tel: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

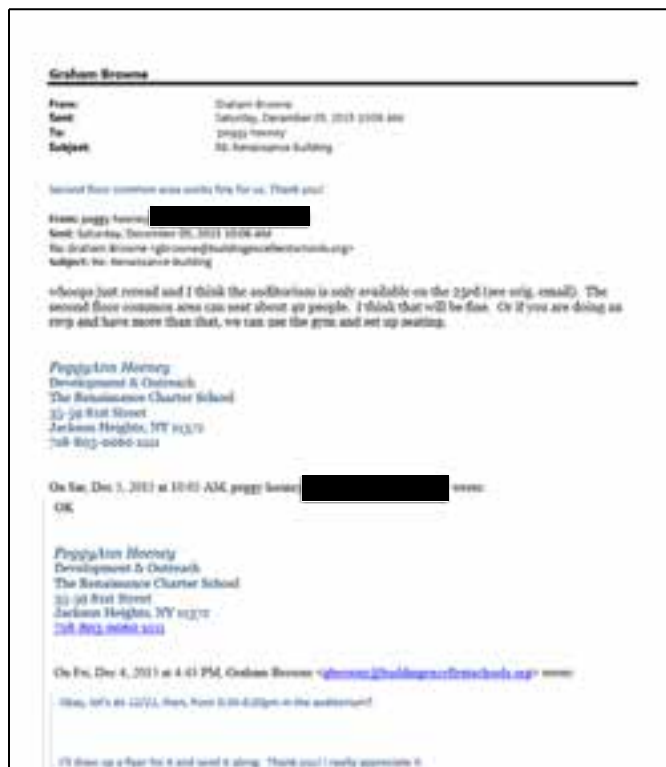
	Name/nombre	Email/correo electrónico	Phone / número de teléfono	Signature/firma
1	Frank Smith			
2	Roxana Morena			
3	Luce Morena			
4	Dyanara Gordillo			
5	Marcelo Rorajo			
6	Nuara Odeley			
7	William In			
8				
9				
10				
11				
12				
13				
14				

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



1/5/16 – Jackson Heights Library

Figure 28: Interested community members sign up for more information



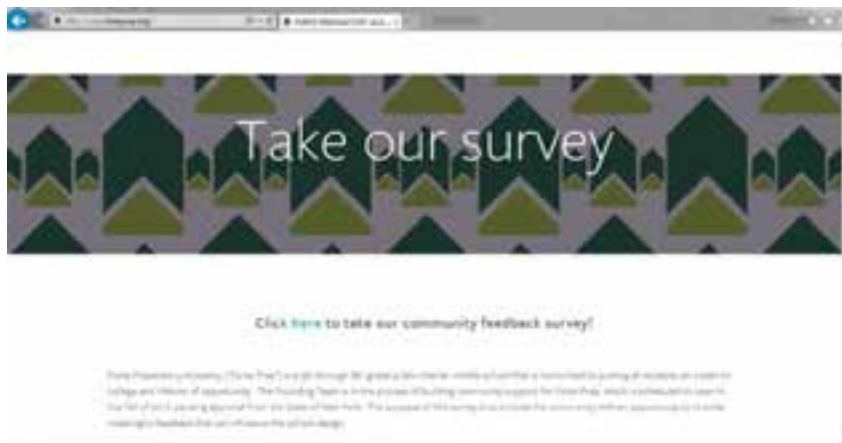
Figure 29: Library use form

The image shows a detailed view of a library use form. The form has several sections with headings in bold. The first section is titled "1. USER INFORMATION" and contains fields for "Name", "Address", "City", "State", "Zip", "Phone", and "Email". The second section is titled "2. LIBRARY INFORMATION" and contains fields for "Library Name", "Address", "City", "State", "Zip", "Phone", and "Email". The third section is titled "3. SIGNATURE" and contains a line for a signature and a line for a date. The form is filled out with handwritten information. The "Name" field contains "John Doe", the "Address" field contains "1234 Main St", the "City" field contains "New York", the "State" field contains "NY", the "Zip" field contains "10001", the "Phone" field contains "212-123-4567", the "Email" field contains "john.doe@email.com", the "Library Name" field contains "Jackson Heights Library", the "Address" field contains "1234 Main St", the "City" field contains "New York", the "State" field contains "NY", the "Zip" field contains "10001", the "Phone" field contains "212-123-4567", and the "Email" field contains "john.doe@email.com". The signature field contains a handwritten signature and the date field contains "1/5/16".

Soliciting feedback

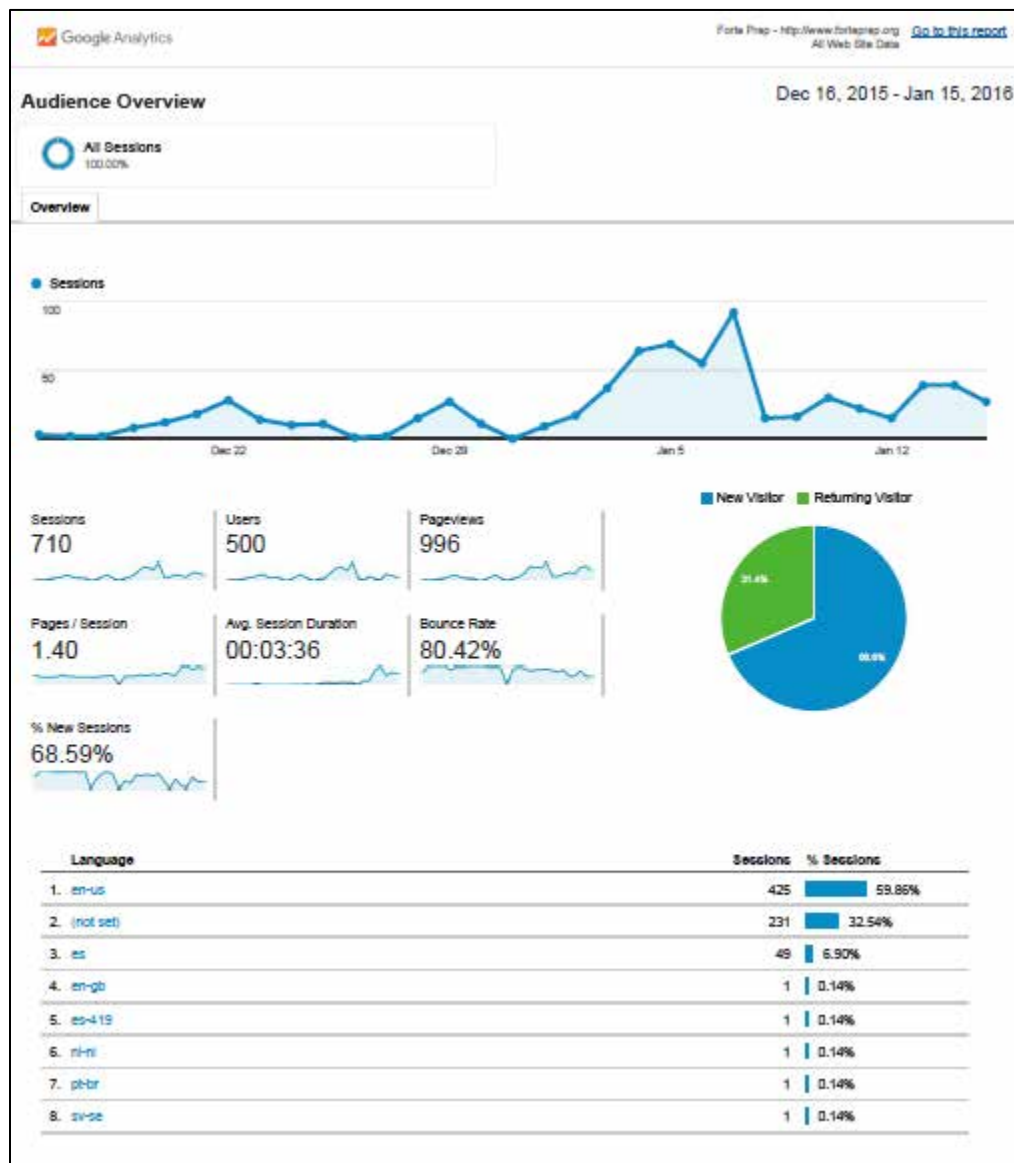
Forte Prep Website

Figure 30: Forte Prep website



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

The image shows a screenshot of a web browser displaying a Google Forms survey titled "Forte Preparatory Academy: community input survey". The survey is set against a green header and a light blue background. The text on the form reads: "Thanks for taking our survey! 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. Lead Founder (Joshua) Brown 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 a red asterisk indicating a required field, followed by the Forte Preparatory Academy logo (a green house icon) and the text "FORTE PREPARATORY ACADEMY". At the bottom, there is a "Name *" field with a red asterisk indicating it is required.

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

3 Highlights

117 Comments

443 Signatures



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

☐ Show results only from my messages

Advanced Search

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

We encourage you to attend the info session at 5pm today! In the meantime, please visit the Forte Prep website for more information. Forte Prep Join us for a community information session: January 5th, 5:00-5:45pm at Jackson Heights Library (35-51 81st St, Jackson Heights) View on www.forteprep.org Preview by Yahoo Sincerely, Graham, lead founder Forte Prep Founding Team
browne_graham@... Jan 5

Come to Forte Prep's information session (Tuesday @ 5pm 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 Jackson Heights/East Elmhurst in 2017, is having another information session on January 5th, 5:00-5:45pm at Jackson Heights Library (35-51 81st St, Jackson Heights). We'll be in the basement. Free coffee and donuts (and crayons for the...
browne_graham@... Jan 4

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: 5:30-8:30pm - Renaissance Charter School (2nd floor). Go to the Forte Prep website for more information! Forte Prep Join us for a community information session (more dates and times coming soon): December 7th, 6:00-7:30pm at Langston Hughes Library (100-01...
browne_graham@... Dec 7, 2015

Fetching Sponsored Content...

Learn about Forte Preparatory Academy

...Jackson Heights Library (35-51 81st St) If you have any other questions, please email off-list Graham Browne at [gbrowne@^\\$1](mailto:gbrowne@^$1) or [browne_graham@^\\$2](mailto:browne_graham@^$2). Attached is a little more information about our school. We hope to hear from you soon! Graham, Lead Founder and proposed Head...
browne_graham@... Dec 4, 2015

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

The screenshot shows a Yahoo! Groups interface for the 'Jackson Heights Families' group. The message is from 'browne_graham' and is titled 'Learn about Forte Preparatory Academy'. The message content includes:

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 40 fifth graders.

Our Mission: Through rigorous academics, quality instruction, and a positive culture of individual and collective responsibility, Forte Preparatory Academy Charter School equip 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.fortesprep.org)
- Help us shape the school design! Provide your feedback in our [community feedback survey](https://docs.google.com/forms/d/1agp4q43HxvHdHmWkL_Dv6d07F8t1g07oc5eW2hK).
- Support our school by [signing this 20 second petition](http://www.petitions.com/petition/?support-fortesprep). It means a lot to us! Our goal is have 1000 signatures before our application submission date (1/22). (<http://www.petitions.com/petition/?support-fortesprep>)
- Meet school founder Graham Browne at an 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 (100-82 Northern Boulevard)
 - January 26th, 5-5:45pm at Jackson Heights Library (25-51 51st 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



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

Plus, Speaker Carl Heastie outlines education priorities, charter school parents voice concerns, and more in today's education news.

by [Stephanie Snyder](#) on January 7, 2016 7:28 a.m.

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

11 months ago

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](#)

1/18/2016

Forte Prep Newsletter: Volume 1, Issue 1

[Subscribe](#)

[Share ▼](#)

[Past Issues](#)

[Translate](#)

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

Want to change how you receive these emails?
You can [update your preferences](#) or [unsubscribe from this list](#)

MailChimp

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

Month	Activity
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. Submit a copy of the application to your authorizer for approval.
December	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

Contents

R-05 - Curriculum and Instructional Design	1
a. Curriculum Selection and Process	1
b. Assessment System	4
c. Instructional methods	13
d. Course or Subject Overview	21
e. Promotion and Graduation Policy	65

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

Curricular Mapping/ Scope and Sequences resources under consideration	Subject(s)							Grade Levels			
	English	Math	Science	Soc Studies	Perf Arts	Digital Lit		5	6	7	8
Engage NY Curriculum Maps	X	X						X	X	X	X
NYCDOE K-8 Scopes & Sequences			X	X				X	X	X	X
NYCDOE Blueprint for Music ⁶					X			X			X
Democracy Prep Public Schools ⁷	X	X	X	X	X				X	X	X
Brooke Charter Schools (MA) ⁸	X			X				X	X	X	X
Excel Academy (MA) ⁹	X	X						X	X	X	X
Harvard GSE ScratchEd Curriculum Guide ¹⁰						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>.

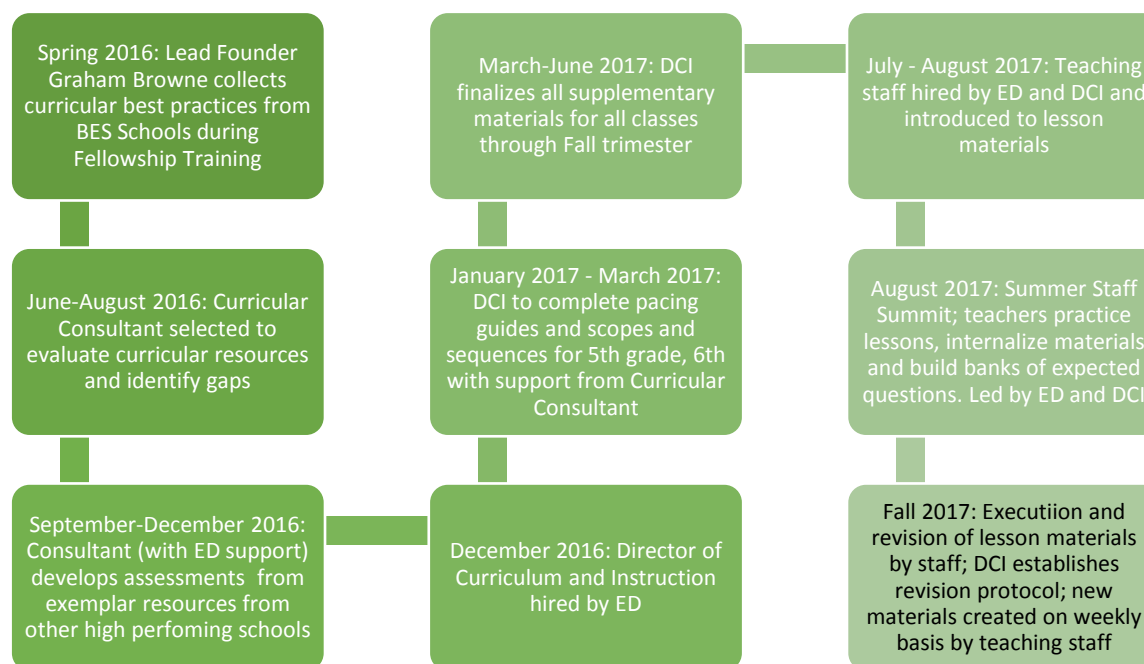
⁷ Through Lead Founder Graham Browne's relationship with Building Excellent Schools, Forte Prep will have access to curriculum guides at Democracy Prep, a BES school network, and will collect relevant planning documents during the Planning Year.

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



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

Assessment	Type	Grades Tested				Subjects Tested	Test Frequency	Development in house?
		5	6	7	8			
Daily								
Exit tickets	Formative	X	X	X	X	All	Daily	Yes
Class participation	Formative	X	X	X	X	All	Daily	Yes
Homework	Formative	X	X	X	X	All	Daily	Yes
Student work	Formative	X	X	X	X	All	Daily	Yes
Weekly								
Accelerated Reader (AR)	Formative	X	X	X	X	Reading	Weekly	No
Quizzes	Formative	X	X	X	X	All	Weekly	Yes
Cyclically								
Unit tests	Summative	X	X	X	X	All	Every 2-3 weeks	Yes
NWEA MAP	Diagnostic	X	X	X	X	ELA; Math	3 times/year	No
Scholastic Reading Inventory (SRI)	Diagnostic	X	X	X	X	Reading	3 times/year	No
Student Performances	Summative	X	X	X	X	Music	3 times/year	Yes
Interim Assessments (ANET)	Formative	X	X	X	X	ELA; Math	4 times/year	No
Annually								
New York State Identification Test for English Language Learners (NYSITELL)	Diagnostic	X	X	X	X	ELA	Fall	No
New York State English as a Second Language Achievement Test (NYSESLAT)	Summative	X	X	X	X	ELA	Spring	No
Terminal grade								
PSAT 8/9	Formative				X	ELA; Math	1 time/year	No
New York State	Summative				X	ELA, Math	Spring	No

Regents Exams (Algebra)								
Secondary School Admission Test (SSAT) or Independent School Entrance Exam (ISEE)	Summative				X	Verbal, Math, Reading	1 time/year	No
Specialized High Schools Admissions Test (SHSAT)	Summative				X	Verbal, Math	Fall	No

Figure 4: Assessment details

Assessment	Description, Objectives, and Rationale
Daily	
Exit tickets	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.
Class participation	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.
Homework	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.
Student work	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.
Weekly	
Accelerated Reader (AR)	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).
Quizzes	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

	before unit tests. Typically combination of multiple choice and open responses.
Cyclically	
Unit tests	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.
NWEA MAP	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.
Scholastic Reading Inventory (SRI)	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.
Student performances	Grades 5-8, a summative assessment at the end of each trimester to demonstrate mastery of concepts in Performing Arts.
Interim Assessments (ANET)	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	
New York State Identification Test for English Language Learners (NYSITELL)	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.
New York State English as a Second Language Achievement Test (NYSESLAT)	Grades 5-8, a summative assessment of English mastery for ELLs. Results determine continued ELL support by Forte Prep staff.
End-of-year Assessments	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	
PSAT 8/9	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 9 th grade.
New York State Regents Exams (Algebra)	Grade 8 only, students will take Algebra regents exam, typically reserved for 9 th grade students.
Secondary School Admission Test (SSAT) or Independent School Entrance Exam (ISEE)	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 6 th grade to practice strategies for admissions tests.
Specialized High Schools Admissions Test (SHSAT)	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 6 th 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.

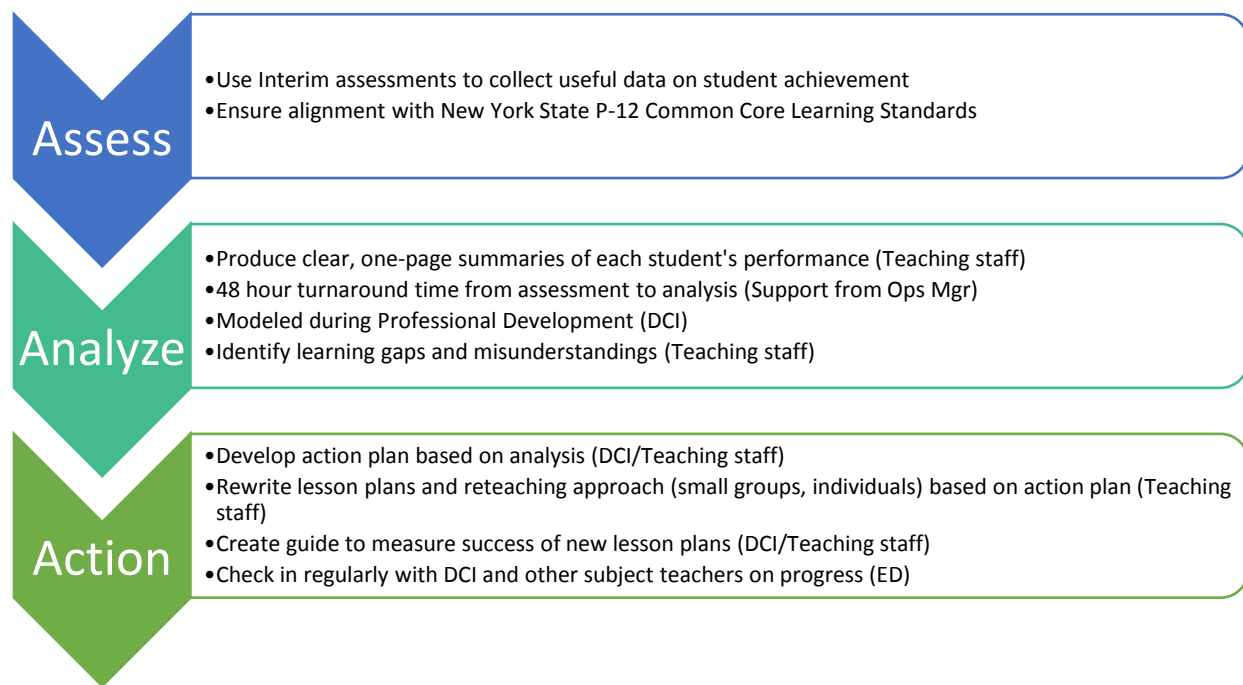
Interim assessments are administered in the middle of each trimester and comprehensive assessments at the end of each trimester. Five school-wide Data Days are set aside to allow teachers and school leaders to meet and closely analyze the data. (See Annual calendar in **R-06**.) These eight (8) hour 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 4** 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 5**. 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.

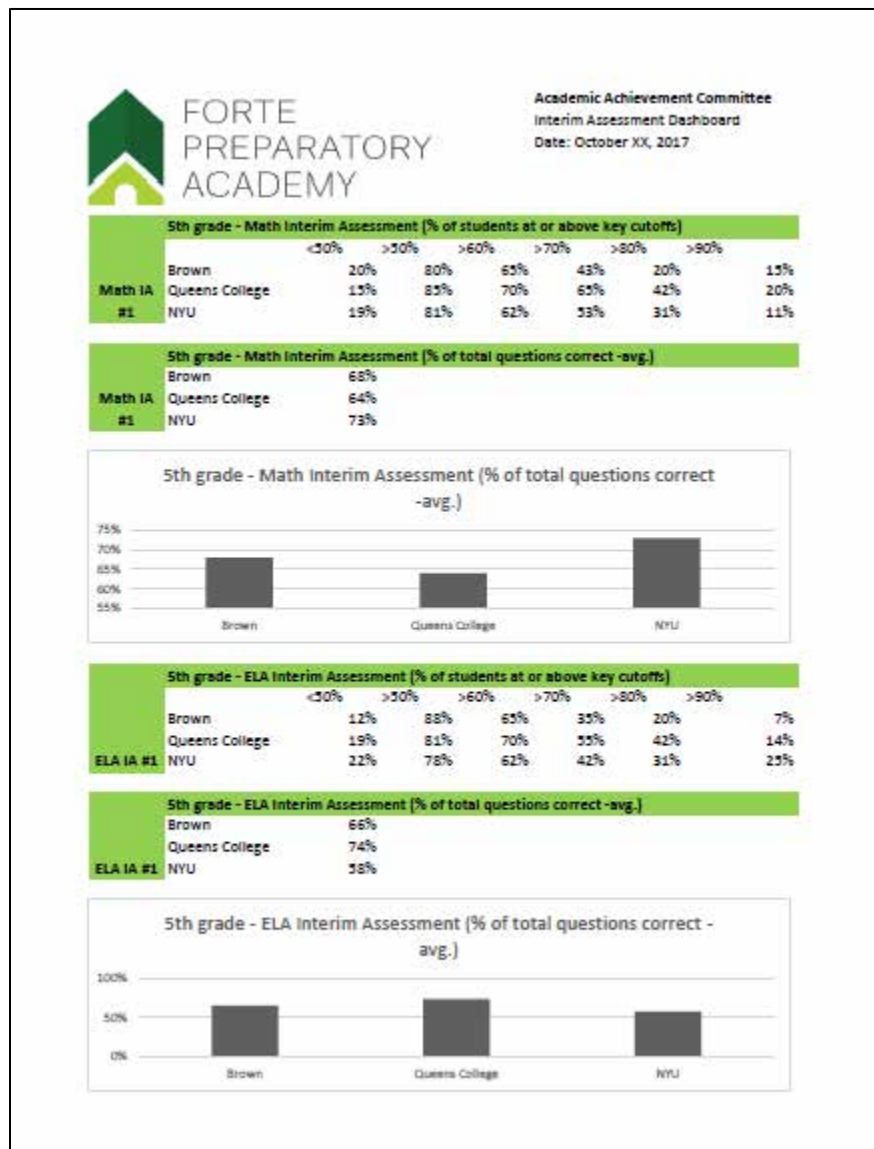
¹⁷ Pearson. “The Positive Results of Parent Communication. Teaching in a Digital Age.” 2013. http://researchnetwork.pearson.com/wp-content/uploads/DigitalAge_ParentCommunication_121113.pdf.

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 grade*¹⁹

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.nyccej.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

Ways to Show Agreement:
• 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 ____
Ways to Show Disagreement:
• I respectfully disagree with you ____ because ____ • I have a different opinion / point of view...
I have a clarifying questions to ask:
• I have a question about ____ • I am confused about ____ • ____, what did you mean when you said ____? • Can you please restate the question?
Ways to Push a Conversation Further during Class Discussions:
• 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 8**) 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

Meaningful 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
Having a REAL Conversation:
• 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?
List two student behaviors you want students to do while in the Turn and Talk (e.g. Eye contact, knees facing each other)	1. 2.
Draft what you will say when you model and describe those two to three behaviors (e.g. "Remember, when we Turn	

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

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 7**). 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.⁴¹⁴² This model of independent reading time is adapted from the literacy-focused curriculum at Democracy Prep Endurance.

Figure 11: Annual reading goals by grade

Grade	Number of Words read by each student at the end of the year
5	1,000,000
6	1,100,000
7	1,200,000
8	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

Subject	Grade 5	Grade 6	Grade 7	Grade 8
Mathematics	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
English Language Arts	Reading I	Reading II	Reading III	Reading IV
	Writing I	Writing II	Writing III	Writing IV
Science	Science (Life, Earth & Space, Physical)	Science (Life, Earth & Space, Physical)	Science (Life, Earth & Space, Physical)	Science (Life, Earth & Space, Physical)
Social Studies	Social Studies (Geography)	Social Studies (World History)	Social Studies (Comparative History and Civilization)	Social Studies (American History)
Performing Arts	Performing Arts I	Performing Arts II	Performing Arts III	Performing Arts IV
Digital Literacy	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	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

Subject	Grade 5	Grade 6	Grade 7	Grade 8
Mathematics	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
Reading	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	
Writing	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	
Social Studies	United States/New York History, Diversity,	Culture, World Religion, Ancient History,	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
Science	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
Performing Arts	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	
Digital Literacy	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
Physical Education	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

5 th Grade	
Literature: Stories, Drama, Poetry	• <i>Alice's Adventures in Wonderland</i> by Lewis Carroll (1865) • "Casey at the Bat" by Ernest Lawrence Thayer (1888) • <i>The Black Stallion</i> by Walter Farley (1941) • "Zlateh the Goat" by Isaac Bashevis Singer (1984) • <i>Esperanza Rising</i> by Pam Munoz Ryan (2000) • <i>Where the Mountain Meets the Moon</i> by Grace Lin (2009)
Informational Texts: Literary Nonfiction and Historical, Scientific, and Technical Texts	• <i>Discovering Mars: The Amazing Story of the Red Planet</i> by Melvin Berger (1992) • <i>Hurricanes: Earth's Mightiest Storms</i> by Patricia Lauber (1996) • <i>A History of US</i> by Joy Hakim (2005) • <i>Horses</i> by Seymour Simon (2006) • <i>Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea</i> by Sy Montgomery (2006)
6 th – 8 th Grade	
Literature: Stories, Drama, Poetry	• <i>Little Women</i> by Louisa May Alcott (1869) • <i>The Adventures of Tom Sawyer</i> by Mark Twain (1876) • "The Road Not Taken" by Robert Frost (1915) • <i>The Dark Is Rising</i> by Susan Cooper (1973) • <i>Dragonwings</i> by Laurence Yep (1975) • <i>Roll of Thunder, Hear My Cry</i> by Mildred Taylor (1976) • <i>Bridge to Terabithia</i> by Katherine Paterson (1977) • <i>The Giver</i> by Lois Lowry (1993) • <i>The Watsons Go to Birmingham</i> by Christopher Paul Curtis (1995) • <i>Brown Girl Dreaming</i> by Jacqueline Woodson (2014)
Informational Texts: Literary	• "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.

Nonfiction	• <i>Narrative of the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass (1845) • “Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940” by Winston Churchill (1940) • <i>Harriet Tubman: Conductor on the Underground Railroad</i> by Ann Petry (1955) • <i>Travels with Charley: In Search of America</i> 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

Subject	Grade 5	Grade 6	Grade 7	Grade 8
English Language Arts	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

Subject	Grade 5	Grade 6	Grade 7	Grade 8
Mathematics	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

Subject	Grade 5	Grade 6	Grade 7	Grade 8
Science	Science I (Life, Earth & Space, Physical)	Science II (Life, Earth & Space, Physical)	Science III (Life, Earth & Space, Physical)	Science IV (Life, Earth & Space, Physical)

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

Subject	Grade 5	Grade 6	Grade 7	Grade 8
Social Studies	Social Studies (Geography)	Social Studies (World History)	Social Studies (Comparative History and Civilization)	Social Studies (American History)

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

Subject	Grade 5	Grade 6	Grade 7	Grade 8
Performing Arts	Performing Arts I	Performing Arts II	Performing Arts III	Performing Arts IV

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

Subject	Grade 5	Grade 6	Grade 7	Grade 8
Digital Literacy	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 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

Subject	Grade 5	Grade 6	Grade 7	Grade 8
Physical Education	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

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.

and end-of-trimester standards-based assessments) and end-of-year, standards-based comprehensive 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.

Figure 22: Forte Prep Curricular Resources

Instructional Resources	Subject(s)							Grade Levels			
	English	Math	Science	Soc Studies	Perf Arts	Digital Lit	ELL	5	6	7	8
Accelerated Reader	X						X	X	X	X	X
Achieve 3000	X	X	X	X			X	X	X	X	X
Adaptive Curriculum			X						X	X	X
American Orff-Schulwerk Association					X			X	X	X	X
ARTSEDGE					X			X	X	X	X
Blueprint for Music (NYCDOE)					X			X			X
Code.org		X	X			X		X	X	X	x
College Preparatory Mathematics		X							X	X	X
Compass Learning/Odyssey	X	X	X	X				X	X	X	X
Dreambox		X						X	X	X	X
Edmodo	X	X	X	X				X	X	X	X
EngageNY	X	X						X	X	X	X
ESL Reading Smart	X						X	X	X	X	X
FOSS Science Curriculum			X					X	X	X	X
Fraction Planet		X						X	X	X	
FuelEducation	X	X	X	X				X	X	X	X
Google Applications	X	X	X	X				X	X	X	X
Houghton Mifflin Harcourt Big Ideas Math		X						X	X	X	X
IXL		X						X	X	X	X
Khan Academy		X						X	X	X	X
Mathalicious		X						X	X	X	X
Newsela	X						X	X	X	X	X
NoRedInk	X						X	X	X	X	X
Overdrive	X							X	X	X	X
Reading Mastery	X							X	X	X	X
Reflex Math		X						X	X	X	
Revolution K12		X							X	X	X
Scratch						X		X	X	X	X
ST Math		X						X	X	X	
TCI Bring Science Alive!			X					X	X	X	X
TCI History Alive				X				X	X	X	X
Technology Institute for Music Educators					X			X	X	X	X
TenMarks		X						X	X	X	X
Mozilla Thimble						X		X	X	X	X
Tynker						X		X	X	X	X
Virtual Nerd		X							X	X	X
Wordly Wise	X							X	X	X	X
Zearn		X						X	X	X	X

Instructional materials for non-core courses will be largely at the discretion of the teacher with approval by Executive Director or appointed designee.

Standards and Curriculum

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

Grade 5 Overview
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.
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

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).

Grade 6 Overview

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, unwhasteful, 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.

Grade 7 Overview

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.

Grade 8 Overview

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

Grade 5 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.
Grade 6 Overview
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.

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.

Grade 7 Overview

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.

Grade 8 Overview

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.

Figure 25: Social Studies standards overview⁶⁰

Grade 5 Overview

Gathering, Interpreting and Using Evidence

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.

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).

Identify evidence and explain content, authorship, purpose, and format; identify bias; explain the role of bias and potential audience, with teacher support.

Identify arguments of others.

Identify implicit ideas to draw inferences, with support.

Recognize arguments on specific social studies topics and identify evidence supporting the argument.

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.

Grade 6 Overview

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.

Grade 7 Overview

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.

Grade 8 Overview

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

Grade 5 Overview
Nature of Science⁶² The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process. 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. The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena. Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land. The continuity of life is sustained through reproduction and development. 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.
Grade 6 Overview
Energy and Simple Machines Energy exists in many forms, and when these forms change, energy is conserved. Energy and matter interact through forces that result in changes in motion. Weather and the Atmosphere Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land. 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. Diversity of Life Living things are both similar to and different from each other and from nonliving things. Organisms maintain a dynamic equilibrium that sustains life. Plants and animals depend on each other and their physical environment. Interdependence

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.

Grade 7 Overview

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.

Grade 8 Overview

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 overview*⁶³

Grade 5 Overview

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).

Grade 6 Overview

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.

Grade 7 Overview

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.

Grade 8 Overview

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

phrases, melodic phrases, and harmonic sequences.

Harmony

Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.

Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.

Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unite and variety, balance, and convey expressive intent.

History

Identify how cultural and historical context inform performances and result in different music interpretations.

Critique

Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.

Compare how the elements of music and expressive qualities relate to the structure within programs of music

Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.

Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.

Identify how cultural and historical context inform performances and result in different musical effects.

Etiquette

Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context, and style.

Figure 28: Digital Literacy standards overview⁶⁴

Grade 5 Overview

Computational Thinking

Use technology resources (e.g., puzzles, logical thinking programs) to solve age appropriate problems. Use writing tools, digital cameras, and drawing tools to illustrate thoughts, ideas, and stories in a step-by-step manner. Understand how to arrange (sort) information into useful order, such as sorting students by birth date, without using a computer. Recognize that software is created to control computer operations. Demonstrate how 0s and 1s can be used to represent information.

⁶⁴ Standards adapted from Computer Science Teachers Association K-12 Standards (revised 2012): http://www.csta.acm.org/Curriculum/sub/CurrFiles/CSTA_K-12_CSS.pdf. Standards are organized in Level 1 (K-6) and Level 2 (6-9). Fifth and Sixth grade standards listed in this section are adapted from the Level 1 Standards; seventh and eighth grade standards are adapted from Level 2 Standards.

Collaboration

Gather information and communicate electronically with others with support from teachers, family members, or student partners. Work cooperatively and collaboratively with peers, teachers, and others using technology.

Computing Practice and Programming

Use technology resources to conduct age appropriate research. Use developmentally appropriate multimedia resources (e.g., interactive books and educational software) to support learning across the curriculum. Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. Construct a set of statements to be acted out to accomplish a simple task (e.g., turtle instructions). Identify jobs that use computing and technology. Gather and organize information using concept-mapping tools.

Computers and Communication Devices

Demonstrate an appropriate level of proficiency with keyboards and other input and output devices. Understand the pervasiveness of computers and computing in daily life (e.g., voice mail, downloading videos and audio files, microwave ovens, thermostats, wireless Internet, mobile computing devices, GPS systems). Apply strategies for identifying simple hardware and software problems that may occur during use. Identify that information is coming to the computer from many sources over a network. Identify factors that distinguish humans from machines.

Grade 6 Overview**Computational Thinking**

Understand and use the basic steps in algorithmic problem-solving (e.g., problem statement and exploration, examination of sample instances, design, implementation, and testing). Develop a simple understanding of an algorithm (e.g., search, sequence of events, or sorting) using computer-free exercises. Demonstrate how a string of bits can be used to represent alphanumeric information. Describe how a simulation can be used to solve a problem. Make a list of sub-problems to consider while addressing a larger problem. Understand the connections between computer science and other fields.

Collaboration

Use productivity technology tools (e.g., word processing, spreadsheet, presentation software) for individual and collaborative writing, communication, and publishing activities. Use online resources (e.g., email, online discussions, collaborative web environments) to participate in collaborative problem solving activities for the purpose of developing solutions or products.

Computing Practice and Programming

Use technology resources (e.g., calculators, data collection probes, mobile devices, videos, educational software, and web tools) for problem-solving and self-directed learning. Use general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning. Use technology tools (e.g., multimedia and text authoring, presentation, web tools, digital cameras, and scanners) for individual and collaborative writing, communication, and publishing activities. Gather and manipulate data using a variety of digital tools. Construct a program as a set of step-by-step instructions to be acted out (e.g., make a peanut butter and jelly sandwich activity). Implement problem solutions using a block-based visual programming language. Use computing devices to access remote information, communicate with others in support of direct and independent

learning, and pursue personal interests. Navigate between webpages using hyperlinks and conduct simple searches using search engines. Identify a wide range of jobs that require knowledge or use of computing. Gather and manipulate data using a variety of digital tools.

Computers and Communication Devices

Demonstrate an appropriate level of proficiency with keyboards and other input and output devices. Understand the pervasiveness of computers and computing in daily life (e.g., voice mail, downloading videos and audio files, microwave ovens, thermostats, wireless Internet, mobile computing devices, GPS systems). Apply strategies for identifying simple hardware and software problems that may occur during use. Identify that information is coming to the computer from many sources over a network. Identify factors that distinguish humans from machines. Recognize that computers model intelligent behavior (as found in robotics, speech and language recognition, and computer animation).

Community, Global, and Ethical Impacts

Discuss basic issues related to responsible use of technology and information, and the consequences of inappropriate use. Identify the impact of technology (e.g., social networking, cyber bullying, mobile computing and communication, web technologies, cyber security, and virtualization) on personal life and society. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and biases that occur in electronic information sources. Understand ethical issues that relate to computers and networks (e.g., equity of access, security, privacy, copyright, and intellectual property).

Grade 7 Overview

Computational Thinking

Use the basic steps in algorithmic problem-solving to design solutions (e.g., problem statement and exploration, examination of sample instances, design, implementing a solution, testing, evaluation). Describe the process of parallelization as it relates to problem solving. Define an algorithm as a sequence of instructions that can be processed by a computer. Evaluate ways that different algorithms may be used to solve the same problem.

Collaboration

Apply productivity/multimedia tools and peripherals to group collaboration and support learning throughout the curriculum. Collaboratively design, develop, publish, and present products (e.g., videos, podcasts, websites) using technology resources that demonstrate and communicate curriculum concepts. Collaborate with peers, experts, and others using collaborative practices such as pair programming, working in project teams, and participating in group active learning activities. Exhibit dispositions necessary for collaboration: providing useful feedback, integrating feedback, understanding and accepting multiple perspectives, socialization.

Computing Practice & Programming

Select appropriate tools and technology resources to accomplish a variety of tasks and solve problems. Use a variety of multimedia tools and peripherals to support personal productivity and learning throughout the curriculum. Design, develop, publish, and present products (e.g., webpages, mobile applications, animations) using technology resources that demonstrate and communicate curriculum concepts. Demonstrate an understanding of algorithms and their practical application. Implement problem solutions using a programming language, including: looping behavior, conditional statements, logic, expressions, variables, and functions. Demonstrate good practices in personal information security, using passwords, encryption, and secure transactions.

Computers & Communications Devices

Recognize that computers are devices that execute programs. Identify a variety of electronic devices that contain computational processors. Demonstrate an understanding of the relationship between hardware and software. Use developmentally appropriate, accurate terminology when communicating about technology. Apply strategies for identifying and solving routine hardware problems that occur during everyday computer use.

Community, Global, and Ethical Impacts

Exhibit legal and ethical behaviors when using information and technology and discuss the consequences of misuse. Demonstrate knowledge of changes in information technologies over time and the effects those changes have on education, the workplace, and society. Analyze the positive and negative impacts of computing on human culture.

Grade 8 Overview**Computational Thinking**

Act out searching and sorting algorithms. Describe and analyze a sequence of instructions being followed (e.g., describe a character's behavior in a video game as driven by rules and algorithms). Represent data in a variety of ways including text, sounds, pictures, and numbers. Use visual representations of problem states, structures, and data (e.g., graphs, charts, network diagrams, flowcharts). Interact with content-specific models and simulations (e.g., ecosystems, epidemics, molecular dynamics) to support learning and research. Evaluate what kinds of problems can be solved using modeling and simulation. Analyze the degree to which a computer model accurately represents the real world. Use abstraction to decompose a problem into sub problems. Understand the notion of hierarchy and abstraction in computing including high-level languages, translation, instruction set, and logic circuits. Examine connections between elements of mathematics and computer science including binary numbers, logic, sets and functions. Provide examples of interdisciplinary applications of computational thinking.

Collaboration

Apply productivity/multimedia tools and peripherals to group collaboration and support learning throughout the curriculum. Collaboratively design, develop, publish, and present products (e.g., videos, podcasts, websites) using technology resources that demonstrate and communicate curriculum concepts. Collaborate with peers, experts, and others using collaborative practices such as pair programming, working in project teams, and participating in group active learning activities. 4. Exhibit dispositions necessary for collaboration: providing useful feedback, integrating feedback, understanding and accepting multiple perspectives, socialization.

Computer Practice & Programming

Identify interdisciplinary careers that are enhanced by computer science. Demonstrate dispositions amenable to open-ended problem solving and programming (e.g., comfort with complexity, persistence, brainstorming, adaptability, patience, propensity to tinker, creativity, accepting challenge). Collect and analyze data that is output from multiple runs of a computer program.

Computer & Communications Devices

Apply strategies for identifying and solving routine hardware problems that occur during everyday computer use. Describe the major components and functions of computer systems and networks. Describe what distinguishes humans from machines focusing on human intelligence versus machine

intelligence and ways we can communicate. Describe ways in which computers use models of intelligent behavior (e.g., robot motion, speech and language understanding, and computer vision).

Community, Global and Ethical Impacts

Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. Describe ethical issues that relate to computers and networks (e.g., security, privacy, ownership, and information sharing). Discuss how the unequal distribution of computing resources in a global economy raises issues of equity, access, and power.

e. Promotion and Graduation Policy

Standards for Promotion

Students will earn promotion from grade to grade based on demonstrated mastery of our school's standards, which are informed by and align with the NYS P-12 Common Core Learning Standards. We detail our approach to and requirements for grading and promotion to teachers during our Summer Staff Summit each year. Training includes strong focus on how we intend to support every student's success through promotion, and our commitment to avoiding social promotion based on age rather than readiness for the next grade. Teachers will grade students on a 100-point scale, with corresponding letter grades. These grades will be provided to families on two mid-trimester and two end-of-trimester grade reports and on one end-of-year summative report card. We will use IEP goals to inform grades as indicated on the student's IEP; otherwise all grade level goals apply. Standards for promotion are detailed in **Figure 29**. Classes considered for Promotion are Reading, Writing, Math Procedures, Math Problem Solving, Science, Social Studies, and Performing Arts.

Figure 29: Standards for promotion (exit standards)

Performance Standard	Percentage Equivalent	Description
A+	97-100%	Demonstrating advanced levels of mastery with the content standards.
A	93-96%	
A-	90-92%	
B+	87-89%	Demonstrating proficiency with the content standards.
B	83-86%	
B-	80-82%	
C+	77-79%	Demonstrating basic competency with the content standards.
C	73-76%	
C-	70-72%	
F	Below 70%	Not yet demonstrating a basic level of mastery with the content standards and needs to demonstrate mastery of the standard before credit will be earned.

For grade-level promotion, mastery is indicated by a 70% or higher. Internally developed comprehensive assessments are given at the end of each trimester and account for 25% of each trimester's grade. A student who earns a 70% or higher in all core classes (defined as those that meet four or five times per week) and reaches annual reading targets (see **Figure 11**) earns promotion; a student who fails to earn 70% in one or two classes is eligible for a two-week Summer Academy, at the conclusion of which the student must pass a comprehensive assessment in each subject(s). A student

who fails three or more courses is retained. Students with IEPs will be individually evaluated for promotion based upon their satisfaction of schoolwide goals and individual goals as outlined within their IEP and which differ from schoolwide goals. All students with IEPs will receive progress reports on their growth and performance towards IEP goals to the same extent and at the same intervals as all regular education students. A student must also fulfill attendance requirements, and may be retained if s/he is absent for more than 10 days of the school year. We will closely monitor all daily attendance, and meet with families when a student has earned three absences, six, and then nine, working as needed from attendance improvement plans to best support the success of every student. Further, families will receive weekly performance snapshots through our STRIVE Report (for more detail, see **R-09 – School Culture and Discipline**) and will have multiple opportunities throughout the year to discuss academic progress and performance, especially if a student is at-risk academically for retention. The Executive Director and Director of Curriculum and Instruction as hired will track students’ academic progress, and ensure all academic supports are in place. The Executive Director will make all final promotion decisions.

Attendance Policy

Forte Prep believes that timely attendance to school every day is critical to long-term academic success. Our expectations for attendance⁶⁵ are very clear, as detailed in **Figure 30**.

Figure 30: Forte Prep attendance policy

Forte Prep Attendance Policy

No Absences in a Trimester: The student and family are congratulated and recognized for exceptional attendance and commitment to their education.

Three Absences in a Trimester: Forte Prep considers three absences in a single trimester a serious issue. When this occurs, the school reserves the right to notify the student’s parent/guardian, and further steps such as requiring families to attend formal meetings and create attendance “action plans” may be required.

Six Absences in a Year: Forte Prep considers six absences over the course of a school year a serious issue. When this occurs, the school reserves the right to call the student’s parent/guardian to the school to meet with the school leader. At such a meeting, the problem will be discussed and an attendance plan will be developed.

More than Nine Absences in a Year: If a student is absent more than nine times in a year, the student may be considered a truant. When this occurs, the student is at risk of not being promoted to the next grade. The parent/guardian will be called to the school to meet with the school leader. The school leader reserves the right to retain any student who misses more than nine days of school. In addition, a report may be filed with the New York City Administration for Children’s Services or the New York State Office of Children and Family Services.

Twenty Absences in a Year: If a student is absent twenty times in a year, the student may be considered a habitual truant. At this point, the school administration may file a written complaint with a relevant court or child services agency alleging the belief that the acts or omissions of the child are such that his/her family has service needs. The Board of Trustees or its designee will submit an annual report to the New York State Office of Children and Family Services that reports the number of habitual truants at its school.

⁶⁵ Attendance Policy modeled from Democracy Prep Endurance Middle School attendance expectations in their student handbook.

Tardiness

A Forte Prep student is considered tardy if they arrive to school after 7:30AM.

No Tardies in a Trimester – The student and family are congratulated and recognized for being “on time” and for their true commitment to education.

Three Tardies in a Trimester – If a student is late three times in a Trimester, it is considered a serious issue. Should this occur, the school reserves the right to call the parent/guardian to discuss the problem and develop an “On Time” plan.

Three Tardies Equals One Absence – Three tardies is equivalent to one absence and will be recorded as such in the student’s file.

Seven Tardies in a Year – If a student is late seven times in a year, it is considered a serious issue. Should this occur, the school reserves the right to call the parent/guardian to the school to meet with the school leader. At such a meeting, the problem will be discussed and an “On Time” plan will be developed, or — if such a plan is already in place — will be modified or reinforced.

Since every three tardy arrivals will be recorded as an absence, excessive tardiness is also a truancy problem. If a student is absent more than nine times (and some or all of these absences may actually be due to excessive tardiness), the student will be at risk of not being promoted to the next grade. Students with excessive tardy arrivals may also be considered habitual truants. In such cases, the school administration may file a written complaint with a relevant court or child services agency alleging the belief that the acts or omissions of the child are such that his/her family has service needs.

Graduation Requirements

To graduate from eighth grade, the terminal grade at Forte Prep, students must earn a 70% or better in all core classes (see above for definition), meet annualized reading goals for eighth grade (see Figure 11) and meet the above attendance requirements (**Figure 30**). Students who take Algebra in 8th grade will also take the Regents exam for Algebra before graduation. While we expect high pass rates for eligible students, passing this exam will not impact eighth grade graduation.

R-05 - Curriculum and Instructional Design

Contents

R-05 - Curriculum and Instructional Design	1
a. Curriculum Selection and Process	1
b. Assessment System	5
c. Instructional methods	14
d. Course or Subject Overview	22
e. Promotion and Graduation Policy	65

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*. Overseen by the Executive Director, supported by Building Excellent Schools leadership coach Paul Adler (see resume in **R-23b – Supplemental Attachments**) and curricular consultants as needed, and led by one full-time Director of Curriculum and Instruction brought on in January of the planning year, we will conduct a systematic curriculum-building and vetting process aligned to the most current national and state standards and informed by a network of schools with similar ambitious mission serving similar academic need.

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 shared with us by such schools as Excel Academy (BES schools consistently high performing charter network with three 5-8 middle schools that outperform their district and state counterparts), RePublic Schools (BES schools with the highest objective and growth scores in the state), and Democracy Prep (BES schools that have aligned internal assessments to the NY State Common Core Learning Standards); 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

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

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. When in final draft form, that includes a specific itemization of each question and task's alignment to specific standards and a comprehensive accounting of how each standard is addressed (i.e. type of question posed, type of response required, and type of rubric applied), we will use our strategic supports from Building Excellent Schools and the proposed Executive Director's educational network to inform final review of the alignment and rigor of the assessments.

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 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

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.

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).

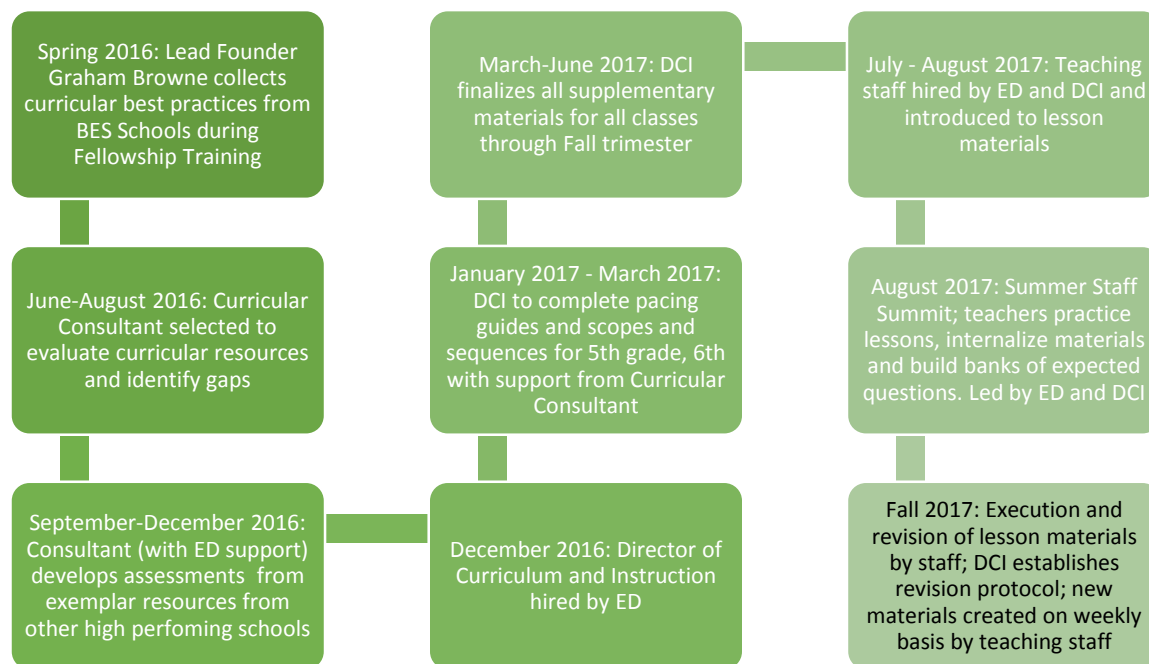
⁴ New York State P-12 Common Core Learning Standards for English Language Arts & Literacy, 2011. NYS additions highlighted in yellow throughout the Standards often represent the State's desire to ensure that students can "read and comprehend, reflect upon, and interpret literary texts from a variety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

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.

With the dedicated Building Excellent Schools follow-on support from school leadership coach Paul Adler⁶, 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. We believe that a streamlined and efficient curriculum development process is essential to starting our school year strong and setting up our students for success on day one. Therefore, we will rely on the Common Core-aligned best practices of effective schools, many of which are in the BES network and whose curricular resources, assessments, and plans are readily available to the Lead Founder Graham Browne. Exact programs and materials used will be finalized based on the most effective resources available; we will contract with one or more subject-specific curricular consultant(s) in summer 2016 to evaluate collected curricular resources and to provide input based on the curriculum models proven to yield the strongest results for our local student population. When our Director of Curriculum and Instruction is brought on at the beginning of 2017, that person will work to translate the vetted end-of-year and trimester assessments into coherent unit plans that are tailored to Forte Prep. Our roadmap for curriculum development can be found below:

Figure 1: High level work plan for curriculum development



At this stage, we have identified three schools that we plan to collect resources from, as well as several other public resources to strengthen our program. The Lead Founder's relationship with Democracy Prep and Excel Academy (MA) as a BES Fellow affords access to the school's Common Core-aligned resources that have been proven to deliver strong academic outcomes for students. Excel Academy in particular is

⁶ Please see **R-23b – Supplemental Attachments** for Mr. Adler's resume.

well-known for its rigorous approach to ELA and Math instruction, and its students are consistently performing in the top percentiles of all public middle school students. Additionally, Excel's 5-8 grade configuration allows us to thoughtfully model our supports for students who need to establish a strong academic foundation for success in a college preparatory high school in just four years. A third school, Brooke Charter Schools, has provided its curricular outlines for its social studies program on the school's website⁷ that will be used in conjunction with Democracy Prep's Global Literacy curriculum to provide a literacy-rich Social Studies program at Forte Prep. Our Performing Arts framework will be informed by NYCDOE's Blueprint for Music as well as Democracy Prep's Arts program, with additional input from a variety of middle school performing arts programs. We will rely on the expertise of our curriculum consultant and the experience of our BES support team to sense-check any curricular products well before they reach the hands of our teaching staff in August.

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 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 2**. We may choose to include additional resources during the planning year. During each year of operation, the evaluation of curriculum will be conducted by the Executive Director and Director of Curriculum and Instruction.

Figure 2: Proposed curriculum planning resources

Curricular Mapping/ Scope and Sequences resources under consideration	Subject(s)							Grade Levels			
	English	Math	Science	Social Studies	Perf Arts	Digital Lit		5	6	7	8
Engage NY Curriculum Maps	X	X						X	X	X	X
NYCDOE K-8 Scopes & Sequences			X	X				X	X	X	X
NYCDOE Blueprint for Music ⁸					X			X			X
Democracy Prep Public Schools ⁹	X	X	X	X	X				X	X	X
Brooke Charter Schools (MA) ¹⁰	X			X				X	X	X	X
Excel Academy (MA) ¹¹	X	X						X	X	X	X
Harvard GSE ScratchEd Curriculum Guide ¹²						X		X	X	X	X

⁷ For more information about Brooke's Learning Standards, please visit: <http://www.ebrooke.org/great-teaching/understanding-great-teaching/>.

⁸ NYC DOE Blueprint for Teaching and Learning in Music: <http://schools.nyc.gov/offices/teachlearn/arts/Blueprints/MusicBP08.pdf>.

⁹ 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.

¹⁰ Brooke Charter Schools' curriculum standards and unit plans can be found here: <http://www.ebrooke.org/great-teaching/understanding-great-teaching/>.

¹¹ 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.

¹² Harvard GSE ScratchEd can be found here: <http://scratched.gse.harvard.edu/guide/files/CreativeComputing20141015.pdf>.

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. Tisch¹³

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.”¹⁴ **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)¹⁵, and end-of-trimester assessments in all core content course¹⁶ (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

¹³ 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>.

¹⁴ Bambrick-Santoyo, Paul. *Leverage Leadership*. San Francisco, CA: Jossey-Bass, 2012. P. 29

¹⁵ 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.

¹⁶ 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.

we make sure our students learn? Used correctly, it also spells out the answer.”¹⁷ 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. We will dedicate time during Summer Staff Summit as well as in our first three Friday Professional Development sessions to ensure that all teachers are aligned on grade norms and expectations. In order for our academic program to be implemented with fidelity, an A or a 4 needs to be identified and graded consistently across classrooms. Our Director of Curriculum and Instruction will develop workshops on grading exit tickets and building clear rubrics for all assessed standards to ensure alignment. 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 Operations Manager.

¹⁷ Bambrick-Santoyo, Paul. *Leverage Leadership*. San Francisco, CA: Jossey-Bass, 2012. P. 53.

Figure 3: Summary of Forte Prep assessments

Assessment	Type	Grades Tested				Subjects Tested	Test Frequency	Development in house?
		5	6	7	8			
Daily								
Exit tickets	Formative	X	X	X	X	All	Daily	Yes
Class participation	Formative	X	X	X	X	All	Daily	Yes
Homework	Formative	X	X	X	X	All	Daily	Yes
Student work	Formative	X	X	X	X	All	Daily	Yes
Weekly								
Accelerated Reader (AR)	Formative	X	X	X	X	Reading	Weekly	No
Quizzes	Formative	X	X	X	X	All	Weekly	Yes
Cyclically								
Unit tests	Summative	X	X	X	X	All	Every 2-3 weeks	Yes
NWEA MAP	Diagnostic	X	X	X	X	ELA; Math	3 times/year	No
Scholastic Reading Inventory (SRI)	Diagnostic	X	X	X	X	Reading	3 times/year	No
Student Performances	Summative	X	X	X	X	Music	3 times/year	Yes
Interim Assessments (ANET)	Formative	X	X	X	X	ELA; Math	4 times/year	No
Annually								
New York State Identification Test for English Language Learners (NYSITELL)	Diagnostic	X	X	X	X	ELA	Fall	No
New York State English as a Second Language Achievement Test (NYSESLAT)	Summative	X	X	X	X	ELA	Spring	No
Terminal grade								
PSAT 8/9	Formative				X	ELA; Math	1 time/year	No

New York State Regents Exams (Algebra)	Summative				X	ELA, Math	Spring	No
Secondary School Admission Test (SSAT) or Independent School Entrance Exam (ISEE)	Summative				X	Verbal, Math, Reading	1 time/year	No
Specialized High Schools Admissions Test (SHSAT)	Summative				X	Verbal, Math	Fall	No

Figure 4: Assessment details

Assessment	Description, Objectives, and Rationale
Daily	
Exit tickets	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.
Class participation	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.
Homework	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.
Student work	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.
Weekly	
Accelerated Reader (AR)	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).

Quizzes	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 before unit tests. Typically combination of multiple choice and open responses.
Cyclically	
Unit tests	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.
NWEA MAP	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.
Scholastic Reading Inventory (SRI)	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.
Student performances	Grades 5-8, a summative assessment at the end of each trimester to demonstrate mastery of concepts in Performing Arts.
Interim Assessments (ANET)	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	
New York State Identification Test for English Language Learners (NYSITELL)	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.
New York State English as a Second Language Achievement Test (NYSESLAT)	Grades 5-8, a summative assessment of English mastery for ELLs. Results determine continued ELL support by Forte Prep staff.
End-of-year Assessments	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	
PSAT 8/9	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 9 th grade.
New York State Regents Exams (Algebra)	Grade 8 only, students will take Algebra regents exam, typically reserved for 9 th grade students.
Secondary School Admission Test (SSAT) or Independent School Entrance Exam (ISEE)	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 6 th grade to practice strategies for admissions tests.
Specialized High Schools Admissions Test (SHSAT)	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 6 th 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.”¹⁸ 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.

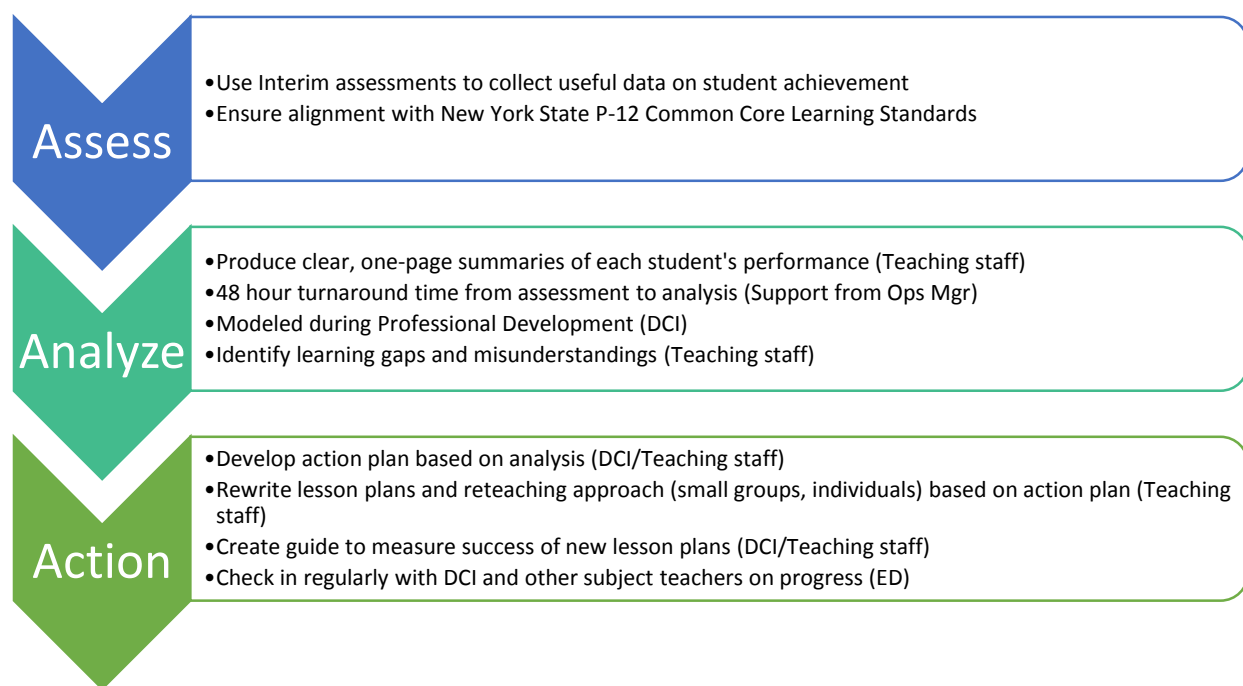
Interim assessments are administered in the middle of each trimester and comprehensive assessments at the end of each trimester. Five school-wide Data Days are set aside to allow teachers and school leaders to meet and closely analyze the data. (See Annual calendar in **R-06**.) These eight (8) hour 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**

¹⁸ Bambrick-Santoyo, Paul. *Driven by Data: A Practical Guide to Improve Instruction*. San Francisco: Jossey-Bass, 2010.

Decisions (what to teach) – for example, re-teaching and reordering objectives in 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).”¹⁹ 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.

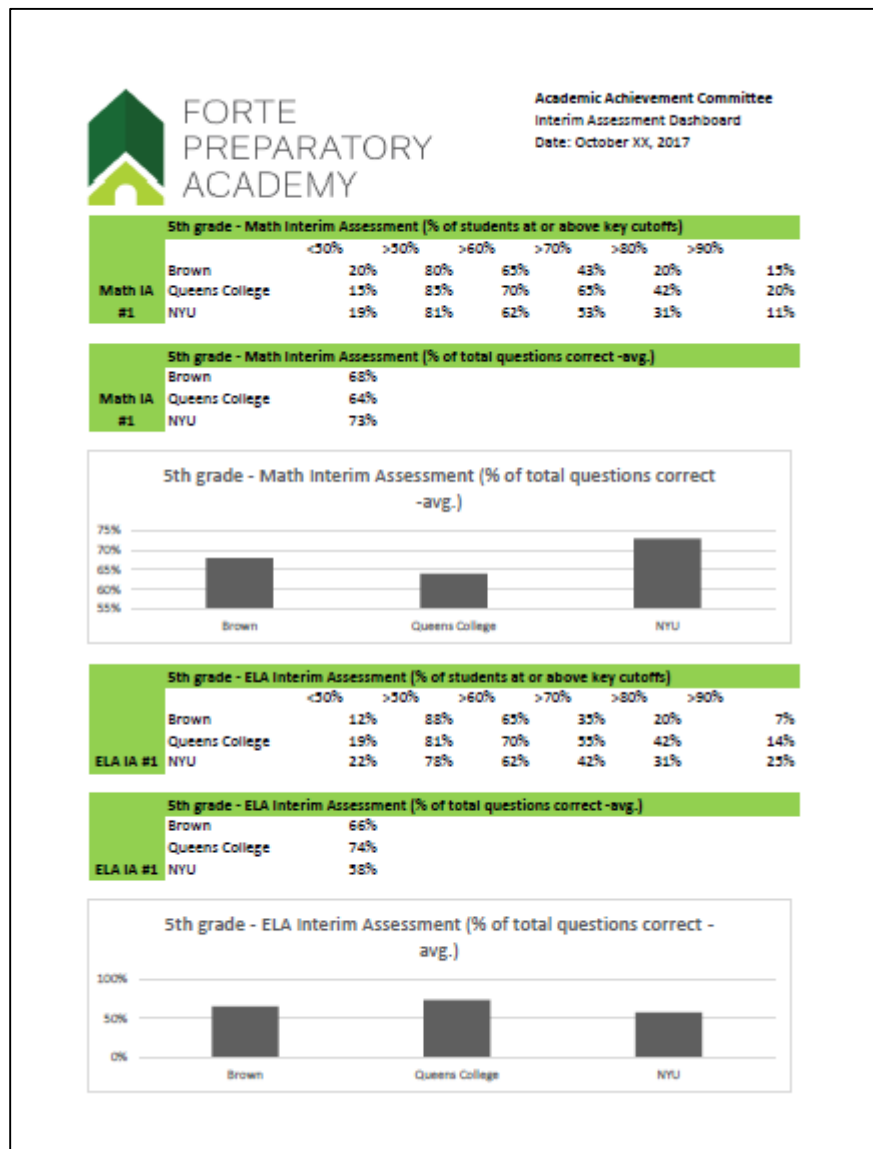
¹⁹ Pearson. “The Positive Results of Parent Communication. Teaching in a Digital Age.” 2013. http://researchnetwork.pearson.com/wp-content/uploads/DigitalAge_ParentCommunication_121113.pdf.

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.²⁰ 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 grade²¹*

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 education²² 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.²³ 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

²⁰ 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.

²¹ Retrieved from <http://www.teakfellowship.org/admission>.

²² 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.

²³ 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.nyccej.org/college-readiness>.

schools, and, most importantly, have been chosen to successfully address 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”²⁴:** 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”²⁵:** 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”²⁶:** 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”²⁷:** 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.”²⁸

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.”²⁹ By structuring literacy coursework to provide ample time

²⁴ Center for Reinventing Public Education (CRPE). “Identifying and Replicating the DNA of Successful Charter Schools.” National Charter School research Project. May 2007.

²⁵ Center for Reinventing Public Education (CRPE). “Identifying and Replicating the DNA of Successful Charter Schools.” National Charter School research Project. May 2007, page 3.

²⁶ Ibid.

²⁷ Ibid.

²⁸ Ibid.

²⁹ 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.

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 Science³⁰ (“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.”³¹ 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.³² 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,

³⁰ 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.

³¹ Retrieved from: <http://ncisla.wceruw.org/publications/reports/RR00-3.PDF>.

³² 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.”³³

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.³⁴ 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

³³ 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.

³⁴ 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.³⁵ 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.³⁶

Importance of Student Voice: 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. 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.”³⁷ 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

Ways to Show Agreement: • 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 ____
Ways to Show Disagreement: • I respectfully disagree with you ____ because ____ • I have a different opinion / point of view...
I have a clarifying questions to ask: • I have a question about ____ • I am confused about ____ • ____, what did you mean when you said ____?

³⁵ 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.

³⁶ *Charter School Association of Indiana Resource Guide – Leadership*, quoting Dr. Lorraine Monroe of the Frederick Douglass Academy in Harlem.

³⁷ Partnership for Assessment of Readiness for College and Careers. “PARCC Model Content Frameworks: English Language Arts/Literacy.” 2012.

- Can you please restate the question?

Ways to Push a Conversation Further during Class Discussions:

- Can you say more about that?
- 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: 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* series³⁸, 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

Meaningful 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

Having a REAL Conversation:

- 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*.³⁹

³⁸ 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/>.

³⁹ Ibid.

Figure 10: Turn and Talk planning tool⁴⁰

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?
List two student behaviors you want students to do while in the Turn and Talk (e.g. Eye contact, knees facing each other)	1. 2.
Draft what you will say when you model and describe those two to three behaviors (e.g. "Remember, when we Turn	

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

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.⁴¹ 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."⁴²

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 during

⁴⁰ Ibid.

⁴¹ 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.

⁴² 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.

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.⁴³⁴⁴ This model of independent reading time is adapted from the literacy-focused curriculum at Democracy Prep Endurance.

Figure 11: Annual reading goals by grade

Grade	Number of Words read by each student at the end of the year
5	1,000,000
6	1,100,000
7	1,200,000
8	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 relevant knowledge base for the

⁴³ 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.

⁴⁴ 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).

skills.”⁴⁵ 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 Academies⁴⁶ (reading and writing workshops, guided reading read alouds, book discussions), developing a data-driven and mission-aligned math department as implemented at Excel Academy,⁴⁷ and the taxonomy of effective teaching practice developed at Uncommon Schools through the leadership of Doug Lemov.⁴⁸

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,”⁴⁹ 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.

⁴⁵ Hirsch, E.D. *The Schools We Need and Why We Don’t Have Them*. NY: First Anchor Books, 1999.

⁴⁶ Moskowitz, Eva, and Arin Lavinia. *Mission Possible: How the Secrets of the Success Academies can work in any school*. NY: Jossey-Bass. 2012.

⁴⁷ 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.

⁴⁸ Lemov, Doug. *Teach Like a Champion 2.0*. NY: Wiley, 2015.

⁴⁹ 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

Subject	Grade 5	Grade 6	Grade 7	Grade 8
Mathematics	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
English Language Arts	Reading I	Reading II	Reading III	Reading IV
	Writing I	Writing II	Writing III	Writing IV
Science	Science (Life, Earth & Space, Physical)	Science (Life, Earth & Space, Physical)	Science (Life, Earth & Space, Physical)	Science (Life, Earth & Space, Physical)
Social Studies	Social Studies (Geography)	Social Studies (World History)	Social Studies (Comparative History and Civilization)	Social Studies (American History)
Performing Arts	Performing Arts I	Performing Arts II	Performing Arts III	Performing Arts IV
Digital Literacy	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	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

Subject	Grade 5	Grade 6	Grade 7	Grade 8
Mathematics	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
Reading	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	
Writing	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	
Social Studies	United States/New York History, Diversity,	Culture, World Religion, Ancient History,	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
Science	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
Performing Arts	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	
Digital Literacy	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
Physical Education	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 level⁵⁰

5 th Grade	
Literature: Stories, Drama, Poetry	• <i>Alice's Adventures in Wonderland</i> by Lewis Carroll (1865) • "Casey at the Bat" by Ernest Lawrence Thayer (1888) • <i>The Black Stallion</i> by Walter Farley (1941) • "Zlateh the Goat" by Isaac Bashevis Singer (1984) • <i>Esperanza Rising</i> by Pam Munoz Ryan (2000) • <i>Where the Mountain Meets the Moon</i> by Grace Lin (2009)
Informational Texts: Literary Nonfiction and Historical, Scientific, and Technical Texts	• <i>Discovering Mars: The Amazing Story of the Red Planet</i> by Melvin Berger (1992) • <i>Hurricanes: Earth's Mightiest Storms</i> by Patricia Lauber (1996) • <i>A History of US</i> by Joy Hakim (2005) • <i>Horses</i> by Seymour Simon (2006) • <i>Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea</i> by Sy Montgomery (2006)
6 th – 8 th Grade	
Literature: Stories, Drama, Poetry	• <i>Little Women</i> by Louisa May Alcott (1869) • <i>The Adventures of Tom Sawyer</i> by Mark Twain (1876) • "The Road Not Taken" by Robert Frost (1915) • <i>The Dark Is Rising</i> by Susan Cooper (1973) • <i>Dragonwings</i> by Laurence Yep (1975) • <i>Roll of Thunder, Hear My Cry</i> by Mildred Taylor (1976) • <i>Bridge to Terabithia</i> by Katherine Paterson (1977) • <i>The Giver</i> by Lois Lowry (1993) • <i>The Watsons Go to Birmingham</i> by Christopher Paul Curtis (1995) • <i>Brown Girl Dreaming</i> by Jacqueline Woodson (2014)
Informational Texts: Literary Nonfiction	• "Letter on Thomas Jefferson" by John Adams (1776) • <i>Narrative of the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass (1845)

⁵⁰ 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.

- “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

Subject	Grade 5	Grade 6	Grade 7	Grade 8
English Language Arts	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.”⁵¹ 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.

⁵¹ 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

Subject	Grade 5	Grade 6	Grade 7	Grade 8
Mathematics	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 5-8,⁵² 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.⁵³ Science curriculum will emphasize the process of discovery and application of principles and scientific concepts.

Figure 17: Science courses

Subject	Grade 5	Grade 6	Grade 7	Grade 8
Science	Science I (Life, Earth & Space, Physical)	Science II (Life, Earth & Space, Physical)	Science III (Life, Earth & Space, Physical)	Science IV (Life, Earth & Space, Physical)

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.⁵⁴ The goal of the Social Studies

⁵² 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>.

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 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

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.”⁵⁵

Figure 18: Social Studies courses

Subject	Grade 5	Grade 6	Grade 7	Grade 8
Social Studies	Social Studies (Geography)	Social Studies (World History)	Social Studies (Comparative History and Civilization)	Social Studies (American History)

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).⁵⁶

Figure 19: Performing Arts courses

Subject	Grade 5	Grade 6	Grade 7	Grade 8
Performing Arts	Performing Arts I	Performing Arts II	Performing Arts III	Performing Arts IV

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 focus can be seen

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

⁵⁵ 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.

⁵⁶ 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 R-15e.

in the figure below. We will leverage digital tools such as MIT's Scratch⁵⁷ and Code.org⁵⁸ 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.⁵⁹

Figure 20: Digital Literacy courses

Subject	Grade 5	Grade 6	Grade 7	Grade 8
Digital Literacy	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 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 program⁶⁰ 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

Subject	Grade 5	Grade 6	Grade 7	Grade 8
Physical Education	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 assessments to measure the specific degree to which students are mastering the standards. We adjust

⁵⁷ 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.

⁵⁸ Please see <https://code.org/educate/curriculum> for more detail.

⁵⁹ 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.

⁶⁰ 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.

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.

Figure 22: Forte Prep Curricular Resources

Instructional Resources	Subject(s)							Grade Levels			
	English	Math	Science	Soc Studies	Perf Arts	Digital Lit	ELL	5	6	7	8
Accelerated Reader	X						X	X	X	X	X
Achieve 3000	X	X	X	X			X	X	X	X	X
Adaptive Curriculum			X						X	X	X
American Orff-Schulwerk Association					X			X	X	X	X
ARTSEDGE					X			X	X	X	X
Blueprint for Music (NYCDOE)					X			X			X
Code.org		X	X			X		X	X	X	x
College Preparatory Mathematics		X							X	X	X
Compass Learning/Odyssey	X	X	X	X				X	X	X	X
Dreambox		X						X	X	X	X
Edmodo	X	X	X	X				X	X	X	X
EngageNY	X	X						X	X	X	X
ESL Reading Smart	X						X	X	X	X	X
FOSS Science Curriculum			X					X	X	X	X
Fraction Planet		X						X	X	X	
FuelEducation	X	X	X	X				X	X	X	X
Google Applications	X	X	X	X				X	X	X	X
Houghton Mifflin Harcourt Big Ideas Math		X						X	X	X	X
IXL		X						X	X	X	X
Khan Academy		X						X	X	X	X
Mathalicious		X						X	X	X	X
Newsela	X						X	X	X	X	X
NoRedInk	X						X	X	X	X	X
Overdrive	X							X	X	X	X
Reading Mastery	X							X	X	X	X
Reflex Math		X						X	X	X	
Revolution K12		X							X	X	X
Scratch						X		X	X	X	X
ST Math		X						X	X	X	
TCI Bring Science Alive!			X					X	X	X	X
TCI History Alive				X				X	X	X	X
Technology Institute for Music Educators					X			X	X	X	X
TenMarks		X						X	X	X	X
Mozilla Thimble						X		X	X	X	X
Tynker						X		X	X	X	X
Virtual Nerd		X							X	X	X
Wordly Wise	X							X	X	X	X
Zearn		X						X	X	X	X

Instructional materials for non-core courses will be largely at the discretion of the teacher with approval by Executive Director or appointed designee.

Standards and Curriculum

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.⁶¹ Forte Prep’s standards in the core subjects are listed below.

Figure 23: English language arts standards overview

Grade 5 Overview
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.
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 a question quickly

⁶¹ 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.

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).

Grade 6 Overview

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, un wasteful, 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.

Grade 7 Overview

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.

Grade 8 Overview

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

Grade 5 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.
Grade 6 Overview
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. 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.
Grade 7 Overview

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.

Grade 8 Overview

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.

Figure 25: Social Studies standards overview⁶²

Grade 5 Overview

Gathering, Interpreting and Using Evidence

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.

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).

Identify evidence and explain content, authorship, purpose, and format; identify bias; explain the role of bias and potential audience, with teacher support.

Identify arguments of others.

Identify implicit ideas to draw inferences, with support.

Recognize arguments on specific social studies topics and identify evidence supporting the argument.

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.

⁶² The State Education Department and The University of the State of New York. "New York State K-8 Social Studies Framework." Revised January 2015.

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.

Grade 6 Overview

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.

Grade 7 Overview

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.

Grade 8 Overview

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 overview⁶³

Grade 5 Overview
Nature of Science ⁶⁴ The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process. 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. The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena. Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land. The continuity of life is sustained through reproduction and development. 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.
Grade 6 Overview
Energy and Simple Machines Energy exists in many forms, and when these forms change, energy is conserved. Energy and matter interact through forces that result in changes in motion. Weather and the Atmosphere Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land. 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. Diversity of Life Living things are both similar to and different from each other and from nonliving things. Organisms maintain a dynamic equilibrium that sustains life. Plants and animals depend on each other and their physical environment. Interdependence

⁶³ 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.

⁶⁴ 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.

Grade 7 Overview

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.

Grade 8 Overview

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 overview⁶⁵

Grade 5 Overview

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.

⁶⁵ Standards referenced from National Association for Music Education's Core Music Standards 2015. <http://www.nafme.org/my-classroom/standards/core-music-standards/>.

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).

Grade 6 Overview

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.

Grade 7 Overview

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.

Grade 8 Overview

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 phrases, melodic phrases, and harmonic sequences.

Harmony

Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.

Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.

Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unite and variety, balance, and convey expressive intent.

History

Identify how cultural and historical context inform performances and result in different music interpretations.

Critique

Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.

Compare how the elements of music and expressive qualities relate to the structure within programs of music

Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.

Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.

Identify how cultural and historical context inform performances and result in different musical effects.

Etiquette

Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context, and style.

Figure 28: Digital Literacy standards overview⁶⁶

Grade 5 Overview

Computational Thinking

Use technology resources (e.g., puzzles, logical thinking programs) to solve age appropriate problems. Use writing tools, digital cameras, and drawing tools to illustrate thoughts, ideas, and stories in a step-by-step manner. Understand how to arrange (sort) information into useful order, such as sorting students by birth date, without using a computer. Recognize that software is created to control computer operations. Demonstrate how 0s and 1s can be used to represent information.

⁶⁶ Standards adapted from Computer Science Teachers Association K-12 Standards (revised 2012):

http://www.csta.acm.org/Curriculum/sub/CurrFiles/CSTA_K-12_CSS.pdf. Standards are organized in Level 1 (K-6) and Level 2 (6-9). Fifth and Sixth grade standards listed in this section are adapted from the Level 1 Standards; seventh and eighth grade standards are adapted from Level 2 Standards.

Collaboration

Gather information and communicate electronically with others with support from teachers, family members, or student partners. Work cooperatively and collaboratively with peers, teachers, and others using technology.

Computing Practice and Programming

Use technology resources to conduct age appropriate research. Use developmentally appropriate multimedia resources (e.g., interactive books and educational software) to support learning across the curriculum. Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. Construct a set of statements to be acted out to accomplish a simple task (e.g., turtle instructions). Identify jobs that use computing and technology. Gather and organize information using concept-mapping tools.

Computers and Communication Devices

Demonstrate an appropriate level of proficiency with keyboards and other input and output devices. Understand the pervasiveness of computers and computing in daily life (e.g., voice mail, downloading videos and audio files, microwave ovens, thermostats, wireless Internet, mobile computing devices, GPS systems). Apply strategies for identifying simple hardware and software problems that may occur during use. Identify that information is coming to the computer from many sources over a network. Identify factors that distinguish humans from machines.

Grade 6 Overview**Computational Thinking**

Understand and use the basic steps in algorithmic problem-solving (e.g., problem statement and exploration, examination of sample instances, design, implementation, and testing). Develop a simple understanding of an algorithm (e.g., search, sequence of events, or sorting) using computer-free exercises. Demonstrate how a string of bits can be used to represent alphanumeric information. Describe how a simulation can be used to solve a problem. Make a list of sub-problems to consider while addressing a larger problem. Understand the connections between computer science and other fields.

Collaboration

Use productivity technology tools (e.g., word processing, spreadsheet, presentation software) for individual and collaborative writing, communication, and publishing activities. Use online resources (e.g., email, online discussions, collaborative web environments) to participate in collaborative problem solving activities for the purpose of developing solutions or products.

Computing Practice and Programming

Use technology resources (e.g., calculators, data collection probes, mobile devices, videos, educational software, and web tools) for problem-solving and self-directed learning. Use general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning. Use technology tools (e.g., multimedia and text authoring, presentation, web tools, digital cameras, and scanners) for individual and collaborative writing, communication, and publishing activities. Gather and manipulate data using a variety of digital tools. Construct a program as a set of step-by-step instructions to be acted out (e.g., make a peanut butter and jelly sandwich activity). Implement problem solutions using a block-based visual programming language. Use computing devices to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests. Navigate between webpages using hyperlinks and conduct simple

searches using search engines. Identify a wide range of jobs that require knowledge or use of computing. Gather and manipulate data using a variety of digital tools.

Computers and Communication Devices

Demonstrate an appropriate level of proficiency with keyboards and other input and output devices. Understand the pervasiveness of computers and computing in daily life (e.g., voice mail, downloading videos and audio files, microwave ovens, thermostats, wireless Internet, mobile computing devices, GPS systems). Apply strategies for identifying simple hardware and software problems that may occur during use. Identify that information is coming to the computer from many sources over a network. Identify factors that distinguish humans from machines. Recognize that computers model intelligent behavior (as found in robotics, speech and language recognition, and computer animation).

Community, Global, and Ethical Impacts

Discuss basic issues related to responsible use of technology and information, and the consequences of inappropriate use. Identify the impact of technology (e.g., social networking, cyber bullying, mobile computing and communication, web technologies, cyber security, and virtualization) on personal life and society. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and biases that occur in electronic information sources. Understand ethical issues that relate to computers and networks (e.g., equity of access, security, privacy, copyright, and intellectual property).

Grade 7 Overview

Computational Thinking

Use the basic steps in algorithmic problem-solving to design solutions (e.g., problem statement and exploration, examination of sample instances, design, implementing a solution, testing, evaluation). Describe the process of parallelization as it relates to problem solving. Define an algorithm as a sequence of instructions that can be processed by a computer. Evaluate ways that different algorithms may be used to solve the same problem.

Collaboration

Apply productivity/multimedia tools and peripherals to group collaboration and support learning throughout the curriculum. Collaboratively design, develop, publish, and present products (e.g., videos, podcasts, websites) using technology resources that demonstrate and communicate curriculum concepts. Collaborate with peers, experts, and others using collaborative practices such as pair programming, working in project teams, and participating in group active learning activities. Exhibit dispositions necessary for collaboration: providing useful feedback, integrating feedback, understanding and accepting multiple perspectives, socialization.

Computing Practice & Programming

Select appropriate tools and technology resources to accomplish a variety of tasks and solve problems. Use a variety of multimedia tools and peripherals to support personal productivity and learning throughout the curriculum. Design, develop, publish, and present products (e.g., webpages, mobile applications, animations) using technology resources that demonstrate and communicate curriculum concepts. Demonstrate an understanding of algorithms and their practical application. Implement problem solutions using a programming language, including: looping behavior, conditional statements, logic, expressions, variables, and functions. Demonstrate good practices in personal information security, using passwords, encryption, and secure transactions.

Computers & Communications Devices

Recognize that computers are devices that execute programs. Identify a variety of electronic devices that contain computational processors. Demonstrate an understanding of the relationship between hardware and software. Use developmentally appropriate, accurate terminology when communicating about technology. Apply strategies for identifying and solving routine hardware problems that occur during everyday computer use.

Community, Global, and Ethical Impacts

Exhibit legal and ethical behaviors when using information and technology and discuss the consequences of misuse. Demonstrate knowledge of changes in information technologies over time and the effects those changes have on education, the workplace, and society. Analyze the positive and negative impacts of computing on human culture.

Grade 8 Overview

Computational Thinking

Act out searching and sorting algorithms. Describe and analyze a sequence of instructions being followed (e.g., describe a character's behavior in a video game as driven by rules and algorithms). Represent data in a variety of ways including text, sounds, pictures, and numbers. Use visual representations of problem states, structures, and data (e.g., graphs, charts, network diagrams, flowcharts). Interact with content-specific models and simulations (e.g., ecosystems, epidemics, molecular dynamics) to support learning and research. Evaluate what kinds of problems can be solved using modeling and simulation. Analyze the degree to which a computer model accurately represents the real world. Use abstraction to decompose a problem into sub problems. Understand the notion of hierarchy and abstraction in computing including high-level languages, translation, instruction set, and logic circuits. Examine connections between elements of mathematics and computer science including binary numbers, logic, sets and functions. Provide examples of interdisciplinary applications of computational thinking.

Collaboration

Apply productivity/multimedia tools and peripherals to group collaboration and support learning throughout the curriculum. Collaboratively design, develop, publish, and present products (e.g., videos, podcasts, websites) using technology resources that demonstrate and communicate curriculum concepts. Collaborate with peers, experts, and others using collaborative practices such as pair programming, working in project teams, and participating in group active learning activities. 4. Exhibit dispositions necessary for collaboration: providing useful feedback, integrating feedback, understanding and accepting multiple perspectives, socialization.

Computer Practice & Programming

Identify interdisciplinary careers that are enhanced by computer science. Demonstrate dispositions amenable to open-ended problem solving and programming (e.g., comfort with complexity, persistence, brainstorming, adaptability, patience, propensity to tinker, creativity, accepting challenge). Collect and analyze data that is output from multiple runs of a computer program.

Computer & Communications Devices

Apply strategies for identifying and solving routine hardware problems that occur during everyday computer use. Describe the major components and functions of computer systems and networks. Describe what distinguishes humans from machines focusing on human intelligence versus machine intelligence and ways we can communicate. Describe ways in which computers use models of intelligent behavior (e.g., robot motion, speech and language understanding, and computer vision).

Community, Global and Ethical Impacts

Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. Describe ethical issues that relate to computers and networks (e.g., security, privacy, ownership, and information sharing). Discuss how the unequal distribution of computing resources in a global economy raises issues of equity, access, and power.

e. Promotion and Graduation Policy

Standards for Promotion

Students will earn promotion from grade to grade based on demonstrated mastery of our school's standards, which are informed by and align with the NYS P-12 Common Core Learning Standards. We detail our approach to and requirements for grading and promotion to teachers during our Summer Staff Summit each year. Training includes strong focus on how we intend to support every student's success through promotion, and our commitment to avoiding social promotion based on age rather than readiness for the next grade. Teachers will grade students on a 100-point scale, with corresponding letter grades. These grades will be provided to families on two mid-trimester and two end-of-trimester grade reports and on one end-of-year summative report card. We will use IEP goals to inform grades as indicated on the student's IEP; otherwise all grade level goals apply. Standards for promotion are detailed in **Figure 29**. Classes considered for Promotion are Reading, Writing, Math Procedures, Math Problem Solving, Science, Social Studies, and Performing Arts.

Figure 29: Standards for promotion (exit standards)

Performance Standard	Percentage Equivalent	Description
A+	97-100%	Demonstrating advanced levels of mastery with the content standards.
A	93-96%	
A-	90-92%	
B+	87-89%	Demonstrating proficiency with the content standards.
B	83-86%	
B-	80-82%	
C+	77-79%	Demonstrating basic competency with the content standards.
C	73-76%	
C-	70-72%	
F	Below 70%	Not yet demonstrating a basic level of mastery with the content standards and needs to demonstrate mastery of the standard before credit will be earned.

For grade-level promotion, mastery is indicated by a 70% or higher. Internally developed comprehensive assessments are given at the end of each trimester and account for 25% of each trimester's grade. A student who earns a 70% or higher in all core classes (defined as those that meet four or five times per week) and reaches annual reading targets (see **Figure 11**) earns promotion; a student who fails to earn 70% in one or two classes is eligible for a two-week Summer Academy, at the conclusion of which the student must pass a comprehensive assessment in each subject(s). A student who fails three or more courses is retained. Students with IEPs will be individually evaluated for promotion based upon their satisfaction of schoolwide goals and individual goals as outlined within their IEP and which differ from schoolwide goals. All students with IEPs will receive progress reports on their growth and performance

towards IEP goals to the same extent and at the same intervals as all regular education students. A student must also fulfill attendance requirements, and may be retained if s/he is absent for more than 10 days of the school year. We will closely monitor all daily attendance, and meet with families when a student has earned three absences, six, and then nine, working as needed from attendance improvement plans to best support the success of every student. Further, families will receive weekly performance snapshots through our STRIVE Report (for more detail, see **R-09 – School Culture and Discipline**) and will have multiple opportunities throughout the year to discuss academic progress and performance, especially if a student is at-risk academically for retention. The Executive Director and Director of Curriculum and Instruction as hired will track students' academic progress, and ensure all academic supports are in place. The Executive Director will make all final promotion decisions.

Attendance Policy

Forte Prep believes that timely attendance to school every day is critical to long-term academic success. Our expectations for attendance⁶⁷ are very clear, as detailed in **Figure 30**.

Figure 30: Forte Prep attendance policy

Forte Prep Attendance Policy

No Absences in a Trimester: The student and family are congratulated and recognized for exceptional attendance and commitment to their education.

Three Absences in a Trimester: Forte Prep considers three absences in a single trimester a serious issue. When this occurs, the school reserves the right to notify the student's parent/guardian, and further steps such as requiring families to attend formal meetings and create attendance "action plans" may be required.

Six Absences in a Year: Forte Prep considers six absences over the course of a school year a serious issue. When this occurs, the school reserves the right to call the student's parent/guardian to the school to meet with the school leader. At such a meeting, the problem will be discussed and an attendance plan will be developed.

More than Nine Absences in a Year: If a student is absent more than nine times in a year, the student may be considered a truant. When this occurs, the student is at risk of not being promoted to the next grade. The parent/guardian will be called to the school to meet with the school leader. The school leader reserves the right to retain any student who misses more than nine days of school. In addition, a report may be filed with the New York City Administration for Children's Services or the New York State Office of Children and Family Services.

Twenty Absences in a Year: If a student is absent twenty times in a year, the student may be considered a habitual truant. At this point, the school administration may file a written complaint with a relevant court or child services agency alleging the belief that the acts or omissions of the child are such that his/her family has service needs. The Board of Trustees or its designee will submit an annual report to the New York State Office of Children and Family Services that reports the number of habitual truants at its school.

Tardiness

A Forte Prep student is considered tardy if they arrive to school after 7:30AM.

⁶⁷ Attendance Policy modeled from Democracy Prep Endurance Middle School attendance expectations in their student handbook.

No Tardies in a Trimester – The student and family are congratulated and recognized for being “on time” and for their true commitment to education.

Three Tardies in a Trimester – If a student is late three times in a Trimester, it is considered a serious issue. Should this occur, the school reserves the right to call the parent/guardian to discuss the problem and develop an “On Time” plan.

Three Tardies Equals One Absence – Three tardies is equivalent to one absence and will be recorded as such in the student’s file.

Seven Tardies in a Year – If a student is late seven times in a year, it is considered a serious issue. Should this occur, the school reserves the right to call the parent/guardian to the school to meet with the school leader. At such a meeting, the problem will be discussed and an “On Time” plan will be developed, or — if such a plan is already in place — will be modified or reinforced.

Since every three tardy arrivals will be recorded as an absence, excessive tardiness is also a truancy problem. If a student is absent more than nine times (and some or all of these absences may actually be due to excessive tardiness), the student will be at risk of not being promoted to the next grade. Students with excessive tardy arrivals may also be considered habitual truants. In such cases, the school administration may file a written complaint with a relevant court or child services agency alleging the belief that the acts or omissions of the child are such that his/her family has service needs.

Graduation Requirements

To graduate from eighth grade, the terminal grade at Forte Prep, students must earn a 70% or better in all core classes (see above for definition), meet annualized reading goals for eighth grade (see Figure 11) and meet the above attendance requirements (**Figure 30**). Students who take Algebra in 8th grade will also take the Regents exam for Algebra before graduation. While we expect high pass rates for eligible students, passing this exam will not impact eighth grade graduation.

R-05f – Programmatic Audit

Financial Audit

The Forte Prep Board of Trustees will form from its membership a Finance Committee, which will be responsible for selecting an auditor to annually certify the accuracy and reliability of the financial statements, accounting systems, and methods of financial control of Forte Prep. The Board of Trustees will ensure that both internal and external controls are in place to prevent any fiscal mismanagement. It will also ensure that the auditor will have access to all needed financial and, where required, non-financial records and documents maintained by the school. Preparation for the annual audit by the school will begin with the preparation, approval, and adoption of the annual budget and continue throughout the year. The list of documents prepared, collected, and provided to auditors to enhance the performance of the annual audit is subject to the request of the auditor. According to the NYSED Audit Guide, and “in accordance with the charter school’s charter agreement, the charter school shall retain an independent Certified Public Accountant (‘CPA’), licensed in New York State, to perform an audit of the charter school’s annual financial statements in accordance with GAAS (‘Generally Accepted Auditing Standards’) and GAGAS (‘Generally Accepted Government Auditing Standards’) issued by the Comptroller General of the United States as well as any additional requirements and guidelines provided by the Board of Regents.”¹

At the first Board meeting at the end of the academic year, the selected auditing firm will provide the Board with an overview of the audit process and the timetable for completion, and respond to any comments or questions. This approach ensures that everyone involved is aware of the auditor’s needs and expectations, and also helps avoid miscommunication or unnecessary disruptions of the daily operations of the school. After the audit is complete, the Board’s Finance Committee will review any audit exceptions or deficiencies and with the auditor will report to the Board of Trustees with recommendations on how to resolve the deficiencies. An audit finding will be considered major if it indicates a deliberate act of wrongdoing, reckless conduct causes a loss of confidence in the abilities or integrity of the school, or jeopardizes the continued operation of the school. An audit finding will be considered minor if it indicates that problems can be addressed via existing mechanisms. When relevant, the Board will report a corrective plan to SUNY and The Board of Regents via the Annual Report regarding how the exceptions and deficiencies have been or will be resolved.

Annual Reporting

In adherence to Education Law § 2851(2)(f), Forte Prep will conduct annual audits to ensure the fidelity of instructional methods, curricular resources, and assessments in service of our mission to prepare all students for college preparatory high schools. We plan to submit an annual report to our authorizer as well as The New York State Board of Regents, including the following information:

- Financial health of the organization
 - Revenues
 - Expenditures
 - Enrollment
- Academic health of the organization
 - Student outcomes
 - Student growth
 - Student attrition

¹ New York State Education Department. *Charter School Auditing Guide*. April 2015.
<http://www.p12.nysed.gov/psc/documents/NYSEDAuditguide2014-15041515FINAL.pdf>.

- o Student discipline rates
 - o Special student populations (IEP, ELL) performance
- Organizational outlook
 - o Action planning for specific issues
 - o Highlights from the previous year

Forte Prep will hire an outside contractor to perform a whole school review to assess our entire educational program. Audit events will include:

- Interviews with board, staff, students, families
- Operational observations
- Instructional observations
- Interview with Forte Prep leadership team

We intend to create a transparent environment for the audit process, sharing any and all information with our staff as requested. Based on the outcomes of the audit, Forte Prep leadership will present outcomes to all staff as well as the Board of Trustees of the organization. Annual Reports will be available on the Forte Prep website as well as SUNY's website.

Administrative Review

The Board of Trustees will conduct an annual internal administrative audit, consisting of:

- Board of Trustees' self-review
- Board of Trustees' review of the Executive Director
- Executive Director's review of the Director of Curriculum and Instruction

This internal review will involve a performance review and an opportunity to discuss ways of improving administrative structure and policies.

Follow-on Support from Building Excellent Schools

Forte Prep plans to hire Building Excellent Schools to provide administrative and program operation support and auditing services for the school. After chartering and during the initial operational years, Forte Prep will receive support from Building Excellent Schools in the form of follow-on services focused on successful start-up and early operation. The follow-on services will include, but not be limited to: school culture, curriculum development, recruitment and hiring, and governance.

R-06 – Calendar and Schedules

Contents

R-06 – Calendar and Schedules.....	1
a. School Calendar	1
b. Sample Student Schedule	3
c. Sample Teacher Schedule	6

a. School Calendar

Forte Preparatory Academy Charter School (“Forte Prep”) will offer 8 hours and 10 minutes of instruction four days per week Monday through Thursday, 5 hours and 45 minutes of instruction on Fridays, and 3 hours of instruction during Saturday Academy. Saturday Academy is reserved for students who have been identified as needing additional academic support in core subject areas, as measured by Interim Assessments. School will be in session for 185 weekdays for all students and for 15 Saturdays for students who need supplemental supports. Instructional time, as a result, will total 1417 hours¹, which is 517 more than the 900 mandated by New York State², and 1462 hours for those students who attend all Saturday Academy sessions.

School will begin Wednesday, August 23, 2017 and will include a student orientation period. The last day of school will be Wednesday, June 27, 2018. There will be 19 full-day Professional Development days during Summer Staff Summit and 11 during the course of the year, and will be further augmented by weekly PD each Friday. Forte Prep has adopted a trimester system to coordinate with the interim assessment system, which we will use to diagnose and effectively respond to students’ academic needs. Each trimester of 60-65 days allows staff members to effectively collect and analyze student achievement data which they will then use to drive individual instructional practice and student supports. Progress reports will be distributed at the mid-point of each trimester and report cards will be issued at the end of each trimester. To address the needs of families and give full access to teachers, parent teacher conferences will take place at the end of the first and second trimesters during the school year, on an invitation and appointment basis as needed at the end of the third trimester, and parents of all incoming students will attend one of our three parent orientation sessions during the summer.

Saturday Academy³

Saturday Academy will focus on supplemental support for both reading and math skills. For students struggling with reading, the program will continue to offer extended time to reinforce and build basic reading skills, with an emphasis on reading comprehension. For students with learning gaps in math, this program will serve as the primary means for offering academic support. Saturday Academy will be

¹ Instructional time includes all Core Courses, Focus/tutoring block, and Accountable Independent Reading, Community Meetings, and Advisory Periods, but does not include meals, arrival/dismissal, transitions, or breaks.

² Per New York Education Law § 3205, a minimum of 5 hours per day of instruction for 180 days per year is required by law.

³ Design elements informed by Democracy Prep’s Saturday Academy.

typically offered two Saturdays each month for a total of 15 sessions.⁴ This supplemental program will provide struggling students with additional academic support in small groups tailored to their specific academic needs. Students enrolled in Saturday Academy will also be required to attend tutoring during the week as part of our extended day schedule. Attendance is mandatory for students enrolled in Saturday Academy. Students will be identified for enrollment based on performance on Interim Assessments, and will remain in Saturday Academy and/or tutoring groups until satisfactory improvement on the next Interim Assessment. Absences will be counted the same as absences that occur during the regular school week.

Summer Academy

At the end of the year, students scoring below 70% in any one or two core academic class(es) will be required to attend our two-week Summer Academy. During Summer Academy, students will review the subject area(s) in which they struggled. At the end of the Summer Academy, students will be re-tested on the comprehensive assessment(s) in the appropriate subject area(s). If a student scores below 70%, s/he will not be promoted to the next grade. Families who believe that their student(s) requires additional support, regardless of their end-of-year academic performance, may self-select to attend Summer Academy for any course offered with the prior approval of the Director of Curriculum and Instruction. In the event permission is granted and a student self-selects to enroll in Summer Academy, s/he will be held to the same academic and behavioral standards as students required to attend, except that s/he will not receive a formal grade or be required to take the comprehensive assessment. Our Summer Academy will be offered starting the summer after the first year of operation. Attendance is mandatory for students enrolled in Summer Academy, even students who self-select to enroll. Absences will be counted the same as absences during the regular school year.

⁴ February and April will have 1 Saturday Academy for scheduling reasons.

Forte Preparatory Academy 2017-2018 Academic Calendar						
August 2017						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
19 PD Days / 4 Instructional / 3 Orientation						
September 2017						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
1 PD Day / 17 Instructional Days						
October 2017						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	17	19	20	21
22	23	24	25	26	27	28
29	30	31				
2 PD Days / 20 Instructional Days						
November 2017						
S	M	T	W	Th	F	S
				1	2	3
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
1 PD Day / 18 Instructional Days						
December 2017						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
0 PD Days / 16 Instructional Days						
January 2018						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
2 PD Days / 19 Instructional Days						
February 2018						
S	M	T	W	Th	F	S
					1	2
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			
1 PD Days / 14 Instructional Days						
March 2018						
S	M	T	W	Th	F	S
					1	2
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
1 PD Day / 20 Instructional Days						
April 2018						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

School doors open at 7:10 AM and students can enter the school between 7:10 AM and 7:30 AM. Forte Prep students begin the day with a handshake from the Executive Director or another School Leader.

Upon entering the school, students sit down to Breakfast and Brainwork⁵ in their advisories from 7:10 AM – 7:30 AM. Students must turn in their homework from the previous day in the homework bins for each class by 7:30 AM, which is the official start to the school day. Students who arrive after 7:30 will be marked late, and their homework will be marked late as well. Students are individually greeted at each classroom door by their teachers with a handshake. After advisory, students will take part in a fun, five-minute energizer, where teachers will lead them in an advisory cheer, boost their physical energy levels, and set goals for the day. Monday through Thursday, all students will have 50-minute academic periods on a block schedule. The full schedule will rotate each trimester among the three advisories, so that each advisory will experience the same order of classes. After two academic periods, students will have a 10-minute Break for bathrooms and nutrition. Students will be encouraged to stand up by their chairs and stretch, because classroom teachers will rotate to each room, rather than students transitioning between classes. Students will take two separate 50-minute periods of ELA (Reading and Writing) courses, as well as two 50-minute periods of Math (Math Problem Solving and Math Procedures). Each student will have one 50-minute period of Social Studies and Performing Arts Monday through Thursday. Science, Digital Literacy, and Physical Education will share two periods over the course of the week, providing three 50-minute blocks of science, two 50-minute blocks of Digital Literacy, and three 50-minute blocks of physical education per week. Before lunch, students will have 25 minutes for Accountable Independent Reading (AIR) Time to silently read their independent reading books and reflect in their reading journals. Lunch will encompass a 30-minute period. At the end of the day, students will have a 40-minute Focus/tutoring block to receive extra support, start homework, or independently read. Dismissal at Forte Prep is at 4:35 PM.

Figure 2: Monday - Thursday Schedule

Monday - Thursday Schedule					
Duration	Start Time	End Time	Brown	Queens College	NYU
0:07	7:00 AM	7:07 AM	Staff Huddle		
0:03	7:07 AM	7:10 AM	Staff transition to posts		
0:00	7:10 AM	7:10 AM	Doors Open		
0:20	7:10 AM	7:30 AM	Breakfast and Brainwork		
0:25	7:30 AM	7:55 AM	AM Advisory	AM Advisory	AM Advisory
0:05	7:55 AM	8:00 AM	AM Energizer	AM Energizer	AM Energizer
0:50	8:00 AM	8:50 AM	Reading	Social Studies	Math Procedures
0:50	8:50 AM	9:40 AM	Social Studies	Reading	Math Problem Solving
0:10	9:40 AM	9:50 AM	AM Break/Energizer	AM Break/Energizer	AM Break/Energizer
0:50	9:50 AM	10:40 AM	Math Procedures	Writing	Science/DigLit
0:50	10:40 AM	11:30 AM	Math Problem Solving	Science/DigLit	Writing
0:25	11:30 AM	11:55 AM	AIR Time	AIR Time	AIR Time
0:30	11:55 AM	12:25 PM	Lunch/HW Club		
0:50	12:25 PM	1:15 PM	Physical Education/DigLit	Performing Arts	Social Studies
0:50	1:15 PM	2:05 PM	Science/DigLit	Math Procedures	Physical Education/DigLit
0:10	2:05 PM	2:15 PM	PM Break/Energizer	PM Break/Energizer	PM Break/Energizer
0:50	2:15 PM	3:05 PM	Writing	Math Problem Solving	Performing Arts
0:50	3:05 PM	3:55 PM	Performing Arts	Physical Education/DigLit	Reading
0:40	3:55 PM	4:35 PM	Focus/tutoring	Focus/tutoring	Focus/tutoring
0:00	4:35 PM	4:35 PM	Dismissal	Dismissal	Dismissal

⁵ "Brainwork" is an opportunity for students to practice critical skills in practice packets during the breakfast period. These brainwork folders will give students vital practice in foundational skills, and will be checked for completion regularly and for accuracy weekly. Brainwork has been proven effective at schools such as North Star Academy in Newark and Purpose Prep in Nashville, TN.

Fridays are shortened days for students, with dismissal at 2:00 PM. Staff will stay until 5:00 PM that day for 2.5 hours of weekly Professional Development. Students will have two 50-minute periods of Literacy, two 50-minute periods of Math and one period of Performing Arts before the entire school convenes for a 30-minute Community Meeting. After Community Meeting, students will have the opportunity to participate in extracurricular activities and student clubs, receive their progress reports for review with their families and returned with parental signature, and independent reading.

Figure 3: Friday Schedule

Friday schedule					
Duration	Start Time	End Time	Brown	Queens College	NYU
0:07	7:00 AM	7:07 AM	Staff Huddle		
0:03	7:07 AM	7:10 AM	Staff transition to posts		
0:00	7:10 AM	7:10 AM	Doors Open		
0:20	7:10 AM	7:30 AM	Breakfast and Brainwork		
0:15	7:30 AM	7:45 AM	AM Advisory	AM Advisory	AM Advisory
0:05	7:45 AM	7:50 AM	AM Energizer	AM Energizer	AM Energizer
0:50	7:50 AM	8:40 AM	Reading	Writing	Math Procedures
0:50	8:40 AM	9:30 AM	Writing	Reading	Math Problem Solving
0:10	9:30 AM	9:40 AM	AM Break	AM Break	AM Break
0:50	9:40 AM	10:30 AM	Math Procedures	Math Problem Solving	Performing Arts
0:50	10:30 AM	11:20 AM	Math Problem Solving	Performing Arts	Writing
0:50	11:20 AM	12:10 PM	Performing Arts	Math Procedures	Reading
0:30	12:10 PM	12:40 PM	Lunch/HW Club		
0:30	12:40 PM	1:10 PM	Community Meeting		
0:40	1:10 PM	1:50 PM	Extra-curriculars/Clubs/Receive progress reports/AIR time		
0:10	1:50 PM	2:00 PM	PM Advisory		
0:30	2:00 PM	2:30 PM	Dismissal	Dismissal	Dismissal
2:30	2:30 PM	5:00 PM	Professional Development (staff) / Friday Extension (students)		

If a student has been identified for additional instruction based on Interim Assessment performance, s/he will be required to attend Saturday Academy, during which the student will engage in tutoring and additional support in ELA and Math for 90 minute periods each. If a student requires Math or ELA tutoring only, they will remain in the tutoring for that subject for the entire time. See **Figure 4** for details.

Figure 4: Sample Saturday Schedule

Saturday schedule				
Duration	Start Time	End Time	Group #1	Group #2
0:15	8:45 AM	9:00 AM	Doors Open	
1:30	9:00 AM	10:30 AM	ELA Tutoring	Math Tutoring
1:30	10:30 AM	12:00 PM	Math Tutoring	ELA Tutoring
0:00	12:00 PM	12:00 PM	Dismissal	

Total weekly instructional minutes are detailed in Figure 5 below:

Figure 5: Total weekly instructional minutes

Type	Subject	Weekly minutes
Core	ELA	600
	Math	500
	Performing Arts	250
	Social Studies	200
	Science	150
Non-Core	Physical Education	150
	Digital Literacy	100
Total weekly instructional minutes (including tutoring, etc)		2305

c. Sample Teacher Schedule

Classroom teachers will be required to arrive each day ready for full participation in Staff Huddle that starts immediately at 7:00 AM. The school day officially ends with dismissal at 4:35 PM with teachers supporting dismissal logistics until 4:45 PM. Teachers must stay a minimum of 30 minutes after student dismissal for any needed debrief(s) with the Director of Curriculum and Instruction and Executive Director and action planning for the next day. Therefore, the full teacher work day will be from 7:00 AM to 5:15 PM. Teachers will typically lead three classroom periods in their subject, 150 minutes, or one period for each of the three advisories. Teachers will typically have at least 100 minutes of prep time throughout the day. Teachers in English Language Arts or Mathematics will co-teach subjects with their subject-level counterpart, and will typically be responsible for small group tutoring during this time. This additional instructional time results in a 300 minute instructional day for those teachers. Teachers will be typically required to cover non-instructional periods on a rotating basis (e.g. covering lunch/HW club twice per week), determined by the Executive Director. A typical Monday through Thursday schedule for a Reading teacher is detailed below.

Figure 6: Teacher schedule: Monday-Thursday

Duration	Start Time	End Time	Brown
0:07	7:00 AM	7:07 AM	Staff Huddle
0:03	7:07 AM	7:10 AM	Staff transition to posts
0:00	7:10 AM	7:10 AM	Doors Open
0:20	7:10 AM	7:30 AM	Observe Breakfast and Brainwork; check-in with students
0:25	7:30 AM	7:55 AM	Lead AM Advisory
0:05	7:55 AM	8:00 AM	Lead AM Energizer
0:50	8:00 AM	8:50 AM	Reading (Brown) (lead)
0:50	8:50 AM	9:40 AM	Reading (Queens C) (lead)
0:10	9:40 AM	9:50 AM	AM Break/Energizer
0:50	9:50 AM	10:40 AM	Writing (support teacher)
0:50	10:40 AM	11:30 AM	Writing (support teacher)
0:25	11:30 AM	11:55 AM	AIR Time
0:30	11:55 AM	12:25 PM	Cover Lunch/HW Club
0:50	12:25 PM	1:15 PM	PREP
0:50	1:15 PM	2:05 PM	PREP
0:10	2:05 PM	2:15 PM	PM Break/Energizer
0:50	2:15 PM	3:05 PM	Writing (support teacher)
0:50	3:05 PM	3:55 PM	Reading (NYU) (lead)
0:40	3:55 PM	4:35 PM	Lead Focus/tutoring
0:10	4:35 PM	4:45 PM	Dismissal
0:30	4:45 PM	5:15 PM	Debrief and Action Planning

A Reading teacher will start the day by joining the all-staff huddle at 7:00 AM, and then transition to her post at the door of her advisory to greet students as they arrive. At 7:10 AM, the teacher will welcome each student at the door with a handshake and a smile, and when the last student has arrived, prepare to lead AM advisory at 7:30 AM. During AM Advisory, the teacher will collect homework and give morning announcements, including a quote or video of someone embodying one of our STRIVE values. Five minutes before the first instructional period, the teacher will lead her class in an AM energizer comprised of a chant and another high energy activity to kick off an engaging day of learning. The teacher will then lead two advisories of Reading class, followed by leading an AM stretch break. After break, she will support the Writing teacher for two periods and then oversee AIR time with her advisory, providing individual support to struggling readers. Two days per week, this teacher will be required to cover lunch or HW Club. After lunch, she will have 100 minutes of Prep periods to co-plan with her Writing counterpart, to collect grade exit tickets and make modifications to the afternoon lessons, and/or to receive coaching from the Director of Curriculum and Instruction. After leading her classroom in a PM energizer, she will co-lead Writing and lead Reading class until 3:55. During the 40 minute Focus/tutoring period, the teacher will support students in small groups within her advisory on ELA content, and then will be responsible for dismissing her advisory at 4:35 PM. The teacher will lead her advisory out of the building and to the appropriate transportation channel (car, bus, toward the subway). She will then return to the school to debrief with the Director of Curriculum and Instruction and the Executive Director about the day and to ensure that her classroom is prepared for the next day. Her professional day ends at 5:15 PM. Friday's shortened schedule concludes for students at 2:00 PM. The teacher will have 30 minutes to dismiss their class, reset mentally and prepare for 2.5 hours of professional development with the rest of the teaching staff.

R-07 – Specific Populations

Contents

R-07 – Specific Populations.....	1
a. Struggling Students	4
b. Students with Disabilities	7
c. English Language Learners	11
d. Gifted and Advanced Students	15

Forte Preparatory Academy Charter School (“Forte Prep”) is committed to educating all learners, regardless of their home language, special needs, or academic ability upon matriculating to our school.

Our mission is clear, and for all students: 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.

To be effective in achieving our mission, we know that we will have tailor our educational program to meet the needs of the diverse student population that we anticipate serving. In addition to our general education staff, our program will employ dedicated ELL and Special Education staff equipped with training and curricular resources to support the academic and behavioral success of struggling students, English Language Learners, students with special needs and gifted and talented students. Our program, outlined in more detail below, includes proven strategies and tools and a comprehensive, research-based approach to supports these specific student populations toward high school and college success.

In order for our work to be successful, we first need to best understand the demographics that our student population will represent. **Figure 1** provides a demographic snapshot of the two districts from which the majority of our student population will come.

Figure 1: Demographic snapshot of Districts 24 and 30

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%

Forte Prep's strategies, programs, approach to staffing, and teaching have been drawn from the best practices of high performing charter schools to serve our local target student population. As a charter school, utilizing a small school design, we will have the ability to use the autonomies of a charter, trained high capacity leadership, and access to a network of high performing schools to implement methods that collectively are proven to meet our students' specific academic needs, especially those often classified as "at-risk." Everything we do is grounded in a strong understanding of our vision and beliefs, enumerated below.

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.
 - Unwavering belief that all students can learn at a high level if given the support they need from a determined and well-prepared teaching staff and supportive school environment
 - B. **We believe** that high-quality teachers are critical to creating and sustaining a culture of academic excellence, urgency, and intellectual curiosity.
 - Highly skilled teachers who use a variety of effective teaching strategies and techniques
 - Frequent use of assessments and specific feedback from teachers
 - Targeted professional development to refine instruction to support all learners
 - C. **We believe** that our school community must be held to the most ambitious state and national standards, with a distinct and prioritized focus on literacy and math, and we have the responsibility to develop our curriculum and assessment systems to meet and exceed those standards.
 - Extended time for literacy (reading and writing) instruction
 - Extended time for math instruction
 - Systematic reading strategies and textual analysis instruction
 - Extensive independent reading at each student's level
 - Word Walls to reinforce and extend academic vocabulary
 - Phonics, decoding, and fluency groups during Focus and Literacy Intensive
 - Systematic writing and grammar instruction
 - 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.
 - Use of graphic organizers to represent ideas
 - Use of scaffolded notes in 5th through 8th grades to teach organizational strategies
 - Reinforcement of reading and writing across the content areas
 - Explicit vocabulary instruction in all content areas
 - 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.
 - Use of individual student computers and adaptive electronic curricula to support instruction
 - Use of programming, robotics, and keyboarding curriculum to build digital literacy
 - Music programming to build cultural appreciation and creative capacity, as well as to support multiple modes of learning

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.
 - Small school size, slow growth model, and safe environment
 - Supportive culture of high expectations and discipline
 - Predictable class structure in all content areas
 - 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.
 - Inclusive community-based activities that emphasize interpersonal skill building
 - Character education delivered during advisory and community-wide forums, reinforce core values while celebrating the diversity of our school community
 - 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.
 - Partner work, group work, and oral presentations in all content areas
 - Emphasis on high levels of student verbal engagement throughout the school day increases opportunities for all students to practice speech
 - 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.
 - Frequent communication and engagement with parents in supporting expectations
 - Identification of community partners to support learning
 - Many opportunities for parents to come to school and interact with each other to share home learning tips, as well as to meet with school leadership to share progress
 - 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.

Additionally, Forte Prep will use other strategies for students with other needs: students far above or below grade level, English Language Learners, and students with disabilities. Forte Prep will also contract with a special services provider to ensure that as appropriate additional services are provided by licensed professionals in order to meet the needs of our students as mandated by their IEPs if our core staff are not qualified to provide those services.

Interventions for struggling students are built into the extended school day at Forte Prep. During double daily Math blocks (Procedures and Problem Solving) and three daily Literacy blocks (Reading, Writing, and Accountable Independent Reading – AIR – Time), and daily interventions provided during the Focus/tutoring block, students are able to access additional supports individually and in small groups with teachers. Students who are struggling (as measured by performance on Interim Assessment results and/or general trends in classroom performance) will be assigned to an ELA or math tutoring group and will have additional practice made available to them during Saturday Academy until the next Interim Assessment. A student will stay in those groups until s/he shows that s/he is no longer struggling with those standards, as assessed by performance on the following Interim Assessment.

Teachers will meet with their advisories each morning, conferencing with students one-on-one and managing personalized learning plans for each student that are formally updated and discussed with the students' other teachers and family members every six weeks. Our centralized data system (such as Kickboard or SchoolRunner) will produce reports generated by our Operations Manager every six weeks that teachers will then share with families. Successfully implemented at hundreds of district, charter, and independent college preparatory schools nationally, the advisory system will provide a clear link between the student's family and the staff, ensuring the family members have continuity in their relationships with individuals at the school and that there is an adult in the school for every child who knows that child's educational profile well and is highly invested in that child's academic progress and performance.¹

a. Struggling Students

With proficiency rates for CSD 24 and CSD 30 hovering between 20% and 40% for fifth through eighth grade ELA and math for different student populations and a diversity of learners, we know that it is highly likely that students will enter Forte Prep missing foundational skills or knowledge necessary to perform on grade level in many subjects. However, it is our commitment and primary goal that (a) every student is provided with ample opportunities to practice skills and build a foundation upon which they can grow academically and that (b) we execute on our mission equip all students with the skills to succeed in college preparatory high schools. Therefore, we strategically dedicate the time, personnel, and resources to ensure that every student who struggles at school is supported academically, organizationally, emotionally, and behaviorally.

To first identify struggling students, upon entry into the school we will use diagnostic tests in literacy and mathematics such as the Scholastic Reading Inventory (SRI) and Northwest Education Association Measure of Academic Progress (NWEA MAP). These assessments will take place during the first week of school in order for our leadership team (Executive Director and Director of Curriculum and Instruction), instructional staff, and Student Supports Coordinator (a licensed special educator) to identify the school-wide and individualized supports that students need to be successful. We understand that some of the challenges involved in academic success may stem from other challenges (e.g. social-emotional, behavioral) and will work diligently to create supportive interventions sensitive to these other challenges. Throughout the year and in subsequent years, we will use student performance data collected throughout the academic career of students to determine and prescribe appropriate interventions. Further, the data collected from formative and summative assessments throughout the year will give us actionable data for ongoing student supports, which we will create during designated Data Days within our academic calendar (for more detail, please see **R-06**). This data will inform the design of our Saturday Academy program, Focus/tutoring block, and what additional resources are required to maximize student success.

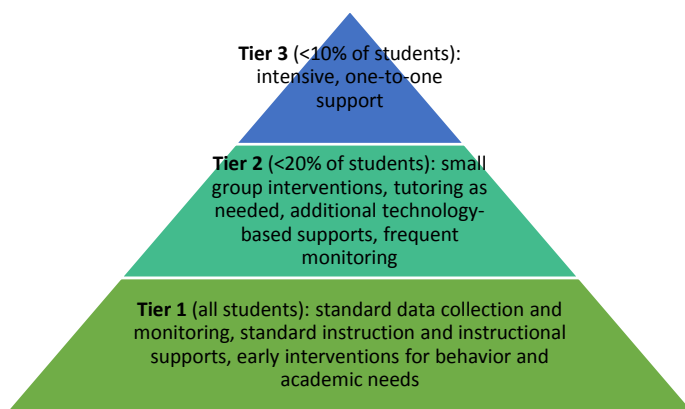
Forte Prep will employ a Response to Intervention model (RtI) led by our Student Supports Coordinator. The RtI model addresses the needs of all students, with a focus on the students who struggle the most academically, and offers a variety of channels of academic, behavioral, organizational, and social-emotional supports before students are referred for specific special education services.

¹ Forte Prep's advisory system will be most closely modeled from Democracy Prep Endurance Middle School's advisory system, as Lead Founder Graham Browne has completed multiple month-long residencies there.

Identification of Struggling Students

During each of our five Data Days, under the leadership of the Executive Director and Director of Curriculum and Instruction and with the technical support of the Operations Manager who will compile and process student data, our instructional staff will dissect student data, analyze the performance and identify trends of the students in our school community. Based on student performance and need, and using the RtI model, we will offer three tiers of intervention to support all Forte Prep students.

Figure 2: Response to Intervention (RtI) model²



Tier 1. With a school design based upon the successful approaches of high performing charter schools serving a similar population, and with the national support of Building Excellent Schools, we believe that our schoolwide approaches to teaching and learning will be effective for at least 70% of our student population. For all students, as part of our extended day and prioritized use of time within our daily schedule, we will provide daily tutoring and academic support throughout our extended Literacy and Math blocks (100 minutes daily), during AIR (Accountable Independent Reading) Time (25 minutes daily), and Homework Club (30 minutes daily), as well as during the Focus/tutoring block (40 minutes daily). Additional tutoring for all students will take place during Saturday Academy (3 hours per day, for 15 Saturdays per year), with a specific focus on ELA and math support. Advisory periods (25 minutes daily) with our all-hands-on-deck approach (with two teachers in each advisory) will provide an opportunity in the morning and in the afternoon for teachers to provide one-on-one check-ins with each student and collect data to share with parents and families. Weekly data on student academic and behavioral performance will be compiled in the weekly performance reports that are sent home with students. In the beginning of the school year, during our Friday professional development, we will devote time during Professional Development to practice delivering feedback on student performance to parents. Based on student academic and behavioral performance, as well as feedback data from advisory teachers, we will develop personalized learning plans (PLP) which will provide a framework for advisors to track and improve student academic and behavioral performance (e.g. attendance, performance on diagnostic and formative assessments, reading growth and level). The personalized learning plans will be available for all students, but only implemented for the subset of students who are struggling. This approach will enable Forte Prep to differentiate programs, instruction, and interventions so that all students receive the necessary support structures to meet rigorous state and national standards.

² Forte Prep's RtI model is adapted from the New York State Response to Intervention Technical Assistance Center Framework. www.nysrti.org.

Tier 2. Using data from the PLP for each student, we will provide additional, small group supports for students based on their academic needs. Enhanced tutoring blocks, held during Focus/tutoring, and AIR Time and led by our Student Supports Coordinator, SPED teachers as hired and other teachers as needed, will be designed based on academic performance and student growth to date. These supports will also be tailored to students based on their ability-to-date to respond to our behavioral guidelines and our code of conduct. Students will receive Tier 2 interventions for at least three (3) weeks but no more than six (6) weeks. In addition to small group tutoring and individual academic interventions as needed, activities during Tier 2 interventions include frequent check-ins and data collection by teachers (including using data the NWEA MAP as a norm-referenced tool to identify specific academic gaps), social-emotional check-ins to learn more about student motivation and emotional challenges inside and outside of the classroom (e.g. low self-confidence, lack of focus, or student anxiety), and guided practice on organizational skills. We believe that target support in these areas in fifth grade will build a strong foundation for future success of our students in college preparatory high schools. Teachers will meet to discuss intervention success informally during morning staff huddles, during prep blocks and during dedicated time in weekly professional development time. The Student Supports Coordinator will attend formal meetings during weekly PD.

Tier 3. For those students for whom Tier 1 and Tier 2 Interventions, after a six-week review, have been unsuccessful or insufficient to allow them to make academic progress, we will provide targeted behavioral and academic support on a one-to-one basis. This support will be coordinated by the Student Supports Coordinator or other skilled and appropriately credentialed professionals as hired and executed by teachers during Focus/tutoring, AIR Time, Homework Club and further augmented through Saturday Academy as needed. The cycle of support will require significant data collection (e.g. student reading growth, details of all interventions attempted), and analysis to determine whether specific interventions are working, and what additional supports (e.g. additional time) are necessary to allow students to succeed. According to the RTI Action Network, “This goal is accomplished by gathering information (e.g., direct observation, interviews, rating scales, curriculum-based measures of academic skills, review of records) from a number of sources (e.g., the student, teacher, parent, peers, administrator) to answer questions helpful in furthering our understanding of why (i.e., under what conditions) the problem is occurring. Specifically, we want to know where, when, with whom, and during what activities the problem is likely or unlikely to occur.”³ If these supports are ineffective, we will then commence a process of referral to identify if the student needs specific special education services.

With the oversight of the Executive Director, the Student Supports Coordinator will review the RtI process on a semi-annual basis to assess effectiveness of interventions, will share the results of that analysis with the Director of Curriculum and Instruction and student advisors, and will suggest process and programmatic improvements to the Executive Director to meet the needs of all learners. Final programmatic decisions informed by the semi-annual reviews will be the responsibility of the Executive Director, who will also ensure that appropriate resources are being devoted to struggling students and who will report both the review data and the action plan to the Board of Trustees, including its Academic Achievement Committee.

³ Ervin, Ruth. “Considering Tier 3 Within a Response-to-Intervention Model” RTI Action Network. Retrieved November 15, 2015. <http://www.rtinetwork.org/essential/tieredinstruction/tier3/consideringtier3>.

b. Students with Disabilities

Assurances

Forte Preparatory Academy Charter School (the Education Corporation for purposes of this section) will uphold and adhere to all assurances⁴ related to Special Education if granted approval by SUNY. The assurances are outlined below:

The Education Corporation provides the following assurances regarding the provision of special education and other services to students to be enrolled in the proposed charter school.

- *The Education Corporation will adhere to all provisions of federal law relating to students with disabilities including the IDEA, Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and Title II of the Americans with Disabilities Act ("ADA") which are applicable to it.*
- *The Education Corporation will, consistent with applicable law, work with Local Educational Agency ("LEA") school districts to ensure that all students with disabilities that qualify under the IDEA:*
 - *Have available to them a free, appropriate, public education ("FAPE");*
 - *Are appropriately evaluated;*
 - *Are provided with an Individualized Education Program ("IEP");*
 - *Receive an appropriate education in the least restrictive environment (LRE);*
 - *Are involved in the development of and decisions regarding the IEP, along with their parents; and,*
 - *Have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to the school's or school district's provision of FAPE.*
- *The Education Corporation will employ, at a minimum, a properly certified individual as the school's special education coordinator, whose responsibilities will include coordinating with Committees on Special Education ("CSEs"); providing information to and obtaining information from CSEs as needed throughout the year; determining if entering students have IEPs; and working with CSEs and school districts to ensure that all required special education and related services are being provided and that all IEPs are appropriate in the context of the charter school setting. The Education Corporation may permit the special education coordinator to take on additional administrative duties to the extent that they do not interfere with the coordinator's responsibilities to ensure the school's compliance with the IDEA, Section 504 and Title II of the ADA.*
- *The Education Corporation will make available, as required by law, a student's regular and special education teachers (and other required school personnel) for meetings convened by such student's CSE, and provide such teachers and personnel with copies of the student's IEP.*
- *The Education Corporation will ensure that parents of children with special needs are informed of how their children are progressing on annual IEP goals and in the general curriculum at least as frequently as parents of regular education children.*
- *The Education Corporation will abide by the applicable provisions and regulations of the IDEA and the Family Educational Rights Privacy Act (FERPA) as they relate to students with disabilities*

⁴ Assurances from Appendix B of 2015 SUNY RFP.

including, but not limited to, having procedures for maintaining student files in a secure and locked location with limited access.

- The school's special education coordinator will retain such data and prepare such reports as are needed by each disabled student's school district of residence or NYSED in order to permit such entities to comply with federal law and regulations.*
- The Education Corporation will comply with its obligations under the Child Find requirements of IDEA including 34 C.F.R. § 300.111, and will provide appropriate notification to parents in connection therewith as applicable, including notifying them prior to providing a child's name to a CSE for potential evaluation.*
- The Education Corporation will not convene its own CSE, make IDEA evaluations of children suspected of being disabled, create IEPs, reevaluate or revise existing IEPs or conduct due process hearings. The Education Corporation understands that these responsibilities are left solely to the CSE of the student's district of residence and will implement IEPs as written.*
- Appropriate Education Corporation personnel will attend such training and technical assistance seminars regarding the education and servicing of special education students as is required by the SUNY Trustees including those sponsored by the NYSED.*

Forte Preparatory Academy Charter School ("Forte Prep") will provide students with disabilities with a Free and Appropriate Public Education (FAPE) within the Least Restrictive Environment (LRE) possible. We will comply with all regulatory special education requirements of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Likewise, we will fully comply with additional regulations and policies of the state of New York (Education Law § 2851(2)(s)) and the New York City Department of Education. Forte Prep will work with the Committee on Special Education in New York City to ensure effective and appropriate service delivery for students with disabilities or special education needs, and will work with the district directly to identify the best alternative options in the event that Forte Prep is not the appropriate provider of those services. In this case, we will either contract with a third party provider to offer these services, or partner with the community school district where the student lives to provide those services.

Our special education program will be led by Student Supports Coordinator, a special educator licensed in the State of New York in Year 1. This individual will divide their time equally between instruction (0.5 FTE) and administration of our special education programs and other student support services (0.5 FTE). Additionally, in Year 1, we will hire 1 FTE Special Education teacher ("SPED teacher"), also licensed in the State of New York, to support special education instruction at Forte Prep. We have based our staffing plan on the projections of student needs prior to enrollment, and will update the staffing plan each year per particular student needs as they present themselves post-enrollment.

The Student Supports Coordinator focuses on the entire special education program. During the first year of operation, the Student Supports Coordinator will dedicate .5 time on administrative duties associated with student IEPs and identification of other needs and .5 time on special education instructional duties for students either within classrooms with the regular education teacher during inclusion or for those students requiring pull-out time in special education classes.

Pending enrollment of special education students, the first full-time SPED teacher will be hired in Year 1, based on the total enrollment of students requiring special education services, growing to 2 teachers by

Year 3. By Year 5 we will have 1 Student Supports Coordinator and 2.5 SPED teachers⁵. Our special education teaching staff will be licensed, experienced, and employed to ensure that the diverse learning needs of our student population are met. Whenever possible, we will educate all students within the general education classroom, unless the nature of the disability requires an alternative setting. We will strive to provide the least restrictive environment for all learners at Forte Prep. SPED teachers will coordinate with general education teachers to ensure that the instruction, modifications and accommodations for, and inclusion of Special Education students fully meets their needs and propels their success. Classroom teachers will be informed of their responsibilities for particular students, trained and guided by the Student Supports Coordinator, SPED teachers and/or the Director of Curriculum and Instruction on how to successfully meet those responsibilities, and will implement any modifications or accommodations in their classes in accordance with the students' Individualized Education Plans ("IEPs"). As required (outside of the classroom) tutoring, counseling, physical, occupational, speech and language therapy services will be provided by specifically contracted and appropriately licensed expert professionals. We anticipate partnering with the Special Education Collaborative from the New York City Charter Center for program support, technical assistance, and training for our staff on how to support the special needs population at our school.⁶ Our special education staffing structure through full enrollment is outlined below.

Figure 3: Forte Prep Special Education Staffing

Operational Year	Anticipated SPED population ⁷	Projected Staffing Needs
2017-2018	11	1 SSC; 1 SPED teacher
2018-2019	22	1 SSC; 1 SPED teacher
2019-2020	32	1 SSC; 2 SPED teachers
2020-2021	43	1 SSC; 2.5 SPED teachers
2021-2022	43	1 SSC; 2.5 SPED teachers

Identifying Students with Special Needs

In compliance with IDEA and the implementing federal regulations, 34 CFR § 300 et seq., coupled with Education Law §§ 2853(4)(a) and 2856(1), when students are admitted to the school, the Student Supports Coordinator will follow up with the sending schools and/or the CSE within thirty days to determine whether the students have IEPs and will ensure these records are transferred to Forte Prep prior to the beginning of the school year.

If a student's IEP needs to be reviewed for updated goals and services or to determine continued eligibility for special education, either upon entry to the school or at any time during the student's time at Forte Prep, the Students Supports Coordinator, and upon notice to a student's parents, may seek to have a student's IEP reviewed, and possibly revised, by the CSE of the student's district of residence, or to have the student's status as a special education student re-evaluated by the CSE. Forte Prep will work closely with the CSE to ensure that a full and complete understanding of the approaches and

⁵ This combination of staff will result in 2.5 FTE of special education instruction with the Student Supports Coordinator providing 0.5 FTE instruction as well. Staffing is subject to modification based on student need.

⁶ Lead Founder Graham Browne has met with Dixon Deutsch, Vice President of Special Education Collaborative & ELL Supports, to discuss future partnership between Forte Prep and the SEC, and benefits of membership. The Special Education Collaborative includes over 170 charter schools in New York City with a strong track record for providing expert guidance to schools on special education programs.

⁷ Special education population estimated based a 12% estimate of students with disabilities based on SUNY enrollment targets for year 4. 12% is higher than our Year 1 SUNY effective target of 10.5% and slightly higher than the 11.9% effective enrollment target in Year 4 based on grades pan and total enrollment. <http://www.newyorkcharters.org/enrollment%E2%80%90retention%E2%80%90targets/>.

programmatic elements at Forte prep inform this process.

Throughout the school year, Forte Prep's frequent internal assessment program provides an efficient means to identify students who are struggling academically. Weekly, each teacher will review the progress of his/her students based upon their performance on homework, class work, tests, quizzes and projects. The Executive Director and the Director of Curriculum and Instruction will monitor student assessment using quiz and test data on, at minimum, a biweekly basis. This will allow students who are struggling with the course material to be identified quickly. If a student is not making sufficient academic progress, the Student Supports Coordinator, in consultation with the Director of Curriculum and Instruction, will develop a pre-referral strategy (please refer to the RtI approach listed in section (a) on Struggling Students) that may include tutoring and/or other supports. The effectiveness of the RtI on the student's progress will be carefully monitored for up to six (6) weeks. In addition, other information will be gathered to determine if a student may have a learning disability, such as parent questionnaires, classroom observations, analysis of work samples, and teachers' anecdotal data. If the school suspects disability at the end of the RtI process, our Student Supports Coordinator will initiate a formal diagnostic process to determine special needs.

Evaluating Students with Special Needs and Monitoring Progress

Our Student Supports Coordinator (SSC) will be responsible for tracking the progress of our special education students and ensuring that they are receiving the services that are mandated by each student's IEP. The SSC will engage in a monthly assessment process to monitor progress of students with special needs, and track performance data based on similar student populations at other regional schools.

Section 504

Section 504 requires schools receiving federal funds to provide students with disabilities appropriate educational services designed to meet the individual needs of such students to the same extent as the needs of students without disabilities are met. Section 504 prohibits discrimination on the basis of disability. Forte Prep will adhere to all obligations under IDEA (Individuals with Disabilities Education Act) and Section 504. We will immediately evaluate and identify any students protected under Section 504. This includes any student determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities, (2) have a record of such impairment, or (3) be regarded as having such impairment.

Our Student Supports Coordinator will serve as the Section 504 coordinator to ensure that the legal rights of such students are met and that their special needs are effectively served.

Our 504 Identification Process is as follows⁸:

1. Teacher or parent requests referral for 504 accommodations
 - 504 Coordinator contacts parents to discuss referral and process
2. Seek permission for evaluations and inform parents of rights and non-discrimination within 5 school days
 - 504 Coordinator coordinates permissions for evaluations and sends home non-discrimination and parental rights summary

⁸ Adapted from Achievement First's 504 Identification Process, provided by NYC Charter School Center:
http://www.nyccharterschools.org/sites/default/files/resources/Section_504_Identification_Flowchart_0.pdf

3. If no need for a special education referral (IEP), 504 Coordinator will schedule a 504 meeting with parents within 30 days, giving parents at least 5 days' notice
4. If the 504 Coordinator determines that the child has a disability that impacts educational attainment, the child qualifies for 504 accommodations
5. 504 Coordinator will write the 504 Eligibility and Accommodation Plan
6. 504 Coordinator will document and ensure 504 Accommodation plan is implemented
7. 504 Team (coordinator, parents, other teachers familiar with child's abilities) reconvene annually to determine continued eligibility.
8. If 504 Accommodation Plan is still needed, parents sign continuation template and receive new copy of the 504 Accommodation Plan

c. English Language Learners

Forte Prep will provide a rigorous college preparatory middle school education for all of our students. In CSD 30 and CSD 24, our target community, we know that 18% of students and 22% of students, respectively, identify as English Language Learners (ELLs).⁹ Selected schools in the community are detailed in **Figure 4**.

Figure 4: Selected local middle schools and ELL population

District	Name	Enrollment	% ELL
30	I.S. 227 Louis Armstrong	1687	5%
30	I.S. 141 The Steinway	1209	6%
30	I.S. 145 Joseph Pulitzer	2079	22%
24	I.S. 077	1083	21%
24	I.S. 125 Thom J. McCann Woodside	1734	17%

As a result of these demographics, our commitment to cultivating a student body that reflects the broader diversity of our local community, as well as our dedication to supporting every learner who enrolls at Forte Prep, we will work diligently to ensure that every student can move toward reaching and surpassing our high standards. We will equip each student with individualized and small group support as needed for his/her academic success. We will serve any and all students with limited English proficiency using structured English language immersion so that they receive appropriate support and reach high levels of proficiency in English as soon as possible. We know that our goal of preparing every student for success in a college preparatory high school environment requires those students reading, writing, and speaking English with fluency.

Our ELL work will be led by a part-time ELL Coordinator who will split their time between administrative support (identification, tracking, test administration) and instructional support. By Year 2, this individual will be brought on full time to support the 5th and 6th grade program. In Years 3 and 4, we will add 0.5 FTE ELL Teachers to support instruction, tutoring, and program implementation for our growing population of ELLs. Our staffing plan will remain nimble to adapt in the event that our ELL population exceeds our expected targets. Further, we will prioritize the hiring of educators for core courses with bilingual education certifications to support the learning needs of ELLs. We will comply with all federal,

⁹ NYC Department of Education. "Demographic Snapshot – Citywide, Borough, District, and School; SY 2010-11 to 2014-15 – All Grades."

state, and district requirements regarding English Language Learning education and re-designation of ELLs and will ensure equal access to ELL curriculum.

Process for Identification

All incoming students will receive a Home Language Questionnaire (HLQ).¹⁰ Students with a home language other than English whose English proficiency has not been previously assessed (by normed assessments in earlier grades, for example), will then be informally interviewed in their native language (if feasible) and in English. If the student speaks little or no English, they will then take an initial assessment through the New York State Identification Test for English Language Learners (NYSITELL). Students will be identified as Limited English Proficient (LEP) / ELL students, at which point our staff will place the student in the appropriate program. Each year in the spring, students will take the New York State English as a Second Language Achievement Test (NYSESLAT), which will determine if they keep the LEP/ELL designation or if they will enter the full general education program at Forte Prep.¹¹

Our ELL Teacher/coordinator will manage the process of communicating with parents and keeping them updated on results from assessments and next steps.

Approach for Meeting ELL Needs

Forte Prep believes that development and support of English Language Learners should be integrated into all aspects of our full curriculum, with targeted ELL support for a portion of the day for those identified students. Our program will comply with all regulations and laws related to LEP/ELLs, including Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, and Castaneda v. Pickard (1981). No student will be discriminated against or denied equal access to services or programs at our school because of the language s/he speaks at home.

Given that our school day and school year extend instruction across all subjects, ELL students will benefit from additional hours of instruction to allow for increased growth within the school year. A recent study released by the National Center on Time and Learning finds that extended day school models, such as the one Forte Prep proposes, have significant positive effects on growth and achievement of ELLs.¹² The study details the most effective strategies for supporting ELLs: (1) Extended Literacy Blocks, (2) Designated Academic Intervention, (3) Continual Support, and (4) Teacher collaboration, planning and professional development.¹³ Informed by this work and the best practices of high performing charter schools serving ELL populations, Forte Prep will effectively meet the needs of ELLs and close academic gaps.

Forte Prep's school day is almost 3 hours longer than comparable local middle schools, providing much needed time to support ELL students via small group tutoring during the Focus/tutoring blocks, Accountable Independent Reading (AIR) Time, Breakfast and Brainwork¹⁴ and during small group instruction during ELA and Math.¹⁵

¹⁰ A copy of the questionnaire can be found here: <http://www.p12.nysed.gov/biling/docs/HLQEnglish8.20.2015.pdf>.

¹¹ For additional information about the process for LEP/ELL identification, please see the New York State Department of Education: www.p12.nysed.gov/biling/bilinged/pub/LEPproc.pdf.

¹² National Center on Time and Learning. "Giving English Language Learners the Time They Need to Succeed: Profiles of three expanded learning time schools." December 2015. http://t.timeandlearning.org/sites/default/files/resources/ell_report_12.14.15.pdf.

¹³ Ibid, page 6.

¹⁴ Brainwork, or additional practice packets provided during Breakfast, serve as an additional opportunity for ELL students to reinforce learning in ELA and in Math with materials adapted to their language ability.

¹⁵ Forte Prep's school day is from 7:30 AM to 4:35 PM; Nearby IS145 is open from 7:55 AM to 2:15 PM. Source: <http://www.opt-osfns.org/opt/Resources/SchoolRouteStSearch/schTrans.aspx?coptsch=30145>.

Our academic support for ELLs will be informed by New York State English as a Second Language Standards for Intermediate Grades 5-8.¹⁶ To support ELL students, we will offer targeted curricular resources, small group supports and tutoring, as well as additional time and other individualized supports for students who need them. Small group learning will be comprised of groups of students who struggle in ELA or Math proficiency, regardless of language spoken at home or ELL status in an effort to promote integrated learning opportunities for ELL and native English students. Teachers will be equipped with access to materials such as www.colorincolorado.org and www.engageny.org among others to supplement English language curriculum, and to provide students with additional opportunities to improve and practice in designated periods throughout the day. Additionally, teachers and the ELL coordinators will use planning time and weekly professional development to plan for the week's lessons, how best to flag weaknesses in lesson plans for ELL students, and develop strategies to maximize support to those students throughout the academic day.

We will ensure that students and families receive the appropriate communication about school activities, translated to their home language as needed. All major forms (e.g. field trip, photo release, consent, health), policies (e.g. code of conduct, family handbook, complaint policies), and notifications (e.g. family nights, Saturday Academy, weekly dashboards) will be translated into the most spoken home languages based on student enrollment demographics. For all district-wide communications, we will leverage the resources of the Translation and Interpretation Unit of the New York City Department of Education as authorized by Chancellor's Regulations A-663. Forms such as student dashboards may be communicated orally into home languages or by using professional freelance services such as TextMaster.¹⁷ During the summer before the first school year and every year thereafter, we will ensure that materials such as the student and family handbooks as well as critical notices are translated into the most spoken home languages.¹⁸ After-school and summer programming will be available to all ELLs. We will translate all announcements and materials as reasonably expected for ELLs to allow for maximum participation. We will make all reasonable efforts to identify service providers for our after school and summer programming that offer multilingual services. One such organization, Urzua Queens Performing Arts Center, provides performing arts instruction in English and Spanish. We will hire part-time translators as needed to translate written or oral communications, as well as encourage parents to bring a trusted relative or friend with them to interpret any communications regarding student achievement or the identification process while respecting student and family privacy concerns (e.g. FERPA).

We strongly encourage all families to stay updated and to participate in Family Workshop Nights¹⁹ and other events open to the Forte Prep community, so we will proactively communicate with ELL families via phone, text, and email in their language spoken at home to encourage them to attend events and stay informed about the school. Family Nights will be timely, accessible, and interactive, to boost future engagement for ELL families.²⁰

¹⁶ New York State Education Department. "English as a Second Language: Intermediate Grades 5-8." 2004.

<http://www.p12.nysed.gov/biling/resource/ESL/04Inter.pdf>.

¹⁷ <https://www.textmaster.com/>.

¹⁸ Potential vendors include Legal Interpreting Services www.lis-translations.com; Propio Language Services www.propio-LS.com. We will select a translation provider based on cost, turnaround time, and ability to translate in all languages spoken or read (without corresponding English fluency) at Forte Prep.

¹⁹ We will host at least four Family Workshop Nights throughout the year to support families in helping their children succeed academically and socially at Forte Prep. (Please see Calendar for Workshop dates.) We will cover topics such as homework help, supporting school values at home, and reading along with children at home. This will also serve as an opportunity for families to meet one another and to share updates and accomplishments of Forte Prep. Further, in celebration of the diverse cultures that our school community will contain, we will invite families to share food, stories, and entertainment to add a personal touch to the workshops.

²⁰ Robertson, Kristina. "How to host a successful family night for bilingual families." Colorin Colorado. <http://www.colorincolorado.org/article/bilingual-family-night-ell-families>.

It is critical to note that ELL students will not be automatically designated as having a disability just because of their limited proficiency in the dominant language. Students will also be assessed for math and reading capacity in their home language to better gauge reading and math level and proficiency independent of English. For example, because we anticipate that the majority of the ELL students in our school will speak Spanish, Forte Prep will administer the NWEA MAP in Spanish (for students who have no English fluency) and English to establish a strong diagnostic baseline and to better support a higher portion of our ELL population. Our ELL Coordinator with support from our Director of Curriculum and Instruction will identify the appropriate resources to assess the academic level of all other ELL students who speak a language other than Spanish at home.

Resources and Personnel Required to Meet ELL Needs

Forte Prep will ensure that students are supported on their pathway to English proficiency, and we will plan for, secure, and provide the resources to do so. To the extent possible, we will make sure that these students have a seamless transition into Forte Prep, and that the diversity of home language is celebrated at our school. Our respect for students' background will drive our staff to establish a high rigor bar for all students, including our ELL population, and specifically with the goal of eliminating the trend of low college participation by ELLs. Research indicates, for example, that "[i]n 2006, only 19% of ELLs advanced to four-year institutions directly from high school compared with 45% of monolingual English-speaking students and 35% of linguistic minority students who were fully proficient in English."²¹ We will ensure that all ELLs have equal access to our college preparatory middle school programs and enrichment opportunities to ensure that they have equitable access to the foundational middle school education that will allow them to be successful in college preparatory high school environments.

Our ELL Coordinator is scheduled to be hired on a part-time basis at the beginning of the fiscal year in 2017 to help lay the ground work for early diagnostic assessment for LEP/ELLs during or shortly after home visits before student orientation. This staff member will take the lead on all ELL student identification, communication and processing with New York State and the NYCDOE regarding the NYSESLAT and the NYSITELL and reporting. The ELL Coordinator will also lead sections of our Summer Staff Summit (SSS) related to professional development to support our diverse learner population, how to coordinate and communicate needs and progress of individual students to the Student Supports Coordinator as well as how to practice building language acquisition skills and modifying lesson plans without lowering the rigor to allow for maximum ELL participation in all classes. We will expand the ELL Coordinator to full-time status in Year 2 to provide intensive language support for students who are Entering and Emerging English Language Learners as determined by the NYSITELL. In the unlikely event that we are unable to hire a part-time ELL Coordinator in Y1, responsibilities will be shared between the Student Supports Coordinator and the Executive Director.

Teachers at Forte Prep will use the New York State's English as a Second Language Development Standards to inform curriculum and lesson planning and to assess the progress of our ELL students on an ongoing basis. Students of Limited English Proficiency (LEP) will receive the same academic content as those students who are native English speakers. All instruction will take place in English; on occasion, targeted primary language support may be provided to students. All teachers will use Specially Designed Academic Instruction in English (SDAIE)²² strategies to enhance the English Language development of all

²¹ Kanno, Yasuko, and Sara Kangas. "'I'm Not Going to Be, Like, for the AP': English Language Learners' Limited Access to Advanced College-Preparatory Courses in High School." *American Education Research Journal*. Month XXXX, Vol. XX, No. X, pp. 1–31.

<http://aer.sagepub.com/content/early/2014/08/04/0002831214544716.full.pdf+html?ikey=D0gfrtleG1rBw&keytype=ref&siteid=spaer>.

²² A 2011 study by Michael Genzuk, Director of the Center for Multilingual, Multicultural Research at USC found that SDAIE method of teaching ELLs maximizes access to the core curriculum and the student's ability to use their primary language to develop literacy in their second language. Genzuk, Michael. "Specially Designed Academic Instruction In English (SDAIE) For Language Minority Students" University of Southern California, 2011. http://www.usc.edu/dept/education/CMMR/DigitalPapers/SDAIE_Genzuk.pdf.

of our students, and all teachers will receive additional professional development on best practices to adapt instructional strategies and materials to meet student needs.²³ Incorporating SDAIE strategies, teachers will develop and execute lesson plans that deliver grade level appropriate content and skills that fall within students' zone of proximal development. SDAIE will promote:

1. Access to the core curriculum,
2. English language development, and
3. Opportunities for social integration into the multicultural classroom community.

Additionally, we will recruit a diverse staff that among its membership has primary or secondary expertise in working with ELLs and/or speak languages such as Spanish, as spoken by our student population. Through targeted professional development from our Student Supports Coordinator and ELL Coordinator, teachers will be trained on the best methods of ELL engagement in class, resources available to them to supplement their instructional methods for ELLs, and how to track various accommodations (e.g. extra time) for ELL students for testing.²⁴

Finally, we will identify alternative languages for the assessments that we plan to use to track student growth. Diagnostic assessments such as the NWEA MAP Math are available in Spanish, and will serve useful to understanding the academic entry point of Hispanic students who have not yet achieved fluency in English.

Process for Review of ELL Program

We will measure the success of our ELL program based on two key criteria: (1) the percentage of students advancing in their ELL status and/or testing out of ELL services based on their performance on the NYSESLAT at the end of the school year, and (2) student progress and performance on internal Forte Prep assessments compared to the larger student population. We will monitor the progress of these students over time, making internal decisions about appropriate methods of support if the student appears to need them after testing out. At the end of each academic year, the Executive Director, Director of Curriculum and Instruction, ELL Coordinator, and Student Supports Coordinator will meet to review the efficacy of the ELL program, review the student performance data, and design professional development modules for the following year's Summer Staff Summit to share modifications to the service offerings to the rest of the staff. Results from the review of our ELL program offerings will be included in our broader programmatic audit (see **R-05 – Curriculum and Instruction**).

d. Gifted and Advanced Students

Forte Prep will provide opportunities for both gifted and advanced students to continue to accelerate on their path to a college preparatory high school.

Identification of Gifted and Advanced Students

We will use a battery of diagnostic assessments upon a student's enrollment, including but not limited to, the Northwest Education Association Measure of Academic Progress (NWEA MAP) to identify which students are already performing above their peers. The battery of assessments will continue frequently through our interim assessments and the re-administration of the NWEA MAP in January and June of each year. The roster of information that we will use to identify these students is:

²³ Ibid, 12.

²⁴ This approach is adapted from California Collegiate, a grades 6-12 BES school to open in Los Angeles in August, 2015.

- NWEA MAP diagnostic assessment
- Scholastic Reading Inventory
- Classroom performance
- Interim Assessment performance (Achievement Network mid-trimester assessments and school-created, standards-based end-of-trimester and end-of-year assessments)
- (If new student) Recommendations from prior teacher or administrator
- (Pending review) Parent, Peer, or Self recommendations/nominations

Based on this information, gifted or advanced students will be given a wide variety of outlets to maximize their potential. Students will be given access to educational enrichment accelerators such as Khan Academy, the new language acquisition application Duolingo, or coding through Scratch. They will be able to use their Focus/tutoring time (40 minutes per day) to work on special projects or extend their thinking on a subject through individualized support with a teacher. Finally, we will partner with local organizations such as the Queens Library and the New York Hall of Science to expand academic offerings for these students. Our Director of High School Placement, hired in Y2, will work with all students starting in sixth grade to identify the best college preparatory high school options available to them, including, but not limited to Specialized High Schools, Magnet Schools, Parochial Schools and Charter Schools. Test preparation for the SHSAT will be given to all students who wish to pursue specialized high school, and it is our goal to provide all students at Forte Prep with the tools and resources they need to be successful in navigating the high school admissions process.

R-07 – Specific Populations

Contents

R-07 – Specific Populations.....	1
a. Struggling Students	4
b. Students with Disabilities	7
c. English Language Learners	11
d. Gifted and Advanced Students	16

Forte Preparatory Academy Charter School (“Forte Prep”) is committed to educating all learners, regardless of their home language, special needs, or academic ability upon matriculating to our school.

Our mission is clear, and for all students: 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.

To be effective in achieving our mission, we know that we will have to tailor our educational program to meet the needs of the diverse student population that we anticipate serving. In addition to our general education staff, our program will employ dedicated ELL and Special Education staff equipped with training and curricular resources to support the academic and behavioral success of struggling students, English Language Learners, students with special needs and gifted and talented students. Our program, outlined in more detail below, includes proven strategies and tools and a comprehensive, research-based approach to supports these specific student populations toward high school and college success.

In order for our work to be successful, we first need to best understand the demographics that our student population will represent. **Figure 1** provides a demographic snapshot of the two districts from which the majority of our student population will come.

Figure 1: Demographic snapshot of Districts 24 and 30

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%

Forte Prep's strategies, programs, approach to staffing, and teaching have been drawn from the best practices of high performing charter schools to serve our local target student population. As a charter school, utilizing a small school design, we will have the ability to use the autonomies of a charter, trained high capacity leadership, and access to a network of high performing schools to implement methods that collectively are proven to meet our students' specific academic needs, especially those often classified as "at-risk." Everything we do is grounded in a strong understanding of our vision and beliefs, enumerated below.

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.
 - Unwavering belief that all students can learn at a high level if given the support they need from a determined and well-prepared teaching staff and supportive school environment
 - B. **We believe** that high-quality teachers are critical to creating and sustaining a culture of academic excellence, urgency, and intellectual curiosity.
 - Highly skilled teachers who use a variety of effective teaching strategies and techniques
 - Frequent use of assessments and specific feedback from teachers
 - Targeted professional development to refine instruction to support all learners
 - C. **We believe** that our school community must be held to the most ambitious state and national standards, with a distinct and prioritized focus on literacy and math, and we have the responsibility to develop our curriculum and assessment systems to meet and exceed those standards.
 - Extended time for literacy (reading and writing) instruction
 - Extended time for math instruction
 - Systematic reading strategies and textual analysis instruction
 - Extensive independent reading at each student's level
 - Word Walls to reinforce and extend academic vocabulary
 - Phonics, decoding, and fluency groups during Focus and Literacy Intensive
 - Systematic writing and grammar instruction
 - 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.
 - Use of graphic organizers to represent ideas
 - Use of scaffolded notes in 5th through 8th grades to teach organizational strategies
 - Reinforcement of reading and writing across the content areas
 - Explicit vocabulary instruction in all content areas
 - 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.
 - Use of individual student computers and adaptive electronic curricula to support instruction
 - Use of programming, robotics, and keyboarding curriculum to build digital literacy
 - Music programming to build cultural appreciation and creative capacity, as well as to support multiple modes of learning

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.
 - Small school size, slow growth model, and safe environment
 - Supportive culture of high expectations and discipline
 - Predictable class structure in all content areas
 - 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.
 - Inclusive community-based activities that emphasize interpersonal skill building
 - Character education delivered during advisory and community-wide forums, reinforce core values while celebrating the diversity of our school community
 - 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.
 - Partner work, group work, and oral presentations in all content areas
 - Emphasis on high levels of student verbal engagement throughout the school day increases opportunities for all students to practice speech
 - 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.
 - Frequent communication and engagement with parents in supporting expectations
 - Identification of community partners to support learning
 - Many opportunities for parents to come to school and interact with each other to share home learning tips, as well as to meet with school leadership to share progress
 - 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.

Additionally, Forte Prep will use other strategies for students with other needs: students far above or below grade level, English Language Learners, and students with disabilities. Forte Prep will also contract with a special services provider to ensure that as appropriate additional services are provided by licensed professionals in order to meet the needs of our students as mandated by their IEPs if our core staff are not qualified to provide those services.

Interventions for struggling students are built into the extended school day at Forte Prep. During double daily Math blocks (Procedures and Problem Solving) and three daily Literacy blocks (Reading, Writing, and Accountable Independent Reading – AIR – Time), and daily interventions provided during the Focus/tutoring block, students are able to access additional supports individually and in small groups with teachers. Students who are struggling (as measured by performance on Interim Assessment results and/or general trends in classroom performance) will be assigned to an ELA or math tutoring group and will have additional practice made available to them during Saturday Academy until the next Interim Assessment. A student will stay in those groups until s/he shows that s/he is no longer struggling with those standards, as assessed by performance on the following Interim Assessment.

Teachers will meet with their advisories each morning, conferencing with students one-on-one and managing personalized learning plans for each student that are formally updated and discussed with the students' other teachers and family members every six weeks. Our centralized data system (such as Kickboard or SchoolRunner) will produce reports generated by our Operations Manager every six weeks that teachers will then share with families. Successfully implemented at hundreds of district, charter, and independent college preparatory schools nationally, the advisory system will provide a clear link between the student's family and the staff, ensuring the family members have continuity in their relationships with individuals at the school and that there is an adult in the school for every child who knows that child's educational profile well and is highly invested in that child's academic progress and performance.¹

a. Struggling Students

With proficiency rates for CSD 24 and CSD 30 hovering between 20% and 40% for fifth through eighth grade ELA and math for different student populations and a diversity of learners, we know that it is highly likely that students will enter Forte Prep missing foundational skills or knowledge necessary to perform on grade level in many subjects. However, it is our commitment and primary goal that (a) every student is provided with ample opportunities to practice skills and build a foundation upon which they can grow academically and that (b) we execute on our mission to equip all students with the skills to succeed in college preparatory high schools. Therefore, we strategically dedicate the time, personnel, and resources to ensure that every student who struggles at school is supported academically, organizationally, emotionally, and behaviorally.

To first identify struggling students, upon entry into the school we will use diagnostic tests in literacy and mathematics such as the Scholastic Reading Inventory (SRI) and Northwest Education Association Measure of Academic Progress (NWEA MAP). These assessments will take place during the first week of school in order for our leadership team (Executive Director and Director of Curriculum and Instruction), instructional staff, and Student Supports Coordinator (a licensed special educator) to identify the school-wide and individualized supports that students need to be successful. We understand that some of the challenges involved in academic success may stem from other challenges (e.g. social-emotional, behavioral) and will work diligently to create supportive interventions sensitive to these other challenges. Throughout the year and in subsequent years, we will use student performance data collected throughout the academic career of students to determine and prescribe appropriate interventions. Further, the data collected from formative and summative assessments throughout the year will give us actionable data for ongoing student supports, which we will create during designated Data Days within our academic calendar (for more detail, please see **R-06**). This data will inform the design of our Saturday Academy program, Focus/tutoring block, and the identification of additional resources required to maximize student success.

Forte Prep will employ a Response to Intervention model (RtI) led by our Student Supports Coordinator. The RtI model addresses the needs of all students, with a focus on the students who struggle the most academically, and offers a variety of channels of academic, behavioral, organizational, and social-emotional supports before students are referred for specific special education services. All staff will play a role in the successful implementation of our RtI program, and as a result, will be trained during Summer

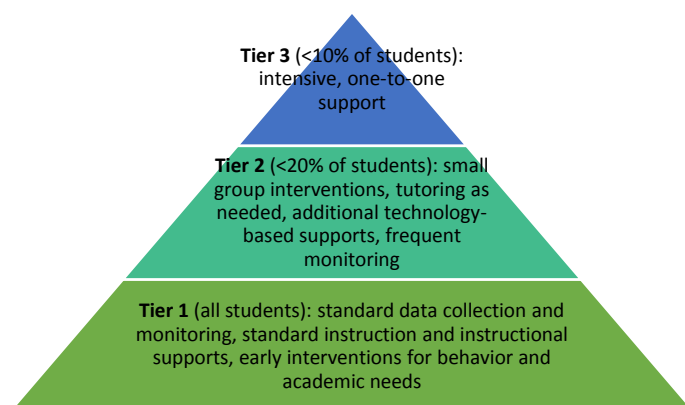
¹ Forte Prep's advisory system will be most closely modeled from Democracy Prep Endurance Middle School's advisory system, as Lead Founder Graham Browne has completed multiple month-long residencies there.

Staff Summit and in Friday Professional Development by our Student Supports Coordinator and our Director of Curriculum and Instruction.

Identification of Struggling Students

During each of our five Data Days, under the leadership of the Executive Director and Director of Curriculum and Instruction and with the technical support of the Operations Manager who will compile and process student data, our instructional staff will dissect student data, analyze the performance and identify trends of the students in our school community. Based on student performance and need, and using the RtI model, we will offer three tiers of intervention to support all Forte Prep students.

Figure 2: Response to Intervention (RtI) model²



Tier 1. With a school design based upon the successful approaches of high performing charter schools serving a similar population, and with the national support of Building Excellent Schools, we believe that our schoolwide approaches to teaching and learning will be effective for at least 70% of our student population. For all students, as part of our extended day and prioritized use of time within our daily schedule, we will provide daily tutoring and academic support throughout our extended Literacy and Math blocks (100 minutes daily), during AIR (Accountable Independent Reading) Time (25 minutes daily), and Homework Club (30 minutes daily), as well as during the Focus/tutoring block (40 minutes daily). Additional tutoring for students who demonstrate additional need will take place during Saturday Academy (3 hours per day, for 15 Saturdays per year), with a specific focus on ELA and math support. Advisory periods (25 minutes daily) with our all-hands-on-deck approach (with two teachers in each advisory) will provide an opportunity in the morning and in the afternoon for teachers to provide one-on-one check-ins with each student and collect data to share with parents and families. Weekly data on student academic and behavioral performance will be compiled by the Operations Manager in the weekly performance reports that will be distributed to advisors and then sent home with students. In the beginning of the school year, during our Friday professional development, we will devote time during Professional Development to practice delivering feedback on student performance to parents. Based on student academic and behavioral performance, as well as feedback data from advisory teachers, we will develop personalized learning plans (PLPs) which will provide a framework for advisors to track and improve student academic and behavioral performance (e.g. attendance, performance on diagnostic and formative assessments, reading growth and level). The personalized learning plans will be available for

² Forte Prep's RtI model is adapted from the New York State Response to Intervention Technical Assistance Center Framework. www.nysrti.org.

all students, but only implemented for the subset of students who are struggling. This approach will enable Forte Prep to differentiate programs, instruction, and interventions so that all students receive the necessary support structures to meet rigorous state and national standards.

Tier 2. Using data from the PLP for each student, and led by our Student Supports Coordinator, SPED teachers as hired, and other teachers as needed, we will provide additional, small group supports for students based on their academic needs. Enhanced tutoring blocks, held during Focus/tutoring, and AIR Time and, will be designed based on academic performance and student growth to date. These supports will also be tailored to students based on their ability-to-date to respond to our behavioral guidelines and our code of conduct. Students will receive Tier 2 interventions for at least three (3) weeks but no more than six (6) weeks. In addition to small group tutoring and individual academic interventions as needed, activities during Tier 2 interventions include frequent check-ins and data collection by all teachers (including using data the NWEA MAP as a norm-referenced tool to identify specific academic gaps), social-emotional check-ins to learn more about student motivation and emotional challenges inside and outside of the classroom (e.g. low self-confidence, lack of focus, or student anxiety) by advisors and the Student Supports Coordinator as needed, and guided practice on organizational skills. We believe that target support in these areas in fifth grade will build a strong foundation for future success of our students in college preparatory high schools. Teachers will meet to discuss intervention success informally during morning staff huddles, during prep blocks and during dedicated time in weekly professional development time. The Student Supports Coordinator will attend formal meetings during weekly PD.

Tier 3. For those students for whom Tier 1 and Tier 2 Interventions, after a six-week review, have been unsuccessful or insufficient to allow them to make academic progress, we will provide targeted behavioral and academic support on a one-to-one basis. This support will be led and coordinated by the Student Supports Coordinator or other skilled and appropriately credentialed professionals as hired and executed by teachers during Focus/tutoring, AIR Time, Homework Club and further augmented through Saturday Academy as needed. The cycle of support will require significant data collection (e.g. student reading growth, details of all interventions attempted), and analysis to determine whether specific interventions are working, and what additional supports (e.g. additional time) are necessary to allow students to succeed. According to the RTI Action Network, “This goal is accomplished by gathering information (e.g., direct observation, interviews, rating scales, curriculum-based measures of academic skills, review of records) from a number of sources (e.g., the student, teacher, parent, peers, administrator) to answer questions helpful in furthering our understanding of why (i.e., under what conditions) the problem is occurring. Specifically, we want to know where, when, with whom, and during what activities the problem is likely or unlikely to occur.”³ Classroom teachers will also be trained on how to provide additional support to Tier 3 Intervention students to ensure that these students are receiving the remediation support they need to succeed, e.g. administering reading fluency assessments, providing additional individualized supports during independent practice time in core courses, strategically planning intervention supports with the Student Supports Coordinator to ensure that appropriate time and resources are being provided to Tier 3 students at all times. If these supports are ineffective, we will then commence a process of referral to identify if the student needs specific special education services. Pursuant to the Child Find mandate within IDEA, we will identify, locate, and evaluate all children with disabilities and will evaluate all children within 60 days of receiving parental consent for initial evaluation. Teachers will be trained

³ Ervin, Ruth. “Considering Tier 3 Within a Response-to-Intervention Model” RTI Action Network. Retrieved November 15, 2015. <http://www.rtinetwork.org/essential/tieredinstruction/tier3/consideringtier3>.

during Summer Staff Summit to log and timestamp all parental inquiries and refer them to our Student Supports Coordinator for timely processing.

With the oversight of the Executive Director, the Student Supports Coordinator will review the RtI process on a semi-annual basis to assess effectiveness of interventions, will share the results of that analysis with the Director of Curriculum and Instruction and student advisors and teachers, and will suggest process and programmatic improvements to the Executive Director to meet the needs of all learners. Final programmatic decisions informed by the semi-annual reviews will be the responsibility of the Executive Director, who will also ensure that appropriate resources are being devoted to struggling students and who will report both the review data and the action plan to the Board of Trustees, including its Academic Achievement Committee.

b. Students with Disabilities

Assurances

Forte Preparatory Academy Charter School (the Education Corporation for purposes of this section) will uphold and adhere to all assurances⁴ related to Special Education if granted approval by SUNY. The assurances are outlined below:

The Education Corporation provides the following assurances regarding the provision of special education and other services to students to be enrolled in the proposed charter school.

- *The Education Corporation will adhere to all provisions of federal law relating to students with disabilities including the IDEA, Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and Title II of the Americans with Disabilities Act ("ADA") which are applicable to it.*
- *The Education Corporation will, consistent with applicable law, work with Local Educational Agency ("LEA") school districts to ensure that all students with disabilities that qualify under the IDEA:*
 - *Have available to them a free, appropriate, public education ("FAPE");*
 - *Are appropriately evaluated;*
 - *Are provided with an Individualized Education Program ("IEP");*
 - *Receive an appropriate education in the least restrictive environment (LRE);*
 - *Are involved in the development of and decisions regarding the IEP, along with their parents; and,*
 - *Have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to the school's or school district's provision of FAPE.*
- *The Education Corporation will employ, at a minimum, a properly certified individual as the school's special education coordinator, whose responsibilities will include coordinating with Committees on Special Education ("CSEs"); providing information to and obtaining information from CSEs as needed throughout the year; determining if entering students have IEPs; and working with CSEs and school districts to ensure that all required special education and related services are being provided and that all IEPs are appropriate in the context of the charter school setting. The Education Corporation may permit the special education coordinator to take on additional*

⁴ Assurances from Appendix B of 2015 SUNY RFP.

administrative duties to the extent that they do not interfere with the coordinator's responsibilities to ensure the school's compliance with the IDEA, Section 504 and Title II of the ADA.

- The Education Corporation will make available, as required by law, a student's regular and special education teachers (and other required school personnel) for meetings convened by such student's CSE, and provide such teachers and personnel with copies of the student's IEP.*
- The Education Corporation will ensure that parents of children with special needs are informed of how their children are progressing on annual IEP goals and in the general curriculum at least as frequently as parents of regular education children.*
- The Education Corporation will abide by the applicable provisions and regulations of the IDEA and the Family Educational Rights Privacy Act (FERPA) as they relate to students with disabilities including, but not limited to, having procedures for maintaining student files in a secure and locked location with limited access.*
- The school's special education coordinator will retain such data and prepare such reports as are needed by each disabled student's school district of residence or NYSED in order to permit such entities to comply with federal law and regulations.*
- The Education Corporation will comply with its obligations under the Child Find requirements of IDEA including 34 C.F.R. § 300.111, and will provide appropriate notification to parents in connection therewith as applicable, including notifying them prior to providing a child's name to a CSE for potential evaluation.*
- The Education Corporation will not convene its own CSE, make IDEA evaluations of children suspected of being disabled, create IEPs, reevaluate or revise existing IEPs or conduct due process hearings. The Education Corporation understands that these responsibilities are left solely to the CSE of the student's district of residence and will implement IEPs as written.*
- Appropriate Education Corporation personnel will attend such training and technical assistance seminars regarding the education and servicing of special education students as is required by the SUNY Trustees including those sponsored by the NYSED.*

Forte Preparatory Academy Charter School ("Forte Prep") will provide students with disabilities with a Free and Appropriate Public Education (FAPE) within the Least Restrictive Environment (LRE) possible. We will comply with all regulatory special education requirements of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Likewise, we will fully comply with additional regulations and policies of the state of New York (Education Law § 2851(2)(s)) and the New York City Department of Education. Forte Prep will work with the Committee on Special Education in New York City to ensure effective and appropriate service delivery for students with disabilities or special education needs, and will work with the district directly to identify the best alternative options in the event that Forte Prep is not the appropriate provider of those services. In this case, we will either contract with a third party provider to offer these services, or partner with the community school district where the student lives to provide those services.

Starting in Year 1 and in all future years, our special education program will be led by Student Supports Coordinator, a special educator licensed in the State of New York in Year 1. Additionally, in Year 1, we will hire 1 FTE Special Education teacher ("SPED teacher"), also licensed in the State of New York, to support special education instruction at Forte Prep. We have based our staffing plan on the projections of student

needs prior to enrollment, and will update the staffing plan each year per particular student needs as they present themselves post-enrollment.

The Student Supports Coordinator focuses on the entire special education program. During the first year of operation, the Student Supports Coordinator will dedicate .5 time on administrative duties associated with student IEPs and identification of other needs and .5 time on special education instructional duties for students either within classrooms with the regular education teacher during inclusion or for those students requiring pull-out time in special education classes.

Pending enrollment of special education students, the first full-time special education teacher will be hired in Year 1, based on the total enrollment of students requiring special education services, growing to 2 teachers by Year 3. By Year 5 we will have 1 Student Supports Coordinator and 2.5 SPED teachers⁵. Our special education teaching staff will be licensed, experienced, and employed to ensure that the diverse learning needs of our student population are met and in alignment with all elements of their IEPs, including services and setting placements. Whenever possible, we will educate all students within the general education classroom, unless the nature of the disability requires an alternative setting. We will strive to provide the least restrictive environment for all learners at Forte Prep. SPED teachers will coordinate with general education teachers to ensure that the instruction, modifications and accommodations for, and inclusion of Special Education students fully meets their needs and propels their success. Classroom teachers will be informed of their responsibilities for particular students, trained and guided by the Student Supports Coordinator, SPED teachers and/or the Director of Curriculum and Instruction on how to successfully meet those responsibilities, and will implement any modifications or accommodations in their classes in accordance with the students' Individualized Education Plans ("IEPs"). As required (outside of the classroom) tutoring, counseling, physical, occupational, speech and language therapy services will be provided by specifically contracted and appropriately licensed expert professionals. We anticipate partnering with the Special Education Collaborative from the New York City Charter Center for program support, technical assistance, and training for our staff on how to support the special needs population at our school.⁶ Our special education staffing structure through full enrollment is outlined below.

Figure 3: Forte Prep Special Education Staffing

Operational Year	Anticipated SPED population ⁷	Projected Staffing Needs
2017-2018	11	1 SSC; 1 SPED teacher
2018-2019	22	1 SSC; 1 SPED teacher
2019-2020	32	1 SSC; 2 SPED teachers
2020-2021	43	1 SSC; 2.5 SPED teachers
2021-2022	43	1 SSC; 2.5 SPED teachers

Identifying Students with Special Needs

⁵ This combination of staff will result in 2.5 FTE of special education instruction with the Student Supports Coordinator providing 0.5 FTE instruction as well. Staffing is subject to modification based on student need.

⁶ Lead Founder Graham Browne has met with Dixon Deutsch, Vice President of Special Education Collaborative & ELL Supports, to discuss future partnership between Forte Prep and the SEC, and benefits of membership. The Special Education Collaborative includes over 170 charter schools in New York City with a strong track record for providing expert guidance to schools on special education programs.

⁷ Special education population estimated based a 12% estimate of students with disabilities based on SUNY enrollment targets for year 4. 12% is higher than our Year 1 SUNY effective target of 10.5% and slightly higher than the 11.9% effective enrollment target in Year 4 based on grades pan and total enrollment. <http://www.newyorkcharters.org/enrollment%E2%80%90retention%E2%80%90targets/>.

In compliance with IDEA and the implementing federal regulations, 34 CFR § 300 et seq., coupled with Education Law §§ 2853(4)(a) and 2856(1), when students are admitted to the school, the Student Supports Coordinator will follow up with the sending schools and/or the CSE within thirty days to determine whether the students have IEPs and will ensure these records are transferred to Forte Prep prior to the beginning of the school year.

If a student's IEP needs to be reviewed for updated goals and services or to determine continued eligibility for special education, either upon entry to the school or at any time during the student's time at Forte Prep, the Students Supports Coordinator, and upon notice to a student's parents, may seek to have a student's IEP reviewed, and possibly revised, by the CSE of the student's district of residence, or to have the student's status as a special education student re-evaluated by the CSE. Forte Prep's SSC will work closely with the CSE to ensure that (a) the setting and interventions we propose at Forte Prep are aligned with the student's previous supports and (b) any additional accommodations that we provide are best practice for students with special needs. Further, for students who join our school after our initial enrollment (e.g. off the wait list during the school year), our Student Supports Coordinator will immediately contact sending schools and/or the student's sending CSE to collect the most up-to-date IEP information and to efficiently implement all services within settings aligned to their previous placement.

Throughout the school year, Forte Prep's frequent internal assessment program provides an efficient means to identify students who are struggling academically. Weekly, each teacher will review the progress of his/her students based upon their performance on homework, class work, tests, quizzes and projects. The Executive Director and the Director of Curriculum and Instruction will monitor student assessment using quiz and test data on, at minimum, a biweekly basis. This will allow students who are struggling with the course material to be identified quickly. If a student is not making sufficient academic progress, the Student Supports Coordinator, in consultation with the Director of Curriculum and Instruction, will develop a pre-referral strategy (please refer to the RtI approach listed in section (a) on Struggling Students) that may include tutoring and/or other supports. The effectiveness of the RtI on the student's progress will be carefully monitored for up to six (6) weeks. In addition, other information will be gathered to determine if a student may have a learning disability, using such tools as parent questionnaires, classroom observations, analysis of work samples, and teachers' anecdotal data. If the student is not making academic progress, and the school suspects the presence of disability at the end of the RtI process, our Student Supports Coordinator will initiate a formal diagnostic process to determine special needs.

Evaluating Students with Special Needs and Monitoring Progress

Our Student Supports Coordinator (SSC) will be responsible for tracking the progress of our special education students and ensuring that they are receiving the services that are mandated by each student's IEP. The SSC will engage in a monthly assessment process to monitor progress of students with special needs, and track performance data based on similar student populations at other regional schools.

Section 504

In accordance with Section 504, we will provide students with disabilities appropriate educational services designed to meet the individual needs of such students to the same extent as the needs of students without disabilities are met. We will not discriminate on the basis of disability. Forte Prep will adhere to all obligations under IDEA (Individuals with Disabilities Education Act) and Section 504. We will immediately evaluate and identify any students protected under Section 504. This includes any student determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities, (2) have a record of such impairment, or (3) be regarded as having such impairment.

Our Student Supports Coordinator will serve as the Section 504 coordinator to ensure that the legal rights of such students are met and that their special needs are effectively served.

Our 504 Identification Process is as follows⁸:

1. Teacher or parent requests referral for 504 accommodations
 - 504 Coordinator contacts parents to discuss referral and process
2. 504 Coordinator seeks permission for evaluations and inform parents of rights and non-discrimination within 5 school days
 - 504 Coordinator coordinates permissions for evaluations and sends home non-discrimination and parental rights summary
3. If no need for a special education referral (IEP), 504 Coordinator will schedule a 504 meeting with parents within 30 days, giving parents at least 5 days' notice
4. If the 504 Coordinator determines that the child has a disability that impacts educational attainment, the child qualifies for 504 accommodations
5. 504 Coordinator will write the 504 Eligibility and Accommodation Plan
6. 504 Coordinator will document and ensure 504 Accommodation plan is implemented
7. 504 Team (coordinator, parents, other teachers familiar with child's abilities) reconvene annually to determine continued eligibility.
8. If 504 Accommodation Plan is still needed, parents sign continuation template and receive new copy of the 504 Accommodation Plan

c. English Language Learners

Forte Prep will provide a rigorous college preparatory middle school education for all of our students. In CSD 30 and CSD 24, our target community, we know that 18% of students and 22% of students, respectively, identify as English Language Learners (ELLs).⁹ Selected schools in the community are detailed in **Figure 4**.

Figure 4: Selected local middle schools and ELL population

District	Name	Enrollment	% ELL
30	I.S. 227 Louis Armstrong	1687	5%
30	I.S. 141 The Steinway	1209	6%
30	I.S. 145 Joseph Pulitzer	2079	22%
24	I.S. 077	1083	21%
24	I.S. 125 Thom J. McCann Woodside	1734	17%

As a result of (a) these demographics, (b) our commitment to cultivating a student body that reflects the broader diversity of our local community, and (c) our dedication to supporting every learner who enrolls at Forte Prep, we will work diligently to ensure that every student can move toward reaching and surpassing our high standards. We will equip each student with individualized and small group support as needed for his/her academic success. We will serve any and all students with limited English proficiency using structured English language immersion so that they receive appropriate support and reach high

⁸ Adapted from Achievement First's 504 Identification Process, provided by NYC Charter School Center:

http://www.nyccharterschools.org/sites/default/files/resources/Section_504_Identification_Flowchart_0.pdf.

⁹ NYC Department of Education. "Demographic Snapshot – Citywide, Borough, District, and School; SY 2010-11 to 2014-15 – All Grades."

levels of proficiency in English as soon as possible. We know that our goal of preparing every student for success in a college preparatory high school environment requires those students be reading, writing, and speaking English with fluency.

In Year 1, ELL work will be led by a full-time ELL Coordinator who will split their time between administrative support (identification, tracking, test administration) and instructional support. In Year 2, this individual will support the 5th and 6th grade program. In Years 3 and 4, we will add half-time (0.5 FTE) ELL teachers each year to support instruction, tutoring, and program implementation for our growing population of ELLs. Our staffing plan will remain nimble to adapt in the event that our ELL population exceeds our expected targets. Further, we will prioritize the hiring of educators for core courses with bilingual education certifications to support the learning needs of ELLs. We will comply with all federal, state, and district requirements regarding English Language Learning education and re-designation of ELLs and will ensure equal access to ELL curriculum.

Process for Identification

All incoming students will receive a Home Language Questionnaire (HLQ).¹⁰ Students with a home language other than English whose English proficiency has not been previously assessed (by normed assessments in earlier grades, for example), will then be informally interviewed by the ELL Coordinator in their native language (if feasible) and in English. If the student speaks little or no English, they will then take an initial assessment through the New York State Identification Test for English Language Learners (NYSITELL). Students will be identified as Limited English Proficient (LEP) / ELL students, at which point the ELL Coordinator will place the student in the appropriate program. Each year in the spring, students will take the New York State English as a Second Language Achievement Test (NYSESLAT), which will determine if they keep the LEP/ELL designation or if they will enter the full general education program at Forte Prep.¹¹

Our ELL Coordinator and additional ELL teachers as hired will manage the process of communicating with parents and keeping them updated on results from assessments and next steps.

Approach for Meeting ELL Needs

Forte Prep believes that development and support of English Language Learners should be integrated into all aspects of our full curriculum, with targeted ELL support for a portion of the day for those identified students. In District 30, one of the greatest strengths of our student and family population is their multilingual capabilities. We are excited by the prospect of creating a school that not only validates and values the multilingual skills of our students, but prepares them to be masters of English as well. We propose to open in a heavily Latino community where the first Latina City Councilmember was only elected in 2009 (Julissa Ferreras-Copeland), and we understand the critical nature of a quality education to build the leadership and voice in our young people to allow them to fill critical leadership vacuums. Our program will comply with all regulations and laws related to LEP/ELLs, including Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, and *Castaneda v. Pickard* (1981). No student will be discriminated against or denied equal access to services or programs at our school because of the language s/he speaks at home.

Given that our school day and school year extend instruction across all subjects, ELL students will benefit from additional hours of instruction to allow for increased growth within the school year. A recent study released by the National Center on Time and Learning finds that extended day school models, such as the

¹⁰ A copy of the questionnaire can be found here: <http://www.p12.nysed.gov/biling/docs/HLQEnglish8.20.2015.pdf>.

¹¹ For additional information about the process for LEP/ELL identification, please see the New York State Department of Education: www.p12.nysed.gov/biling/bilinged/pub/LEPproc.pdf.

one Forte Prep proposes, have significant positive effects on growth and achievement of ELLs.¹² The study details the most effective strategies for supporting ELLs: (1) Extended Literacy Blocks, (2) Designated Academic Intervention, (3) Continual Support, and (4) Teacher collaboration, planning and professional development.¹³ Informed by this work and the best practices of high performing charter schools serving ELL populations, Forte Prep will effectively meet the needs of ELLs and close academic gaps.

Forte Prep's school day is almost 3 hours longer than comparable local middle schools, providing much needed time to support ELL students via small group tutoring during the Focus/tutoring blocks, Accountable Independent Reading (AIR) Time, Breakfast and Brainwork¹⁴ and during small group instruction during ELA and Math.¹⁵

Our academic support for ELLs will be informed by New York State English as a Second Language Standards for Intermediate Grades 5-8.¹⁶ Led and facilitated by the ELL Coordinator, and in order to support ELL students, we will offer targeted curricular resources, small group supports and tutoring, as well as additional time and other individualized supports for students who need them. Small group learning will be comprised of groups of students who struggle in ELA or Math proficiency, regardless of language spoken at home or ELL status in an effort to promote integrated learning opportunities for ELL and native English students. All teachers will be equipped with access to materials such as www.colorincolorado.org and www.engageny.org among others to supplement English language curriculum, and to provide students with additional opportunities to improve and practice in designated periods throughout the day. Additionally, teachers and the ELL Coordinator will use planning time and weekly professional development to plan for the week's lessons, how best to flag weaknesses in lesson plans for ELL students, and develop strategies to maximize support to those students throughout the academic day.

We will ensure that students and families receive the appropriate communication about school activities, translated to their home language as needed. Overseen by the Operations Manager, all major forms (e.g. field trip, photo release, consent, health), policies (e.g. code of conduct, family handbook, complaint policies), and notifications (e.g. family nights, Saturday Academy, weekly dashboards) will be translated into the most spoken home languages based on student enrollment demographics. For all district-wide communications, we will leverage the resources of the Translation and Interpretation Unit of the New York City Department of Education as authorized by Chancellor's Regulations A-663. Forms such as student dashboards may be communicated orally into home languages or by using professional freelance services such as TextMaster.¹⁷ During the summer before the first school year and every year thereafter, we will ensure that materials such as the student and family handbooks as well as critical notices are translated into the most spoken home languages.¹⁸ After-school and summer programming will be available to all ELLs. We will translate all announcements and materials as reasonably expected for ELLs to allow for maximum participation. We will make all reasonable efforts to identify service providers for our after school and summer programming that offer multilingual services. One such organization, Urzua Queens Performing Arts Center, provides performing arts instruction in English and Spanish. We will hire

¹² National Center on Time and Learning. "Giving English Language Learners the Time They Need to Succeed: Profiles of three expanded learning time schools." December 2015. http://t.timeandlearning.org/sites/default/files/resources/ell_report_12.14.15.pdf.

¹³ Ibid, page 6.

¹⁴ Brainwork, or additional practice packets provided during Breakfast, serve as an additional opportunity for ELL students to reinforce learning in ELA and in Math with materials adapted to their language ability.

¹⁵ Forte Prep's school day is from 7:30 AM to 4:35 PM; Nearby IS145 is open from 7:55 AM to 2:15 PM. Source: <http://www.opt-osfns.org/opt/Resources/SchoolRouteStSearch/schTrans.aspx?coptsch=30145>.

¹⁶ New York State Education Department. "English as a Second Language: Intermediate Grades 5-8." 2004. <http://www.p12.nysed.gov/biling/resource/ESL/04Inter.pdf>.

¹⁷ <https://www.textmaster.com/>.

¹⁸ Potential vendors include Legal Interpreting Services www.lis-translations.com; Propio Language Services www.propio-LS.com. We will select a translation provider based on cost, turnaround time, and ability to translate in all languages spoken or read (without corresponding English fluency) at Forte Prep.

part-time translators as needed to translate written or oral communications, as well as encourage parents to bring a trusted relative or friend with them to interpret any communications regarding student achievement or the identification process while respecting student and family privacy concerns (e.g. FERPA).

We strongly encourage all families to stay updated and to participate in Family Workshop Nights¹⁹ and other events open to the Forte Prep community. We will proactively communicate with ELL families via phone, text, and email in their language spoken at home to encourage them to attend events and stay informed about the school. Family Nights will be timely, accessible, and interactive, to boost future engagement for ELL families.²⁰

It is critical to note that ELL students will not be automatically designated as having a disability just because of their limited proficiency in the dominant language. Students will also be assessed for math and reading capacity in their home language to better gauge reading and math level and proficiency independent of English. For example, because we anticipate that the majority of the ELL students in our school will speak Spanish, Forte Prep will administer the NWEA MAP in Spanish (for students who have no English fluency) and English to establish a strong diagnostic baseline and to better support a higher portion of our ELL population. Our ELL Coordinator with support from our Director of Curriculum and Instruction will identify the appropriate resources to assess the academic level of all other ELL students who speak a language other than Spanish at home.

Resources and Personnel Required to Meet ELL Needs

Forte Prep will ensure that students are supported on their pathway to English proficiency, and we will plan for, secure, and provide the resources to do so. To the extent possible, we will make sure that these students have a seamless transition into Forte Prep, and that the diversity of home language is celebrated at our school. Our respect for students' background will drive our staff to establish a high rigor bar for all students, including our ELL population, and specifically with the goal of eliminating the trend of low college participation by ELLs. Research indicates, for example, that "[i]n 2006, only 19% of ELLs advanced to four-year institutions directly from high school compared with 45% of monolingual English-speaking students and 35% of linguistic minority students who were fully proficient in English."²¹ We will ensure that all ELLs have equal access to our college preparatory middle school programs and enrichment opportunities to ensure that they have equitable access to the foundational middle school education that will allow them to be successful in college preparatory high school environments.

Our ELL Coordinator is scheduled to be hired on a full-time basis at the beginning of the fiscal year in 2017 to help lay the ground work for early diagnostic assessment for LEP/ELLs during or shortly after home visits before student orientation. This staff member will take the lead on all ELL student identification, communication and processing with New York State and the NYCDOE regarding the NYSESLAT and the NYSITELL and reporting. The ELL Coordinator will also lead sections of our Summer Staff Summit (SSS) related to professional development to support our diverse learner population, how to coordinate and communicate needs and progress of individual students to the Student Supports Coordinator as well as

¹⁹ We will host at least four Family Workshop Nights throughout the year to support families in helping their children succeed academically and socially at Forte Prep. (Please see Calendar for Workshop dates.) We will cover topics such as homework help, supporting school values at home, and reading along with children at home. This will also serve as an opportunity for families to meet one another and to share updates and accomplishments of Forte Prep. Further, in celebration of the diverse cultures that our school community will contain, we will invite families to share food, stories, and entertainment to add a personal touch to the workshops.

²⁰ Robertson, Kristina. "How to host a successful family night for bilingual families." Colorin Colorado.

<http://www.colorincolorado.org/article/bilingual-family-night-ell-families>.

²¹ Kanno, Yasuko, and Sara Kangas. "'I'm Not Going to Be, Like, for the AP': English Language Learners' Limited Access to Advanced College-Preparatory Courses in High School." *American Education Research Journal*. Month XXXX, Vol. XX, No. X, pp. 1–31.

<http://aer.sagepub.com/content/early/2014/08/04/0002831214544716.full.pdf+html?jkey=D0gfrtleG1rBw&keytype=ref&siteid=spaer>.

how to practice building language acquisition skills and modifying lesson plans without lowering the rigor to allow for maximum ELL participation in all classes. In the unlikely event that we are unable to hire a full-time ELL Coordinator in Y1, we will hire a part-time ELL coordinator; otherwise, responsibilities will be shared between the Student Supports Coordinator and the Executive Director.

Teachers at Forte Prep will use the New York State's English as a Second Language Development Standards to inform curriculum and lesson planning and to assess the progress of our ELL students on an ongoing basis. Students of Limited English Proficiency (LEP) will receive the same academic content as those students who are native English speakers. All instruction will take place in English; on occasion, targeted primary language support may be provided to students. All teachers will use Specially Designed Academic Instruction in English (SDAIE)²² strategies to enhance the English Language development of all of our students, and all teachers will receive additional professional development from the ELL Coordinator and Student Supports Coordinator, with the contracting of outside consultants as needed, on best practices to adapt instructional strategies and materials to meet student needs.²³ Incorporating SDAIE strategies, all teachers will develop and execute lesson plans that deliver grade level appropriate content and skills that fall within students' zone of proximal development. SDAIE will promote:

1. Access to the core curriculum,
2. English language development, and
3. Opportunities for social integration into the multicultural classroom community.

Additionally, we will recruit a diverse staff that among its membership has primary or secondary expertise in working with ELLs and/or speak languages such as Spanish, as spoken by our student population. Through targeted professional development led by our Student Supports Coordinator and ELL Coordinator, teachers will be trained on the best methods of ELL engagement in class, resources available to them to supplement their instructional methods for ELLs, and how to track various accommodations (e.g. extra time) for ELL students for testing.²⁴

Finally, we will identify alternative languages for the assessments that we plan to use to track student growth. Diagnostic assessments such as the NWEA MAP Math are available in Spanish, and will serve useful to understanding the academic entry point of Hispanic students who have not yet achieved fluency in English.

Process for Review of ELL Program

We will measure the success of our ELL program based on two key criteria: (1) the percentage of students advancing in their ELL status and/or testing out of ELL services based on their performance on the NYSESLAT at the end of the school year, and (2) student progress and performance on internal Forte Prep assessments compared to the larger student population. We will monitor the progress of these students over time, making internal decisions about appropriate methods of support if the student appears to need them after testing out. At the end of each academic year, the Executive Director, Director of Curriculum and Instruction, ELL Coordinator, and Student Supports Coordinator will meet to review the efficacy of the ELL program, review the student performance data, and design professional development modules for the following year's Summer Staff Summit to share modifications to the service offerings to the rest

²² A 2011 study by Michael Genzuk, Director of the Center for Multilingual, Multicultural Research at USC found that SDAIE method of teaching ELLs maximizes access to the core curriculum and the student's ability to use their primary language to develop literacy in their second language. Genzuk, Michael. "Specially Designed Academic Instruction In English (SDAIE) For Language Minority Students" University of Southern California, 2011. http://www.usc.edu/dept/education/CMMR/DigitalPapers/SDAIE_Genzuk.pdf.

²³ Ibid, 12.

²⁴ This approach is adapted from California Collegiate, a grades 6-12 BES school to open in Los Angeles in August, 2015.

of the staff. Results from the review of our ELL program offerings will be included in our broader programmatic audit (see **R-05 – Curriculum and Instruction**).

d. Gifted and Advanced Students

Forte Prep will provide opportunities for both gifted and advanced students to continue to accelerate on their path to a college preparatory high school.

Identification of Gifted and Advanced Students

We will use a battery of diagnostic assessments upon a student's enrollment, including but not limited to, the Northwest Education Association Measure of Academic Progress (NWEA MAP) to identify which students are already performing above their peers. The battery of assessments will continue frequently through our interim assessments and the re-administration of the NWEA MAP in January and June of each year. The roster of information that we will use to identify these students is:

- NWEA MAP diagnostic assessment
- Scholastic Reading Inventory
- Classroom performance
- Interim Assessment performance (Achievement Network mid-trimester assessments and school-created, standards-based end-of-trimester and end-of-year assessments)
- (If new student) Recommendations from prior teacher or administrator
- (Pending review) Parent, Peer, or Self recommendations/nominations

Based on this information, gifted or advanced students will be given a wide variety of outlets to maximize their potential. Students will be given access to educational enrichment accelerators such as Khan Academy, the new language acquisition application Duolingo, or coding through Scratch. They will be able to use their Focus/tutoring time (40 minutes per day) to work on special projects or extend their thinking on a subject through individualized support with a teacher. Finally, we will partner with local organizations such as the Queens Library and the New York Hall of Science to expand academic offerings for these students. Our Director of High School Placement, hired in Y2, will work with all students starting in sixth grade to identify the best college preparatory high school options available to them, including, but not limited to Specialized High Schools, Magnet Schools, Parochial Schools and Charter Schools. Test preparation for the SHSAT will be given to all students who wish to pursue specialized high school, and it is our goal to provide all students at Forte Prep with the tools and resources they need to be successful in navigating the high school admissions process.

Instructional Leadership

Contents

Instructional Leadership	1
a. Instructional Leadership Roles	1
b. On-going Teacher Supervision and Support	4
c. Professional Development	6
d. Teacher Evaluation and Accountability.....	10

a. Instructional Leadership Roles

The leadership structure of Forte Prep begins with the **Executive Director**, proposed in our Lead Founder and Building Excellent Schools (BES) Fellow Graham Browne. All operational and external responsibilities belong to the Executive Director. Within the day-to-day life of the school, the Executive Director will hire and work closely with an instructional and operational Leadership Team that with the Executive Director will implement the school’s instructional, cultural, and operational vision.

In the planning year, the Executive Director will be responsible for coordinating and executing the Action Plan, found in **R-22**. Primary activities will include identifying and finalizing school vendors, identifying a facility, hiring the Director of Curriculum and Instruction and the Operations Manager, collecting and codifying exemplar end-of-year and trimester assessments for core courses from high performing BES schools, hiring the founding staff, leading the student recruitment process, and overseeing all major financial activities (grant procurement, budget building, managing enrollment and expense projections). The Executive Director will also participate in a leadership residency with Building Excellent Schools in the summer to learn firsthand about the professional development, summer recruiting, and planning aspects of running a high performing charter school.

During the operational years of the school, the Executive Director will be responsible for overseeing the instructional leaders of the school, providing targeted coaching on leadership development, managing teams, and providing feedback. Instructional leaders will provide data and feedback on the effectiveness of instructional approaches at the school, and will work collaboratively with the Executive Director on long-term planning and organizational growth.

The proposed Executive Director, Graham Browne, brings the deep training of Building Excellent Schools, and wide access to a network of high achieving school leaders, including those at Democracy Prep Endurance where Mr. Browne is completing extensive leadership residency this winter. Comprehensively, we believe that a high capacity, mission-aligned Instructional Leadership Team will drive success in teaching, learning, and student supports and ultimately will allow our school to deliver on its mission to prepare students for college preparatory high school environments on a path to college.

We will conduct aggressive local and national recruitment to identify members of our Instructional Leadership Team, using channels including, but not limited to:

- Building Excellent Schools’ extensive national talent database
- Teach For America alumni networks

- National Alliance of Public Charter Schools
- Relay Graduate School of Education
- Idealist.org
- Indeed
- Columbia Teachers' College
- Bank Street College of Education
- Independent charter schools and CMOs

These channels will be coordinated through a comprehensive national search, and the Executive Director will make decisions based on mission alignment, previous academic success, growth mindset, and responsiveness to feedback in demonstration lessons and coaching exercises. The specific roles of the Forte Prep Instructional Leadership team are outlined below.

Director of Curriculum and Instruction (DCI): This individual oversees curriculum and assessment development and alignment with state and national standards, instructional planning and execution, and the professional development of teaching staff, most specifically in providing frequent feedback and active teaching coaching. With the oversight and support of the Executive Director, the Director of Curriculum and Instruction develops and administers the assessment system, analyzes its results, and guides instructional and individualized supports in response to those results, and reports directly to and is evaluated by the Executive Director.

Student Supports Coordinator: This individual will be responsible for maintenance of all special education records for special needs students, oversight of the Response to Intervention (RtI) process and the IEP process, and will be the primary person responsible for ensuring that students with special needs receive the appropriate accommodations and/or modifications within the classroom and any additional services as required by the IEP. The Student Supports Coordinator also provides direct special education services to students as needed. The Special Education Director works with the DCI, and reports directly to and is evaluated by the Executive Director.

ELL Coordinator: This individual will take the lead on all ELL student identification, communication and processing with New York State and the NYCDOE regarding the NYSESLAT and the NYSITELL and reporting. The ELL Coordinator will also lead sections of our Summer Staff Summit (SSS) related to professional development to support our diverse learner population, how to coordinate and communicate needs and progress of individual students to the Student Supports Coordinator, as well as how to practice building language acquisition skills and modifying lesson plans without lowering the rigor to allow for maximum ELL participation in all classes. The ELL Coordinator works with the DCI and SSC and reports directly to and is evaluated by the Executive Director.

Grade Level Leaders (Year 2-5): The Grade Level Leaders will function as managers of the culture and overall academic integrity of their grade level team, and particularly in regards to ensuring that student achievement is being supported fully and faithfully at the grade level. Each grade will have a Grade Level Leader resulting in four Grade Level Leaders when the school grows to full capacity in 2021-22. As classroom teachers, Grade Level Leaders will receive an annual stipend for their additional responsibilities. Grade Level Leaders, if possible, will be selected internally from teachers experienced in working in the Forte Prep professional culture, be seen as leaders within their grade level, and will be recommended by the DCI and selected by the Executive Director.

Subject Leaders (Year 2-5): The Subject Leaders will provide content expertise and oversee the vertical development of their subject area across the school. Subject Leaders for each discipline will be established once there are at least three teachers in place for that subject (ELA and Mathematics in Y2; all other subjects in Y3). Specifically, they will conduct subject alignment audits and focus groups to

ensure that curricula for each core subject area is effectively integrated within and across subjects and years. Additionally, they will be involved in coaching and support for other teachers within their subject. As classroom teachers, Subject Leaders will receive an annual stipend for their additional responsibilities. Subject Leaders, if possible, will be selected internally from teachers experienced in working in the Forte Prep professional culture, have strong academic outcomes in their content area, and will be recommended by the DCI and selected by the Executive Director.

Dean of Students (Year 3): This individual will focus on student culture and discipline and will be hired in Y3. S/he will hold Forte Prep students accountable to the Code of Conduct and establish and maintain family relationships to support the high behavioral expectations of the school. S/he also will oversee community outreach efforts to ensure that students have access to educational enrichment opportunities beyond the school's offerings. The Dean of Students will coordinate school events and work with the Executive Director and Operations staff to plan and execute college visits and end-of-year excursions with students, and will work with the Executive Director to identify and facilitate extension and enrichment opportunities for student participation over the summer months.

An overview of the staffing model for the instructional leadership team can be found in **Figure 1**.

Figure 1: Forte Prep Staffing Model for Instructional Leadership

Forte Prep Staffing Model for Instructional Leadership (6 year plan)						
Year	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Student Enrollment	0	90	180	270	360	360
Executive Director	1	1	1	1	1	1
Director of Curriculum and Instruction	0.5	1	1	1	1	1
Student Supports Coordinator (SSC)	0	1 ¹	1	1	1	1
ELL Coordinator	0	0.5	1	1	1	1
Grade Level Leader ²	0	0	2	3	4	4
Subject Level Leader (not additional FTEs)	0	0	2	6	6	6
Dean of Students	0	0	1	1	1	1
Total Leadership Staff	1.5	3.5	9	14	15	15

Review of Academic Program

The Executive Director and the Instructional Leadership Team, consisting of the Director of Curriculum and Instruction, ELL Coordinator, and Student Supports Coordinator work a 12-month calendar. They work as a team to prepare for summer staff training, with disaggregated duties for planning and execution of summer training based upon the details of their role and as outlined in their job descriptions. During the school year, the Instructional Leadership team also encompasses teachers who have taken on additional responsibilities as Grade Level Leaders and the Subject Level Leaders. The team meets monthly to review the efficacy of the academic program, and will devote a portion of each Data Day as a group to review how well students performed based on estimates. They will employ

¹ The SSC will be a licensed special education teacher and will provide special education instruction as well as administrative responsibilities related to special education intake and processing in year one.

² FTEs for grade level leaders and subject level leaders represent existing staff members who are given the designation of leader as opposed to additional staff members brought on for this role.

intensive data tracking and feedback loops to make sure that rapid, targeted support for every teacher and student at the school is being provided. Formal evaluation of the entire academic program will take place biannually, and will be directed and overseen by the Executive Director, facilitated and coordinated by the DCI, with input from each member of the Instructional Leadership team as well as other instructional staff, and with significant time for planning and adjustments made in the summer. Central to the review will be the academic program's impact on student achievement across all student groups. Second, the review will evaluate the efficacy and execution of scopes and sequences, pacing guides, unit, and lesson plans in service of our academic goals by evaluating feedback from instructional staff. Third, the review will focus on the instructional practices and methods used to execute lessons, and evaluate professional development used to build teacher ability. The outcome of the review will be an action plan to make material adjustments to the instructional program for the second half of the year or the next year as needed. The Academic Achievement Committee on the Board of Trustees will oversee the review process and will report back to the full Board after each review on successes, areas of growth and major elements of the resulting action plan. The review of the academic program will be a major component of the broader programmatic audit that the school conducts over the course of each year, and will inform the annual report.

b. On-going Teacher Supervision and Support

At Forte Prep, we believe that the Instructional Leadership team should work hard to support and supervise teachers on a regular basis. We will have the great benefit of being a small, dynamic staff, and as such should establish a culture of ongoing coaching and support, as well as a culture of open collaboration and feedback to ensure that all teachers are getting the help they need to improve their craft and deliver top-quality results for students. The Executive Director and the Director of Curriculum and Instruction will focus on identifying the vision and priorities of on-going teacher support, with the DCI taking the lead on executing on the instructional vision.

Coaching will be performed by the Director of Curriculum and Instruction at first, and then later by a combination of Grade Level Leaders, Subject Level Leaders, and the DCI. **Daily.** The DCI and other Instructional Leaders as selected will engage in live-coaching teachers during class periods on a daily basis. By establishing a culture of continuous learning through live feedback and transparency, Forte Prep teachers will expect to receive quick in-the-moment support for their craft, and know that every other teacher, coach or school leader is committed to their success. From research and outcomes of some of the best Uncommon Schools in the nation, Paul Bambrick-Santoyo has concluded that "the primary purpose of observation should not be to judge the quality of teachers, but to find the most effective ways to coach them to improve student learning."³ Teachers, especially in Y1-Y3 of operation, can expect a member of the leadership team observing their classroom daily. **Weekly.** Core teachers, with a focus on new teachers, will be responsible for submitting annotated lesson plans on a weekly basis to the DCI and to their Co-Teacher if applicable for review and feedback. **Biweekly.** The Director of Curriculum and Instruction will lead a coaching meeting, using feedback, observations and video of teaching practice. Meetings will take place during a prep period during the week, and will typically last 30-45 minutes. **Cyclically.** Twice each year, Instructional Leadership will conduct Instructional Evaluations of teaching staff and provide action planning and guidance based on ongoing observations feedback provided during that review period. These practices are common at Democracy Prep, and have been observed by Lead Founder Graham Browne. As the school grows and curricula, routines, and processes become more developed and teaching staff grow into master teachers at Forte Prep,

³ Bambrick-Santoyo, Paul. *Leverage Leadership*. San Francisco, CA: Jossey-Bass. 2012. Print.

Instructional Leadership will visit individual classrooms slightly less frequently in order to devote additional time to long-term planning and other school needs. Specifically:

Figure 2: Evolution of ongoing support by teacher expertise level

	Emerging teacher	Developing	Advanced	Master
Formal live observations	At least twice/wk	At least once/wk	Three/month	Longer observation twice monthly
Coaching meeting	Biweekly	Biweekly	Biweekly	Biweekly
Live coaching	Often	Sometimes	Sometimes	Rarely
Annotated lesson review	Weekly	Weekly	Monthly	N/A

Teacher goal setting and support sessions will take place during Summer Staff Summit and be revisited periodically throughout the school year. Teachers will identify their growth areas and their areas of expertise, and will discuss these elements of their craft with their assigned teacher coach (in Y1, this individual will be the DCI).⁴ This goal setting will inform individual teacher growth plans, which will be used as a development roadmap for teachers for reflective practice as well as performance evaluation.

Professional planning time will be provided to teachers for at least two class periods (100 minutes) daily. Teachers are encouraged to collaborate with others, especially with regard to subject matter alignment (i.e., social studies and reading vocabulary words should aim to overlap in relevance). This planning time will be supported in the early weeks and months of the school year by the DCI, who will then provide regular feedback on Lesson Plans without being involved in the original drafting or generation. Unit Plans in Year 1 will be developed in large part by the DCI, a curriculum consultant as hired with approval by the ED, but will be modified during the summer by teaching staff at the end of the year.

Demonstration lessons and modeling of best instructional practices will take place whenever they are most useful, i.e., during daily morning huddle (7 minutes) or during weekly staff PD (150 minutes) on Fridays. Practice-based learning is a very effective way to improve teaching, and Forte Prep intends to remove all barriers to allowing teachers to practice with one another and with leadership staff. *Practice Perfect* emphasizes that to establish a highly professional, practice-based teaching culture, there are 42 critical rules in doing so. Among the rules from the book that are critical to the success of Forte Prep's program are:

- **Shorten the feedback loop:** attempting to give feedback as quickly as possible
- **Use the power of positive:** as with students, highlighting the assets of an attempt to encourage continued practice
- **Normalize error:** establishing a culture where it is okay to make mistakes

⁴ There are many ways to continue the conversation of goal setting, and to infuse it into the broader culture of the school. At Democracy Prep Charter Middle School in Harlem, for example, teachers have signs in the entryway of their classrooms about which areas of their teaching practice are considered strong and which are their identified growth areas. This way, other teachers, coaches, and leadership know what to look for (e.g. 100%, Stretch It, other Teach Like a Champion taxonomies) when they enter the room.

- **Correct instead of critique:** Instead of simply telling someone where they went wrong, return to the task to improve⁵

Data Analysis practice and support will also be provided on a regular basis by the DCI, with the systems assistance of the Operations Manager, to ensure that every member of our teaching staff has the skills and ability to effectively organize, cut, and digest student data to improve instruction. This practice will typically take place weekly during the first part of Professional development, as well as informally during Prep periods throughout the day. Much of this support can be performed in groups, with individualized support as needed. We will rely on Bambrick-Santoyo's *Driven By Data* as a benchmark for how to create a strong data driven culture and how to support teachers in that environment. Additionally, this book will be required reading for the Summer Staff Summit.

Training for supporting special populations will be led by the Student Supports Coordinator, ELL Coordinator and the Director of Curriculum and Instruction during the Summer Staff Summit to equip teachers with tools, instructional strategies and resources to support the learning needs of ELLs, students with disabilities, and gifted and talented students. Practice-based professional development will comprise the majority of the support in the summer, with context-specific practice continuing throughout the schoolyear.

c. Professional Development

A comprehensive and targeted Professional Development (PD) program, informed by the successes of high achieving schools and integrating lessons learned from mission-aligned schools here in NY and across the country is essential for the successful delivery of Forte Prep's college preparatory mission.

We believe that three factors drive quality professional development: (1) The effective use of data to drive instruction, with data populated from reliable and rigorous state, national, and internal assessments, and with targeted teacher and leader actions planned from that data, (2) The consistent implementation of operational, cultural, and instructional systems and structures to maximize instructional minutes⁶, teacher impact on student achievement, and student engagement in learning and (3) The thoughtful and detailed development of effective vertical and horizontal teaming to improve instructional practice and deliver success for a diversity of learners towards one goal – students' access to and preparation for success within college preparatory high schools on the road to the college of their choice. These pillars are underpinned by the best practices of the highest performing charter schools in the country: Excel Academy, Democracy Prep, South Bronx Classical, Achievement First, and KIPP, and informed by the research in *Driven By Data*, *Mission: Possible*, *Teach Like a Champion* and *The National Center on Time and Learning*, all referenced throughout this proposal. In order to make these best practices and leading research come to life at Forte Prep, we will execute thoughtfully designed Professional Development in the summer and throughout the school year.

These three pillars together drive the PD plans for our Summer Staff Summit, and Friday Professional Development.

⁵ Lemov, Doug. *Practice Perfect*. San Francisco, CA: Jossey-Bass, 2012. Print.

⁶ According to the National Center on Time and Learning's "The Case for Improving and Expanding Time in School," The evidence makes clear that expanding school time holds this potential because, when planned and implemented well, it confers three distinct, though interdependent, benefits to both students and teachers: a. More engaged time in academic classes, allowing broader and deeper coverage of curricula, as well as more individualized learning support; b. More dedicated time for teacher collaboration and embedded professional development that enable educators to strengthen instruction and develop a shared commitment to upholding high expectations; and c. More time devoted to enrichment classes and activities that expand students' educational experiences and boost engagement in school.

Professional Development is delivered throughout the school year, including during 19 summer days pre-opening of school, and 10 full days during the school year, at least five of which will be devoted to Data Analysis and Action Planning. (For more detail on our calendar, please see **R-06.**) Teachers have additional opportunities for professional growth through outside courses, chosen on an individual basis, such as a PD opportunity at Lincoln Center for Performing Arts teachers or a literacy workshop for middle school ELLs. There will also be planning and collaboration periods (at minimum 100 minutes) scheduled for every teacher, every day. Embedded in our budget is Instructional Leadership time during the summer to plan and develop meaningful PD opportunities for our staff throughout the school year.

The Executive Director will work closely with the Director of Curriculum and Instruction (DCI) to develop our internal Professional Development (PD) program. The Executive Director oversees all group trainings, ensuring that organizational PD objectives are met, while the responsibility of the delivery of the training on instructional planning, development, and execution will be delegated in large part to the DCI. The DCI focuses on the coaching, observation, and the development of teachers to improve academic outcomes as well as determine areas of weakness to inform the objectives of future PD. Outside consultants may be invited to present or facilitate a workshop for the entire staff. PD days may also include visits to exemplary schools, teachers, or curricula. We are eager to share the best practices of Building Excellent Schools' network of effective schools with our staff.

Summer Staff Summit

Before students enter Forte Prep for the school year, the founding staff will engage in a four-week Summer Staff Summit, which will establish the foundations of the school, including the mission, vision, overarching school culture, academic and behavioral systems, and interpersonal dynamics of our school team. We will practice our school's systems and procedures for every aspect of the school, including, but not limited to: arrival/dismissal; classroom transitions; positive narration, 100% and other elements of the Lemov taxonomy; giving consequences for behavior; grading; communications with parents and families. We will model the specific content and schedule of sessions on the effective Summer PD models of Democracy Prep and other high performing BES charter schools. A sample Summer Staff Summit Schedule can be found below in **Figure 3**.

Figure 3: Sample content for 2017 Summer Staff Summit⁷

Week	Day	Topic title	Leader	Pre-work/readings
1	1	Forte Prep Mission and Vision	ED	Forte Prep Mission, Vision, and Educational Philosophy
1	1	Forte Prep Acronyms	ED	
1	1	Icebreakers - Get to Know the Team	ED	
1	1	MBTI, Leadership Style Tests	ED	
1	1	Interpersonal Dynamics and Norms	ED	
1	1	Coaching and Development At Forte Prep	ED/DCI	
1	1	Curriculum and Test Analysis	DCI	
1	1	Teacher Work Time	All	
1	1	HR Details	ED/OM	
1	2	Team Building	All	
1	2	A Culture Of Practice	DCI	<i>Practice Perfect</i>
1	2	The 3 Ps Of Feedback	ED	
1	2	5 Aspects Of Classroom Management	DCI	<i>5 Aspects of Classroom</i>

⁷ Many topics covered in sample SSS are derived from Democracy Prep Endurance's Summer PD schedule. Order of schedule is not final; topics may be added or removed as deemed appropriate by the Executive Director

				<i>Management</i>
1	2	Review Staff Handbook	ED	<i>Forte Prep Staff Handbook</i>
1	2	Teacher Work Time	All	
1	3	A Year In the Life Of Forte Prep (Calendar Overview)	ED	
1	3	Social Justice Reader Reflection	ED	Social Justice text TBD
1	3	Making the Most of Every Minute	ED	
1	3	Teacher Work Time	All	
1	3	Sweating the Small Stuff	ED	
1	3	Family Communication	ED	
1	3	Other People's Children	ED	<i>Other People's Children - excerpt</i>
1	4	Teacher Work Time	All	
1	4	STRIVE Values For Staff	ED	
1	4	Data-Driven Instruction	ED/DCI	<i>Driven by Data</i>
1	4	Interpersonal Dynamics: Difficult Conversations	ED	
1	4	Norms For Shared Space	OM	
1	4	Set Up Desks	OM	
1	4	Team Building: Community Based Activity	All	
1	4	Team Photos For Website	OM	
1	4	Weekly Gratitude	All	
2	1	Team Building: Off-Site (Queens Farm, Louis Armstrong House, NY Hall of Science)	All	
2	2	Saturday Academy Overview	DCI	
2	2	Systems/Portals/Tech/Filessharing	OM	
2	2	SRI/AR	DCI	
2	2	Taxonomy Practice: 100%, Stretch It, Etc	DCI	<i>Teach Like a Champion 2.0</i>
2	2	Teacher Work Time	All	
2	2	Mastering Advisory	DCI	
2	2	Using Student Information System	ED	
2	2	Recording Our Practice: Using Video to Observe	DCI	
2	2	Joy Factor	ED	<i>Teach Like a Champion 2.0</i>
2	3	Teacher Work Time	All	
2	3	English Language Learners	ELL/DCI	
2	3	Coaching, Evaluations, and School Review	DCI	
2	3	Our Board of Trustees	ED	
2	3	Student Supports (IEP, 504, G&T)	SSC/DCI	
2	3	Normed Consequences	ED	
2	3	Behavioral Systems and Practice	ED	
2	4	Teacher Work Time	All	
2	4	Taxonomy Practice: Warm/Strict, Positive Framing, Etc	ED	<i>Teach Like a Champion 2.0</i>
2	4	Intellectual Preparation	DCI	
2	4	Effective Lesson Planning	DCI	
2	5	Teacher Work Time	All	
2	5	Operations Overview	OM/ED	Operations Handbook
2	5	Staffing and Teamwork	ED	
2	5	Weekly Gratitude	All	
3	1	Integrating Performing Arts and Digital Literacy Into What We Do	ED/DCI	

3	1	Taxonomy Practice	DCI	
3	1	Procedure Practice: Walking In Hallways	ED	
3	1	Procedure Practice: Habits of Discussion	DCI	
3	2	Procedure Practice: Arrival	ED	
3	2	Using Video to Inform Practice	DCI	
3	3	Procedure Practice: Dismissal	ED	
3	1	Personal and Professional Organization	ED	
3	3	Practice: Family Orientation	ED	
3	4	Family Orientation Prep	ED	
3	4	Family Orientation Day 1	ED	
3	5	Family Orientation Day 2	ED	
3	5	Weekly Gratitude	All	
4	2	Practice: Student Orientation	ED/DCI	
4	3	Student Orientation Day 1	All	
4	3	Student Orientation Day 1 Debrief	All	
4	4	Student Orientation Day 2	All	
4	4	Student Orientation Day 2 Debrief	All	
4	5	Student Orientation Day 3	All	
4	5	Student Orientation Day 3 Debrief	All	
4	5	Teacher Work Time	All	
4	5	SSS Closing + Gratitude	All	

Friday Professional Development

Each Friday, Forte Prep staff will have a 2.5 hour professional development session to delve into curriculum and other instructional topics. Staff will spend time reviewing and, more importantly, practicing taxonomy techniques, analyzing instructional videos for lesson study, and sharing upcoming lesson plans and materials. Overseen by the Executive Director, Friday PD will be developed by the Director of Curriculum and Instruction during the Planning Year, with support by the Grade Level Leaders and Subject Leaders as selected in subsequent years. Our staff will, on occasion, invite consultants or outside experts to provide Professional Development. Topics for Professional Development will be organized into three categories across the school year:

- Building Culture and Systems, e.g. maximizing time on task, infusing joy into classroom management, practicing giving praise and consequences
- Refining Instructional Methods, e.g. making more effective Do Nows, Improving Turn and Talk quality, Using Cold Call
- Reflecting on Practice and Action Planning, e.g. goal setting, celebrating wins, refining personal development roadmaps

We will focus the majority of Professional Development in the early weeks towards building a strong school culture, with a focus on the creation of strong operational systems that allow our school to run safely and effectively and which establishes a powerful platform for learning throughout the school and across all classrooms. We will ensure that the school is a joyful and engaging place to study, and employ practice-based PD to maximize the “joy factor” of being a student or staff member at Forte Prep. For example, teachers will practice celebrating the resilience of a student when the struggle through a challenging problem in math by leading a cheer, using a nonverbal, or using positive narration for the benefit of other students in the classroom. Once a strong student culture is established, PD will shift focus to practicing and building strong instructional methods that maximize time on task, boost student

engagement, and accelerate student learning. For example, teachers will practice the use of timers and time-based activities to minimize the minutes lost to imprecise classroom activities. In another PD session, teachers will evaluate their minute-by-minute planning against video observations to evaluate their execution. Professional Development on use of Data and Action Planning will take place before the first Interim Assessment, and will kick off the first half of Forte Prep's first Data Day in the fall. Teachers will learn best practices in how to create flexible data analysis tools, how to use the student information systems and IA output reports effectively, and evaluate student performance and trends using key questions from *Leverage Leadership's* Action Planning framework.

Individual Teacher Professional Development Plans

Starting with the goal setting documents created in the summer outlined above in **part b**, Forte Prep teachers will focused on continuous improvement and the development of their teaching craft. We anticipate that some teachers will struggle to consistently perform at high levels. The Director of Curriculum and Instruction will be responsible for collecting and reviewing all relevant performance information to facilitate conversations about teacher development, especially when a teacher has demonstrated that they are struggling. Student performance data from Unit tests, Trimester exams as well as Interim Assessments will inform conversations to calibrate teacher goals with their performance. Over the course of the school year, clear improvement plans will be established by the DCI and agreed on by the teacher as well as the DCI and Executive Director to ensure improvement during a specified period of time. These conversations will happen as soon as possible from the time that the issue was identified, but may also take place during the formal evaluation timeframe detailed in part (d) below. At the end of that period, the teacher must have demonstrated marked improvement against predetermined goals to maintain good standing at Forte Prep. During this period, the teacher may receive increased coaching, support, collaborative planning time and feedback on lesson plans by the DCI. If the teacher has been unable to show marked improvement, the teacher, DCI and Executive Director will have further discussions about future employment at Forte Prep.

d. Teacher Evaluation and Accountability

Forte Prep will recruit and hire teachers who love their work, are true nerds about their content areas, and who have a growth mindset that allows them to expand their thinking about what they are able to do and the results they can achieve. Ben Marcovitz at Sci Academy in New Orleans⁸ explicitly hires for these qualities, as evidenced in a 2011 article: "In establishing a growth mindset at Sci Academy, I've found that being all about the kids means being all about the teachers...In doing so, we hope to ignite an application process that screens in the adults with the greatest growth-mindsets, increases that mindset."⁹ Forte Prep, teachers will be aligned to our mission and beliefs, the most important of which is that all students, regardless of their background, can learn at the highest levels and that like students, teachers have the capacity to grow. Given the type of teacher we bring on to our team, and our implementation of data driven instruction, Forte Prep will establish and honor a growth mentality in our teacher evaluation process. All evaluations will serve as an opportunity for teachers to identify growth areas, identify support channels, and receive feedback. We will be establish this baseline expectation

⁸ Sci Academy, the founding school in the Collegiate Academies network, is a high school serving students in grades 9-12. Sci Academy graduated its first class of seniors in 2012. More than 95% of Sci Academy's seniors received acceptances to 4-year colleges and universities. College acceptances include LSU, Dillard, Bard College, Louisiana Tech, Wesleyan, Loyola, Millsaps, and Amherst.

⁹ Marcovitz, Ben. "The Steepest Slopes." 28 September 2011. MindsetWorks, <http://community.mindsetworks.com/blog-page/home-blogs/entry/the-steepest-slopes-article>.

during Summer Staff Summit, and reinforce it during Professional Development Days throughout the year.

Since our school will have an open door policy for other teachers or leaders to enter any classroom throughout the day, thus de-privatizing instructional practice school-wide, school leaders will be collecting significant amounts of information about teacher performance, and providing real time feedback about observed teaching practices. Our culture will make our formal evaluation process less daunting to teachers, because it will simply be a formal opportunity to codify trends and practices observed over the course of the school year. There should not be any surprises during evaluations, and all presentations serve as an opportunity to reflect on teacher performance in the context of student achievement, and create a space for candid discussion on how teacher performance could be improved in a targeted way. Our school learning community will be deeply aligned with the U.S. Department of Education's RESPECT Project and its perspective on professional learning: "Professional learning is an important priority in school learning communities, with learning plans inextricably linked with current classroom practice and with teachers observing and helping to sharpen each other's methods."¹⁰ Professional learning will fit seamlessly into our school day with our commitment to ongoing support evidenced above and the culture of growth we have for our staff and students.

We will evaluate teachers on a biannual basis, first in January and then in May, during which teachers will conduct a self-evaluation at the same time that the school's instructional leadership (led by the DCI) will complete a teacher evaluation rubric adapted from Kim Marshall's *Teacher Evaluation Rubrics*, an approved NYSED teacher practice rubric. Our goal for our rubric is to capture all domains of teacher responsibilities:

- Planning and Preparation for Learning
- Classroom Management
- Delivery of Instruction
- Monitoring, Assessment, and Follow-Up
- Family and Community Outreach
- Professional Responsibilities¹¹

Teachers will be rated on a four-level scale:

- 4 – Highly Effective – Master teacher performance that meets very demanding criteria
- 3 – Effective – Solid, expected professional performance; teachers should feel good about scoring at this level
- 2 – Improvement Necessary – Performance is mediocre; no teacher should be content to remain at this level
- 1 – Does Not Meet Standards – Unacceptable performance leading to an improvement plan, intensive support, and, if improvement isn't made within a reasonable amount of time, dismissal¹²

The full rubric will be finalized during our Planning Year. Additionally, through additional student achievement data collection and input from instructional staff, we will create a 360-degree view on teacher performance, with the following goals:

- Focus on the growth impact and growth mindset of our teaching staff

¹⁰ U.S. Department of Education. "The RESPECT Project: Envisioning a Teaching Profession for the 21st Century." Revised September 4, 2012.

¹¹ Marshall, Kim. "Teacher Evaluation Rubrics." January 2, 2014. Retrieved from: <http://usny.nysed.gov/rtt/teachers-leaders/practicerrubrics/Docs/marshall-teacher-rubric-jan-2014.pdf>

¹² Ibid.

- Emphasize student learning and student outcomes
- Celebrate the successes of strong instructional practice
- Build actionable plans for rapid, continuous improvement

In January, or earlier if there are significant challenges even earlier in the year, teachers may be put on an action plan if they are struggling to implement feedback and struggling to successfully reach the school's academic goals for all students as measured by our assessment system and/or if, despite ongoing support, they are struggling to meet professional growth goals. During the first session, it is important for teachers and leaders to be totally transparent about the development areas for teachers, even those who are not struggling, so that we can ensure the best possible outcomes for all students. Evaluations conducted each May will determine annual contracts for the following year. In addition, we have designated an amount equal to 2% of annual salary costs for staff performance incentives, which will be allocated based on the teacher's performance and growth on the evaluation rubric and student achievement and growth data. All allocation decisions will be made at the discretion of the Executive Director.

The Executive Director will make all final decisions related to employment, but will take into account the perspectives and feedback from other teachers, staff and families as appropriate.

R-08 - Instructional Leadership

Contents

Instructional Leadership	1
a. Instructional Leadership Roles	1
b. On-going Teacher Supervision and Support	4
c. Professional Development	6
d. Teacher Evaluation and Accountability.....	11

a. Instructional Leadership Roles

The leadership structure of Forte Prep begins with the **Executive Director**, proposed in our Lead Founder and Building Excellent Schools (BES) Fellow Graham Browne. All operational and external responsibilities belong to the Executive Director. Within the day-to-day life of the school, the Executive Director will hire and work closely with an instructional and operational Leadership Team that with the Executive Director will implement the school's instructional, cultural, and operational vision.

In the planning year, the Executive Director will be responsible for coordinating and executing the Action Plan, found in **R-22**. Primary activities will include identifying and finalizing school vendors, identifying a facility, hiring the Director of Curriculum and Instruction and the Operations Manager, collecting and codifying exemplar end-of-year and trimester assessments for core courses from high performing BES schools, hiring the founding staff, leading the student recruitment process, and overseeing all major financial activities (grant procurement, budget building, managing enrollment and expense projections). The Executive Director will also participate in a leadership residency with Building Excellent Schools in the summer to learn about and participate firsthand in the professional development, summer recruiting, and planning aspects of running a high performing charter school, and will continue with an early fall residency that focuses on the enculturation of students, the implementation of curriculum and assessments, and the feedback cycle.

During all operational years of the school, the Executive Director will be responsible for overseeing the instructional leaders of the school, providing targeted coaching on leadership development, managing teams, and providing feedback. Instructional leaders will provide data and feedback on the effectiveness of instructional approaches at the school, and will work collaboratively with the Executive Director on long-term planning and organizational growth.

The proposed Executive Director, Graham Browne, brings the deep training of Building Excellent Schools, and wide access to a network of high achieving school leaders, including those at Democracy Prep Endurance where Mr. Browne completed a Leadership Residency in the summer of 2014, and has completed extensive leadership residency in the winter of 2016. Comprehensively, we believe that a high capacity, mission-aligned Instructional Leadership Team will drive success in teaching, learning, and student supports and ultimately will allow our school to deliver on its mission to prepare students for college preparatory high school environments on a path to college.

We will conduct aggressive local and national recruitment to identify members of our Instructional Leadership Team, using channels including, but not limited to:

- Building Excellent Schools’ extensive national talent database
- Teach For America alumni networks
- National Alliance of Public Charter Schools
- Relay Graduate School of Education
- Idealist.org
- Indeed
- Columbia Teachers’ College
- Bank Street College of Education
- Independent charter schools and CMOs

These channels will be coordinated through a comprehensive national search, and the Executive Director will make decisions based on mission alignment, previous academic success, growth mindset, and responsiveness to feedback in demonstration lessons and coaching exercises. The specific roles of the Forte Prep Instructional Leadership team are outlined below.

Director of Curriculum and Instruction (DCI): This individual oversees curriculum and assessment development and alignment with state and national standards, instructional planning and execution, and the professional development of teaching staff, most specifically in providing frequent feedback and active teaching coaching. With the oversight and support of the Executive Director, the Director of Curriculum and Instruction develops and administers the assessment system, analyzes its results, and guides instructional and individualized supports in response to those results, and reports directly to and is evaluated by the Executive Director. Our DCI role will become content-specific in Year 3, as we plan to split responsibilities for content development and teacher coaching by Humanities (ELA, Social Studies, Performing Arts) and STEM (Science, Math, Digital Literacy) by adding a second DCI at that time.

Student Supports Coordinator: A licensed special educator in the State of New York, this individual will be responsible for maintenance of all special education records for special needs students, oversight of the Response to Intervention (RtI) process and the IEP process, and will be the primary person responsible for ensuring that students with special needs receive the appropriate accommodations and/or modifications within the classroom and any additional services as required by the IEP. The Student Supports Coordinator also provides direct special education services to students as needed. The Student Supports Coordinator leads annual staff training on the RtI and IEP processes, and supports teachers throughout the year in effective implementation of modifications and accommodations in the general education classroom. The Student Supports Coordinator provides annual training on the IEP process to families whose students receive special education services, and serves as the 504 Coordinator at the school. The Student Supports Coordinator works with the DCI, and reports directly to and is evaluated by the Executive Director.

ELL Coordinator: This individual will take the lead on all ELL student identification, communication and processing with New York State and the NYCDOE regarding the NYSESLAT and the NYSITELL and reporting. The ELL Coordinator will also lead sections of our Summer Staff Summit (SSS) related to professional development to support our diverse learner population, how to coordinate and communicate needs and progress of individual students to the Student Supports Coordinator, as well as how to practice building language acquisition skills and modifying lesson plans without lowering the rigor to allow for maximum ELL participation in all classes. The ELL Coordinator works with the DCI and SSC and reports directly to and is evaluated by the Executive Director.

Grade Level Leaders (Year 2-5): The Grade Level Leaders will function as managers of the culture and overall academic integrity of their grade level team, and particularly in regards to ensuring that student achievement is being supported fully and faithfully at the grade level. Each grade will have a Grade Level

Leader resulting in four Grade Level Leaders when the school grows to full capacity in 2021-22. As classroom teachers, Grade Level Leaders will receive an annual stipend for their additional responsibilities. Grade Level Leaders, if possible, will be selected internally from teachers experienced in working in the Forte Prep professional culture, be seen as leaders within their grade level, and will be recommended by the DCI and selected by the Executive Director.

Subject Leaders (Year 2-5): The Subject Leaders will provide content expertise and oversee the vertical development of their subject area across the school. Subject Leaders for each discipline will be established once there are at least three teachers in place for that subject (ELA and Mathematics in Y2; all other subjects in Y3). Specifically, they will conduct subject alignment audits and focus groups to ensure that curricula for each core subject area is effectively integrated within and across subjects and years. Additionally, they will be involved in coaching and support for other teachers within their subject. As classroom teachers, Subject Leaders will receive an annual stipend for their additional responsibilities. Subject Leaders, if possible, will be selected internally from teachers experienced in working in the Forte Prep professional culture, have strong academic outcomes in their content area, and will be recommended by the DCI and selected by the Executive Director.

Dean of Students (Year 3): This individual will focus on student culture and discipline and will be hired in Y3. S/he will hold Forte Prep students accountable to the Code of Conduct and establish and maintain family relationships to support the high behavioral expectations of the school. S/he also will oversee community outreach efforts to ensure that students have access to educational enrichment opportunities beyond the school's offerings. The Dean of Students will coordinate school events and work with the Executive Director and Operations staff to plan and execute college visits and end-of-year excursions with students, and will work with the Executive Director to identify and facilitate extension and enrichment opportunities for student participation over the summer months.

An overview of the staffing model for the instructional leadership team can be found in **Figure 1**.

Figure 1: Forte Prep Staffing Model for Instructional Leadership

Forte Prep Staffing Model for Instructional Leadership (6 year plan)						
Year	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Student Enrollment	0	90	180	270	360	360
Executive Director	1	1	1	1	1	1
Director of Curriculum and Instruction	0.5	1	1	2	2	2
Student Supports Coordinator (SSC)	0	1 ¹	1	1	1	1
ELL Coordinator	0	1	1	1	1	1
Grade Level Leader²	0	0	2	3	4	4
Subject Level Leader (not additional FTEs)	0	0	2	6	6	6
Dean of Students	0	0	1	1	1	1
Total Leadership Staff	1.5	4	9	15	16	16

¹ The SSC will be a licensed special education teacher and will provide special education instruction as well as administrative responsibilities related to special education intake and processing in year one.

² FTEs for grade level leaders and subject level leaders represent existing staff members who are given the designation of leader as opposed to additional staff members brought on for this role.

Review of Academic Program

The Executive Director and the Instructional Leadership Team, consisting of the Director of Curriculum and Instruction, Student Supports Coordinator, and ELL Coordinator work a 12-month calendar. They work as a team to prepare for summer staff training, with disaggregated duties for planning and execution of summer training based upon the details of their role and as outlined in their job descriptions. During the school year, the Instructional Leadership Team also encompasses teachers who have taken on additional responsibilities as Grade Level Leaders and the Subject Level Leaders. The team meets monthly to review the efficacy of the academic program, and will devote a portion of each Data Day as a group to review how well students performed based on estimates. They will employ intensive data tracking and feedback loops to make sure that rapid, targeted support for every teacher and student at the school is being provided. Formal evaluation of the entire academic program will take place biannually, and will be directed and overseen by the Executive Director, facilitated and coordinated by the DCI, with input from each member of the Instructional Leadership team as well as other instructional staff, and with significant time for planning and adjustments made in the summer. Central to the review will be the academic program's impact on student achievement across all student groups. Second, the review will evaluate the efficacy and execution of scopes and sequences, pacing guides, unit, and lesson plans in service of our academic goals by evaluating feedback from instructional staff. Third, the review will focus on the instructional practices and methods used to execute lessons, and evaluate professional development used to build teacher ability. Embedded in this third component is the review of all grade norming practices so that all teachers are closely aligned to grading rubrics and calibration activities in review of student work to make consistent the use of such rubrics. The outcome of the review will be an action plan to make material adjustments to the instructional program for the second half of the year or the next year as needed. The Academic Achievement Committee on the Board of Trustees will oversee the review process and will report back to the full Board after each review on successes, areas of growth and major elements of the resulting action plan. The review of the academic program will be a major component of the broader programmatic audit that the school conducts over the course of each year, and will inform the annual report.

b. On-going Teacher Supervision and Support

At Forte Prep, we believe that the Instructional Leadership team should work hard and within strategically defined roles and systems to support and supervise teachers on a regular basis. We will have the great benefit of being a small, dynamic staff, and as such should establish a culture of ongoing coaching and support, as well as a culture of open collaboration and feedback to ensure that all teachers are getting the help they need to improve their craft and deliver top-quality results for students. The Executive Director and the Director of Curriculum and Instruction will focus on identifying the vision and priorities of on-going teacher support, with the DCI taking the lead on executing on the instructional vision.

Coaching will be performed by the Director of Curriculum and Instruction at first, and then later by a combination of Grade Level Leaders, Subject Level Leaders, and the DCI. **Daily.** The DCI and other Instructional Leaders as selected will engage in live-coaching teachers during class periods on a daily basis. By establishing a culture of continuous learning through live feedback and transparency, Forte Prep teachers will expect to receive quick in-the-moment support for their craft, and know that every other teacher, coach or school leader is committed to their success. From research and outcomes of some of the best Uncommon Schools, Paul Bambrick-Santoyo has concluded that "the primary purpose of observation should not be to judge the quality of teachers, but to find the most effective ways to coach

them to improve student learning.”³ Teachers, especially in Y1-Y3 of operation, can expect a member of the leadership team observing their classroom daily. **Weekly.** Core teachers, with a focus on new teachers, will be responsible for submitting annotated lesson plans on a weekly basis to the DCI and to their Co-Teacher if applicable for review and feedback. **Biweekly.** The Director of Curriculum and Instruction will lead a coaching meeting, using feedback, observations and video of teaching practice. Meetings will take place during a prep period during the week, and will typically last 30-45 minutes. **Cyclically.** Twice each year, Instructional Leadership will conduct Instructional Evaluations of teaching staff and provide action planning and guidance based on ongoing observations feedback provided during that review period. These practices are common at Democracy Prep, and have been observed by Lead Founder Graham Browne. As the school grows and curricula, routines, and processes become more developed and teaching staff grow into master teachers at Forte Prep, Instructional Leadership will visit individual classrooms slightly less frequently in order to devote additional time to long-term planning and other school needs. Specifically:

Figure 2: Evolution of ongoing support by teacher expertise level

TEACHER IS . . .	Emerging	Developing	Advanced	Master
Formal live observations	At least twice/wk	At least once/wk	Three/month	Longer observation twice monthly
Coaching meeting	Biweekly	Biweekly	Biweekly	Biweekly
Live coaching	Often	Sometimes	Sometimes	Rarely
Annotated lesson review	Weekly	Weekly	Monthly	N/A

Teacher goal setting and support sessions will take place during Summer Staff Summit and be revisited periodically throughout the school year. Teachers will identify their growth areas and their areas of expertise, and will discuss these elements of their craft with their assigned teacher coach (in Y1, this individual will be the DCI).⁴ This goal setting will inform individual teacher growth plans, which will be used as a development roadmap for teachers for reflective practice as well as performance evaluation.

Professional planning time will be provided to teachers for at least two class periods (100 minutes) daily. Teachers are encouraged to collaborate with others, especially with regard to subject matter alignment (i.e., social studies and reading vocabulary words should aim to overlap in relevance). This planning time will be supported in the early weeks and months of the school year by the DCI, who will then provide regular feedback on Lesson Plans without being involved in the original drafting or generation. Unit Plans in Year 1 will be developed in large part by the DCI, with the support of subject-specific curriculum consultant(s) as hired with approval by the Executive Director, but will be modified during the summer by teaching staff at the end of the year.

Demonstration lessons and modeling of best instructional practices will take place whenever they are most useful, i.e. during daily morning huddle (7 minutes) or during weekly staff PD (150 minutes) on Fridays. Practice-based learning is a very effective way to improve teaching, and Forte Prep intends to

³ Bambrick-Santoyo, Paul. *Leverage Leadership*. San Francisco, CA: Jossey-Bass. 2012. Print.

⁴ There are many ways to continue the conversation of goal setting, and to infuse it into the broader culture of the school. At Democracy Prep Charter Middle School in Harlem, for example, teachers have signs in the entryway of their classrooms about which areas of their teaching practice are considered strong and which are their identified growth areas. This way, other teachers, coaches, and leadership know what to look for (e.g. 100%, Stretch It, other Teach Like a Champion taxonomies) when they enter the room.

remove all barriers to allowing teachers to practice with one another and with leadership staff. *Practice Perfect* emphasizes that to establish a highly professional, practice-based teaching culture, there are 42 critical rules in doing so. Among the rules critical to the success of Forte Prep's program are:

- **Shorten the feedback loop:** giving feedback as quickly as possible
- **Use the power of positive:** highlighting the assets of an attempt to encourage continued practice
- **Normalize error:** establishing a culture where it is okay to make mistakes
- **Correct instead of critique:** Instead of simply telling someone where they went wrong, returning to the task to improve⁵

Data Analysis practice and support will also be provided on a regular basis by the DCI, with the systems assistance of the Operations Manager, to ensure that every member of our teaching staff has the skills and ability to effectively organize, cut, and digest student data to improve instruction. This practice will typically take place weekly during the first part of Professional Development, as well as informally during Prep periods throughout the day. Much of this support can be performed in groups, with individualized support as needed. We will rely on Bambrick-Santoyo's *Driven By Data* as a benchmark for how to create a strong data-driven culture and how to support teachers in that environment. Additionally, this book will be required reading for the Summer Staff Summit.

Training for supporting special populations will be led by the Student Supports Coordinator, ELL Coordinator, and the Director of Curriculum and Instruction during the Summer Staff Summit to equip teachers with tools, instructional strategies and resources to support the learning needs of ELLs, students with disabilities, and gifted and talented students. Practice-based professional development will comprise the majority of the support in the summer, with context-specific practice continuing throughout the schoolyear.

c. Professional Development

A comprehensive and targeted Professional Development (PD) program, informed by the successes of high achieving schools and integrating lessons learned from mission-aligned schools here in NY and across the country is essential for the successful delivery of Forte Prep's college preparatory mission.

We believe that three factors drive quality professional development: (1) The effective use of data to drive instruction, with data populated from reliable and rigorous state, national, and internal assessments, and with targeted teacher and leader actions planned from that data; (2) The consistent implementation of operational, cultural, and instructional systems and structures to maximize instructional minutes⁶, teacher impact on student achievement, and student engagement in learning; and (3) The thoughtful and detailed development of effective vertical and horizontal teaming to improve instructional practice and deliver success for a diversity of learners towards one goal – students' access to and preparation for success within college preparatory high schools on the road to the college of their choice. These pillars are underpinned by the best practices of the highest performing charter schools: Excel Academy, Democracy Prep, South Bronx Classical, Achievement First, and KIPP, and informed by the research in *Driven By Data*, *Mission: Possible*, *Teach Like a Champion* and *The National Center on Time and Learning*, all referenced throughout this proposal. In order to make these best practices and leading research come to life at Forte

⁵ Lemov, Doug. *Practice Perfect*. San Francisco, CA: Jossey-Bass, 2012. Print.

⁶ According to the National Center on Time and Learning's "The Case for Improving and Expanding Time in School," The evidence makes clear that expanding school time holds this potential because, when planned and implemented well, it confers three distinct, though interdependent, benefits to both students and teachers: a. More engaged time in academic classes, allowing broader and deeper coverage of curricula, as well as more individualized learning support; b. More dedicated time for teacher collaboration and embedded professional development that enable educators to strengthen instruction and develop a shared commitment to upholding high expectations; and c. More time devoted to enrichment classes and activities that expand students' educational experiences and boost engagement in school.

Prep, we will execute thoughtfully designed Professional Development in the summer and throughout the school year.

These three pillars together drive the PD plans for our Summer Staff Summit, and Friday Professional Development.

Professional Development is delivered throughout the school year, including during 19 summer days pre-opening of school, and 10 full days during the school year, at least five of which will be devoted to Data Analysis and Action Planning. (For more detail on our calendar, please see **R-06**.) Teachers have additional opportunities for professional growth through outside courses, chosen on an individual basis, such as a PD opportunity at Lincoln Center for Performing Arts teachers or a literacy workshop for middle school ELLs. There will also be planning and collaboration periods (at minimum 100 minutes) scheduled for every teacher, every day. Embedded in our budget is Instructional Leadership time during the summer to plan and develop meaningful PD opportunities for our staff throughout the school year.

The Executive Director will work closely with the Director of Curriculum and Instruction (DCI) to develop our internal Professional Development (PD) program. The Executive Director oversees all group trainings, ensuring that organizational PD objectives are met, while the responsibility of the delivery of the training on instructional planning, development, and execution will be delegated primarily to the DCI. The DCI focuses on the coaching, observation, and the development of teachers to improve academic outcomes as well as determine areas of weakness to inform the objectives of future PD. Outside consultants may be invited to present or facilitate a workshop for the entire staff. PD days may also include visits to exemplary schools, teachers, or curricula. We are eager to share the best practices of Building Excellent Schools' network of effective schools with our staff.

Summer Staff Summit

Before students enter Forte Prep for the school year, the founding staff will engage in a four-week Summer Staff Summit, which will establish the foundations of the school, including the mission, vision, overarching school culture, academic and behavioral systems, and interpersonal dynamics of our school team. We will practice our school's systems and procedures for every aspect of the school, including, but not limited to: arrival/dismissal; classroom transitions; positive narration, 100% and other elements of the Lemov taxonomy; giving consequences for behavior; grading; communications with parents and families. We will model the specific content and schedule of sessions on the effective Summer PD models of Democracy Prep and other high performing BES charter schools. A sample Summer Staff Summit Schedule can be found below in **Figure 3**.

Figure 3: Sample content for 2017 Summer Staff Summit⁷

Week	Day	Topic title	Leader	Pre-work/readings
1	1	Forte Prep Mission and Vision	ED	Forte Prep Mission, Vision, and Educational Philosophy
1	1	Forte Prep Acronyms	ED	
1	1	Icebreakers - Get to Know the Team	ED	
1	1	MBTI, Leadership Style Tests	ED	
1	1	Interpersonal Dynamics and Norms	ED	
1	1	Coaching and Development At Forte Prep	ED/DCI	
1	1	Curriculum and Test Analysis	DCI	
1	1	Teacher Work Time	All	

⁷ Many topics covered in sample SSS are derived from Democracy Prep Endurance's Summer PD schedule. Order of schedule is not final; topics may be added or removed as deemed appropriate by the Executive Director.

1	1	HR Details	ED/OM	
1	2	Team Building	All	
1	2	A Culture Of Practice	DCI/ED	<i>Practice Perfect</i>
1	2	The 3 Ps Of Feedback	ED	
1	2	5 Aspects Of Classroom Management	DCI	<i>5 Aspects of Classroom Management</i>
1	2	Review Staff Handbook	ED	<i>Forte Prep Staff Handbook</i>
1	2	Teacher Work Time	All	
1	3	Taxonomy Practice (Strong Voice)	ED/DCI	<i>Teach Like a Champion 2.0</i>
1	3	A Year In the Life Of Forte Prep (Calendar Overview)	ED	
1	3	Social Justice Reader Reflection	ED	Social Justice text TBD
1	3	Making the Most of Every Minute	ED	
1	3	Teacher Work Time	All	
1	3	Sweating the Small Stuff	ED	
1	3	Family Communication	ED	
1	3	Other People's Children	ED	<i>Other People's Children - excerpt</i>
1	4	Taxonomy Practice (Strong Voice)	ED/DCI	<i>Teach Like a Champion 2.0</i>
1	4	Teacher Work Time	All	
1	4	STRIVE Values For Staff	ED	
1	4	Data-Driven Instruction	ED/DCI	<i>Driven by Data</i>
1	4	Interpersonal Dynamics: Difficult Conversations	ED	
1	4	Norms For Shared Space	OM	
1	4	Set Up Desks	OM	
1	4	Team Building: Community Based Activity	All	
1	4	Team Photos For Website	OM	
1	4	Weekly Gratitude	All	
2	1	Team Building: Off-Site (Queens Farm, Louis Armstrong House, NY Hall of Science)	All	
2	2	Saturday Academy Overview	DCI/SSC	
2	2	Systems/Portals/Tech/File sharing	OM	
2	2	SRI/AR	DCI	
2	2	Taxonomy Practice (What to Do, Positive Framing)	DCI	<i>Teach Like a Champion 2.0</i>
2	2	Teacher Work Time	All	
2	2	Mastering Advisory	DCI	
2	2	Using Student Information System	OM	
2	2	Recording Our Practice: Using Video to Observe	DCI	
2	2	Joy Factor	ED	<i>Teach Like a Champion 2.0</i>
2	3	Taxonomy Practice (What to Do, Positive Framing)	DCI/ED	<i>Teach Like a Champion 2.0</i>
2	3	Teacher Work Time	All	
2	3	English Language Learners	ELL/DCI	
2	3	Coaching, Evaluations, and School Review	DCI	
2	3	Our Board of Trustees	ED	
2	3	Student Supports (IEP, 504, G&T)	SSC/DCI	
2	3	Normed Consequences	ED	

2	3	Behavioral Systems and Practice	ED	
2	4	Teacher Work Time	All	
2	4	Taxonomy Practice (100%, Warm/Strict)	ED/DCI	<i>Teach Like a Champion 2.0</i>
2	4	Intellectual Preparation	DCI	
2	4	Effective Lesson Planning	DCI/SSC/ELL	
2	5	Teacher Work Time	All	
2	5	Operations Overview	OM/ED	Operations Handbook
2	5	Staffing and Teamwork	ED	
2	5	Subject work and internalization of unit plans	DCI	Unit Plans/Trimester Assessments
2	5	Weekly Gratitude	All	
3	1	Integrating Performing Arts and Digital Literacy Into What We Do	ED/DCI	
3	1	Taxonomy Practice (Strong Voice, What to Do, Positive Framing, 100%)	DCI/ED	
3	1	Procedure Practice: Walking In Hallways	ED	
3	1	Procedure Practice: Habits of Discussion	DCI	
3	1	Response to Intervention (RtI) training	SSC	NY RTI Technical Assistance Guide
3	1	Personal and Professional Organization	ED	
3	2	Procedure Practice: Arrival	ED	
3	2	Using Video to Inform Practice	DCI	
3	2	Subject work and internalization of unit plans	DCI	Unit Plans/Trimester Assessments
3	3	Procedure Practice: Dismissal	ED	
3	3	Subject work and internalization of unit plans	DCI	Unit Plans/Trimester Assessments
3	3	What is an A? Grade norming and rubric alignment	DCI	
3	3	Practice: Family Orientation	ED	
3	4	Family Orientation Prep	ED	
3	4	Family Orientation Day 1	ED	
3	5	Family Orientation Day 2	ED	
3	5	Weekly Gratitude	All	
4	2	Practice: Student Orientation	ED/DCI	
4	3	Student Orientation Day 1	All	
4	3	Student Orientation Day 1 Debrief	All	
4	4	Student Orientation Day 2	All	
4	4	Student Orientation Day 2 Debrief	All	
4	5	Student Orientation Day 3	All	
4	5	Student Orientation Day 3 Debrief	All	
4	5	Teacher Work Time	All	
4	5	SSS Closing + Gratitude	All	

Friday Professional Development

Each Friday, Forte Prep staff will have a 2.5 hour professional development session to delve into curriculum and other instructional topics. Staff will spend time reviewing and, more importantly, practicing taxonomy techniques, analyzing instructional videos for lesson study, and sharing upcoming

lesson plans and materials. Overseen by the Executive Director, Friday PD will be developed by the Director of Curriculum and Instruction during the Planning Year, with support by the Grade Level Leaders and Subject Leaders as selected in subsequent years. Our staff will, on occasion, invite consultants or outside experts to provide Professional Development. Topics for Professional Development will be organized into three categories across the school year:

- Building Culture and Systems, e.g. maximizing time on task, infusing joy into classroom management, practicing giving praise and consequences
- Refining Instructional Methods, e.g. making more effective Do Nows, Improving Turn and Talk quality, Using Cold Call
- Reflecting on Practice and Action Planning, e.g. goal setting, celebrating wins, refining personal development roadmaps

We will focus the majority of Professional Development in the early weeks towards building a strong school culture, with a focus on the creation of strong operational systems that allow our school to run safely and effectively and which establishes a powerful platform for learning throughout the school and across all classrooms. We will ensure that the school is a joyful and engaging place to study, and employ practice-based PD to maximize the “joy factor” of being a student or staff member at Forte Prep. For example, teachers will practice celebrating the resilience of a student when the struggle through a challenging problem in math by leading a cheer, using a nonverbal, or using positive narration for the benefit of other students in the classroom. Specifically, we will focus on mastering and reinforcing three key taxonomies: Strong Voice, What to Do, and Positive Narration. Once a strong classroom culture is established, PD will shift focus to practicing and building strong instructional methods that maximize time on task, boost student engagement, and accelerate student learning. For example, teachers will practice the use of timers and time-based activities to minimize the minutes lost to imprecise classroom activities. In another PD session, teachers will evaluate their minute-by-minute planning against video observations to evaluate their execution. Professional Development on use of Data and Action Planning will take place before the first Interim Assessment, and will kick off the first half of Forte Prep’s first Data Day in the fall. Teachers will learn best practices in how to create flexible data analysis tools, how to use the student information systems and IA output reports effectively, and evaluate student performance and trends using key questions from *Leverage Leadership’s* Action Planning framework.

Individual Teacher Professional Development Plans

Starting with the goal setting documents created in the summer outlined above in **part b**, Forte Prep teachers will focused on continuous improvement and the development of their teaching craft. We anticipate that some teachers will struggle to consistently perform at high levels. The Director of Curriculum and Instruction will be responsible for collecting and reviewing all relevant performance information to facilitate conversations about teacher development, especially when a teacher has demonstrated that they are struggling. Student performance data from Unit tests, Trimester exams as well as Interim Assessments will inform conversations to calibrate teacher goals with their performance. Over the course of the school year, clear improvement plans will be established by the DCI and agreed on by the teacher as well as the DCI and Executive Director to ensure improvement during a specified period of time. These conversations will happen as soon as possible from the time that the issue was identified, but may also take place during the formal evaluation timeframe detailed in part (d) below. At the end of that period, the teacher must have demonstrated marked improvement against predetermined goals to maintain good standing at Forte Prep. During this period, the teacher may receive increased coaching, support, collaborative planning time and feedback on lesson plans by the DCI. If the teacher has been unable to show marked improvement, the teacher, DCI, and Executive Director will have further

discussions about future employment at Forte Prep.

d. Teacher Evaluation and Accountability

Forte Prep will recruit and hire teachers who love their work, are true nerds about their content areas, and who have a growth mindset that allows them to expand their thinking about what they are able to do and the results they can achieve. Ben Marcovitz at Sci Academy in New Orleans⁸ explicitly hires for these qualities, as evidenced in a 2011 article: “In establishing a growth mindset at Sci Academy, I’ve found that being all about the kids means being all about the teachers...In doing so, we hope to ignite an application process that screens in the adults with the greatest growth-mindsets, increases that mindset.”⁹ Forte Prep, teachers will be aligned to our mission and beliefs, the most important of which is that all students, regardless of their background, can learn at the highest levels and that like students, teachers have the capacity to grow. Given the type of teacher we bring on to our team, and our implementation of data driven instruction, Forte Prep will establish and honor a growth mentality in our teacher evaluation process. All evaluations will serve as an opportunity for teachers to identify growth areas, identify support channels, and receive feedback. We will establish this baseline expectation during Summer Staff Summit, and reinforce it during Professional Development Days throughout the year.

Since our school will have an open door policy for other teachers or leaders to enter any classroom throughout the day, thus de-privatizing instructional practice school-wide, school leaders will be collecting significant amounts of information about teacher performance, and providing real time feedback about observed teaching practices. Our culture will make our formal evaluation process less daunting to teachers, because it will simply be a formal opportunity to codify trends and practices observed over the course of the school year. There should not be any surprises during evaluations, and all presentations serve as an opportunity to reflect on teacher performance in the context of student achievement, and create a space for candid discussion on how teacher performance could be improved in a targeted way. Our school learning community will be aligned with the U.S. Department of Education’s RESPECT Project and its perspective on professional learning: “Professional learning is an important priority in school learning communities, with learning plans inextricably linked with current classroom practice and with teachers observing and helping to sharpen each other’s methods.”¹⁰ Professional learning will fit seamlessly into our school day with our commitment to ongoing support evidenced above and the culture of growth we have for our staff and students.

We will evaluate teachers on a biannual basis, first in January and then in May, during which teachers will conduct a self-evaluation at the same time that the school’s instructional leadership (led by the DCI) will complete a teacher evaluation rubric adapted from Kim Marshall’s *Teacher Evaluation Rubrics*, an approved NYSED teacher practice rubric. Our goal for our rubric is to capture all domains of teacher responsibilities:

- Planning and Preparation for Learning
- Classroom Management
- Delivery of Instruction
- Monitoring, Assessment, and Follow-Up
- Family and Community Outreach

⁸ Sci Academy, the founding school in the Collegiate Academies network, is a high school serving students in grades 9-12. Sci Academy graduated its first class of seniors in 2012. More than 95% of Sci Academy’s seniors received acceptances to 4-year colleges and universities. College acceptances include LSU, Dillard, Bard College, Louisiana Tech, Wesleyan, Loyola, Millsaps, and Amherst.

⁹ Marcovitz, Ben. “The Steepest Slopes.” 28 September 2011. MindsetWorks, <http://community.mindsetworks.com/blog-page/home-blogs/entry/the-steepest-slopes-article>.

¹⁰ U.S. Department of Education. “The RESPECT Project: Envisioning a Teaching Profession for the 21st Century.” Revised September 4, 2012.

- Professional Responsibilities¹¹

Teachers will be rated on a four-level scale:

- 4 – Highly Effective – Master teacher performance that meets very demanding criteria
- 3 – Effective – Solid, expected professional performance; teachers should feel good about scoring at this level
- 2 – Improvement Necessary – Performance is mediocre; no teacher should be content to remain at this level
- 1 – Does Not Meet Standards – Unacceptable performance leading to an improvement plan, intensive support, and, if improvement isn't made within a reasonable amount of time, dismissal¹²

The full rubric will be finalized during our Planning Year. Additionally, through additional student achievement data collection and input from instructional staff, we will create a 360-degree view on teacher performance, with the following goals:

- Focus on the growth impact and growth mindset of our teaching staff
- Emphasize student learning and student outcomes
- Celebrate the successes of strong instructional practice
- Build actionable plans for rapid, continuous improvement

In January, or earlier if there are significant challenges even earlier in the year, teachers may be put on an action plan if they are struggling to implement feedback and struggling to successfully reach the school's academic goals for all students as measured by our assessment system and/or if, despite ongoing support, they are struggling to meet professional growth goals. During the first session, it is important for teachers and leaders to be totally transparent about the development areas for teachers, even those who are not struggling, so that we can ensure the best possible outcomes for all students. Evaluations conducted each May will determine annual contracts for the following year. In addition, we have designated an amount equal to 2% of annual salary costs for staff performance incentives, which will be allocated based on the teacher's performance and growth on the evaluation rubric and student achievement and growth data. All allocation decisions will be made at the discretion of the Executive Director.

The Executive Director will make all final decisions related to employment, but will take into account the perspectives and feedback from other teachers and staff as appropriate.

¹¹ Marshall, Kim. "Teacher Evaluation Rubrics." January 2, 2014. Retrieved from: <http://usny.nysed.gov/rttt/teachers-leaders/practicerrubrics/Docs/marshall-teacher-rubric-jan-2014.pdf>.

¹² Ibid.

R-09c – Special Education Policy

In the case of a special education student, or a student who receives 504 accommodations, Forte Prep will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the Executive Director will convene a review committee to determine: whether the student's misconduct was a manifestation of his or her disability; whether the student was appropriately placed and receiving the appropriate services at the time of the misconduct; and/or whether behavior intervention strategies were in effect and consistent with the student's IEP or 504 Plan. If it is determined that the student's misconduct was not a manifestation of his or her disability, that the student was appropriately placed and was receiving appropriate services at the time of the misconduct, and that the behavior intervention strategies were in effect and consistent with the students IEP, the student may be expelled.

We will ensure that all students who have a Behavior Intervention Plan (BIP) associated with their IEP are given all the support they require to be successful, including providing discipline aligned to that BIP. Our Student Supports Coordinator will manage the process of amending or modifying the BIP to maintain a safe and supportive learning environment for the student and the rest of the school community. Teachers will be trained during professional development days on how to effectively deliver individualized student behavior interventions by the Student Supports Coordinator at the beginning of the school year and whenever the BIP is modified.

In accordance to NYC DOE recommendations for discipline (reproduced below¹), we will take the following actions regarding short-term, cumulative, and long-term removals for students with disabilities.

I. SHORT-TERM REMOVALS

IF the removal is 10 or fewer consecutive school days AND 10 or fewer cumulative school days in a school year,

THEN the Charter School:

- May remove the student; AND
- Must provide services to student similar to students without disabilities.
- Must provide the Student with due process consistent with Goss v. Lopez.

See 34 CFR § 300.530(a), (b), (d)(3); Goss v. Lopez, 419 U.S. 565, 576-583 (1975).

II. CUMULATIVE REMOVALS

IF the removal is more than 10 cumulative school days in a school year, but not more than 10 consecutive school days,

THEN the Charter School:

- Must first determine if the previous removals in conjunction with the current removal constitutes a pattern of removal. The Charter School should consider the following factors to determine whether a pattern exists:

¹ NYC Department of Education, "NYC DOE Students with Disabilities Discipline in Charter Schools Quick Guidance." http://schools.nyc.gov/NR/ronlyres/A81E86F2-7F4D-46FF-B429-C10A910C1154/0/NYCDOESWDDisciplineinCharterSchoolsQuickGuidance92013_CF.pdf.

- o whether the series of removals total more than ten (10) school days in a school year;
- o whether the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in discipline; and
- o if the behavior is substantially similar, whether there is a pattern by considering additional factors such as
 - the length of each prior removal;
 - the total amount of time the student has been removed from school; and
 - the proximity of the removals to one another.

See 34 CFR § 300.530(d)(4), 300.536; 34 CFR § 300.11(c)(1) through 34 CFR § 300.11(c)(2).

IF there is NO PATTERN,

THEN the Charter School

- May remove the student; AND
- Must determine and provide special education services so the student continues to make progress towards the goals on the student's IEP and continues to participate in the general education curriculum.

See 34 CFR §§ 300.101(a); 300.530(d)(4), 300.536.RN

IF there is a PATTERN, see Section III ("Long-Term Removals").

III. LONG-TERM REMOVALS

IF the removal is for more than 10 consecutive school days, OR

IF there is a pattern of removals (see Section II, "Cumulative Removals"),

THEN a "disciplinary change of placement" has occurred, and the following actions must be taken:

Services:

- When the student is removed, then
 - o The CSE, which includes relevant personnel from the Charter School (including the Student's teacher), determines the special education services so the student continues to make progress towards the goals on the student's IEP and continues to participate in the general education curriculum; AND
 - o The Charter School determines the alternative site that implements the services recommended by CSE during the disciplinary change of placement.

See 34 CFR §§ 300.530(c), (d)(1), (d)(2), (d)(5), 300.531, 300.536.RN New York State Charter School Office Guidance on Charter Schools and Special Education at Q&A No. 8, found online at <http://www.p12.nysed.gov/psc/specialed.html>.

Actions:

- The Charter School sends notice of discipline and procedural safeguards notice ("PSN") to the parents and immediately notifies DOE in writing;
- DOE sends a manifestation determination review ("MDR") scheduling notice and PSN to the parents;
- The Charter School suspension hearing must occur prior to the MDR.
- MDR must occur within 10 school days of the earlier of either (a) actual removal, or (b) the decision to remove the student (a disciplinary change of placement).² Accordingly, the suspension hearing must be scheduled and held immediately after the conduct in question to allow the MDR to occur within 10 school days of the earlier of either (a) actual removal, or (b) the decision to remove the student.

² For example, if a student were to violate a Charter School code of conduct on day 1, and was immediately removed due to the nature of the conduct, and on day 3 the decision was made to effectuate a disciplinary change in placement, the MDR would have to occur no more than 10 school days from the immediate removal (day 1), not the subsequent date the decision was made (day 3).

- MDR Team, including DOE, parent, and relevant IEP team members of the Charter School (such as the student's teacher, etc.) must review the student's file and determine if the conduct was a manifestation of the student's disability.

See 34 CFR §§ 300.503, 300.504, 300.530(e); *Goss v. Lopez*, 419 U.S. 565 (1975); New York State Charter School Office Guidance on Charter Schools and Special Education at Q&A No. 8, found online at <http://www.p12.nysed.gov/psc/specialed.html>.

Manifestation Determination Review:

- The manifestation team must consider all relevant information pertaining to the behavior including:
 - o Relevant information in the student's file, including evaluations and the student's IEP or Section 504 Accommodation Plan, any Functional Behavioral Assessment ("FBA") or Behavioral Intervention Plan ("BIP");
 - o Teacher observations; and
 - o Relevant information supplied by the parents of the student
- The manifestation team shall determine that the conduct is a manifestation of the student's disability if:
 - o The conduct in question was caused by or had a direct and substantial relationship to the student's disability; OR
 - o The conduct in question was the direct result of the Charter School's failure to implement the IEP. The MDR team does not have to determine that ALL services were not provided, but rather only those in relation to the behavior that is the subject of the disciplinary action.
- If the manifestation team finds the answer to either of these questions is "yes," the behavior must be considered a manifestation of the student's disability.

See 34 CFR § 300.530(e).

IF the behavior that led to removal was NOT a manifestation of the student's disability,
THEN the Charter School:

- May remove the student; AND
- Must implement the services recommended by the CSE during the length of the disciplinary change of placement.

See 34 CFR § 300.530(c), (d)(1), (5); 300.531; 300.536.

IF the behavior that led to removal WAS a manifestation of the student's disability,
THEN:

- The Charter School must return student to the original charter school placement, unless:
 - o If the misconduct involved weapons, illegal drugs, controlled substances, or serious bodily injury, in which case the Charter School may remove the Student for up to 45 days in an alternative site while providing services recommended by the CSE; OR
 - o The parent and DOE agree to a change of placement.
- The CSE and the Charter School remedy deficiencies in IEP and implementation of IEP, respectively;
- The CSE conducts an FBA and develops/modifies the BIP;
- The Charter School implements the BIP.

See 34 CFR § 300.530(e), (f), (g).

R-09 School Culture and Discipline

A culture that supports learning

Our Vision

Walking through the halls of Forte Preparatory Academy Charter School (“Forte Prep”), a college preparatory expanded middle school in Queens, will be a remarkable experience.

In every classroom, teachers are delivering high quality lessons and students rise to the high bar set before them. Our teachers hold students to high academic expectations because consistent classroom management expectations are enforced by every teacher. Teachers deliver excellent lessons, students are engaged and joyful, and are growing into the best version of themselves. Classes are run in a timely manner with clear communications about where to go and what to do from teachers to students. Teachers are proactive in their work to avoid misbehaviors. Consistency in application of consequences drive student actions away from negative behaviors. Positive incentives and celebrations encourage students to do the right thing. Teachers use schoolwide systems, consistent techniques, strong student-teacher relationships, and strong teacher-family relationships to promote and reinforce behavioral excellence. Parents feel welcome at the school and are proud to see how much learning is going on in a safe and positive learning environment. Teachers feel well supported by school leadership on their path to professional growth and learning. Students progress thoughtfully on Kohlberg’s Stages of Moral Development from consequence- and incentive-based actions to doing the right thing because that is who they are and that is what they believe as valued members of a broader school community. Staff and students understand the importance of individual and collective responsibility and their role in making Forte Prep a successful institution. *Ubuntu* is embodied by all members of our school community. Staff, teachers, students, and families work together to achieve, sustain, honor, and celebrate a college-preparatory environment for every student and a college-bound future for every child – a future in which they have voice and through which they can change the world.

Our Philosophy

With a clear Code of Conduct as one important foundation for academic achievement, Forte Prep will build a school-wide and classroom culture that rewards and teaches positive behavior.

Our culture of positive behavior is based upon the teaching and practice of our Core Values of **Service, Team, Resilience, Integrity, Voice, and Excellence**:

- 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.

In various courses, including Social Studies, Science, and Reading, students study a diverse array of modern, historical, and literary figures exemplifying our core values and use the values as common language to discuss their lives. Further, these examples span a wide array of backgrounds, in order to reflect the gender, racial, and ethnic backgrounds of our student population. Examples include: Cesar Chavez, Frederick Douglas, Sonia Sotomayor, Mother Theresa, Gandhi, Buddha, Jackie Robinson, Langston Hughes, Louis Armstrong, Malcolm X, and characters from fables, myths and modern stories, e.g. Shel Silverstein's *The Giving Tree*.

Examples of individual actions correlated to the Core Values are included in the **Figure 1** below.

Figure 1: Core Values examples

Action	Value
I can do my homework every night even when an adult doesn't remind me to do it.	EXCELLENCE
I am alert and engaged during class.	EXCELLENCE
I use time well. I don't dawdle or go to the bathroom or office unless I really need it.	EXCELLENCE
I can receive a consequence without becoming upset.	INTEGRITY
I tell the truth immediately any time someone asks me a question, even if the truth is hard.	INTEGRITY
I make good choices in the bathroom and respect all physical spaces in the school building, even when no one is watching.	INTEGRITY
I do my own homework and do not copy other's work or let others copy mine.	INTEGRITY
I have a positive mindset with regard to my school work, even when it is challenging.	RESILIENCE
I am never afraid to ask or try to answer a question, even when I am not confident in my knowledge.	RESILIENCE
I can talk to anybody in my class, and I respect their opinions even when we disagree.	TEAM
I am always willing to work with a classmate with their academic or social challenges.	TEAM
I participate in group projects willingly.	
I always speak up to compliment my classmates' work and behavior in class.	VOICE
I am an advocate for all members of my school community.	VOICE
I answer questions in complete sentences, and in a loud and proud voice.	VOICE
I pick up trash from the floor and throw it away whenever I see it.	SERVICE
If I am finished with my work early, I find opportunities to help the teacher or my classmates.	SERVICE
I am engaged in volunteering efforts around my community and encourage others to do so as well.	SERVICE

Each day at Forte Prep ends with a Focus/tutoring and dismissal from advisory. During this time, the classroom teacher may revisit one of the Core Values and provide concrete examples of how students' words and actions did or did not meet that value's spirit. In addition, students are evaluated on all five values on a daily basis, informed by their demonstration of the values in their academic and social behavior. Grade level teams work together during Summer Staff Summit to scope and sequence actions correlated to the school's values so that all students in the school are learning how to embody the school's values at the same time throughout the year.

A Culture of Individual and Collective Responsibility

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."¹ Through Ubuntu, an individual can only be truly great when *everyone* is truly great. This idea will evolve and develop as students mature through fifth and sixth grades, with seventh graders internalizing the aforementioned 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, and advocacy**.

We have a profound opportunity in our proposed territory in Queens to maximize the leadership potential of a distinctively global student population, and by empowering them to embody these core principles in a diverse school environment, we will prepare them for leadership for the rest of their lives.

Practicing Ubuntu in our school community will take several forms:

- **School Community Drives:** School community-wide competitions to maximize energy conservation or raising money for local causes via programs like Penny Harvest.
- **Student Voices in Community Meetings:** Student-led key elements of the Community Meeting proceedings, as well as the use of performance, readings, or shout-outs to other exemplary members of our student community.
- **Local Community Engagement:** Forte Prep student and staff attendance at local civic events such as Community Board meetings, and establishment of a partnership with Community Board representatives to learn about local government and the responsibility of young people to take care of their local community.
- **Conflict Resolution:** Led by the Dean of Students and advisory teachers, students learn effective practices in conflict resolution and empathy to see all potential negative outcomes of conflict as impactful and harmful to the rest of our school community.
- **Forte Friends Program:** Starting in Year 2, sixth graders are paired with incoming fifth graders as "Forte Friends" to promote social inclusion of new members to our school community; sixth graders write a letter to their future Forte Friends at the end of their fifth grade year, and deliver to them at the beginning of the next school year; this program will blur the lines between grade levels, and eliminate perceived barriers to communication across classes, and will be the first of

¹ Tutu, Desmond. *No Future without Forgiveness*. New York, N.Y: Doubleday, 2000. Print.

many cross-class bonding activities that our school community will create to build connections across our school.

- **Student Government:** In Year 3, establishment of an active Student Government responsible for organizing school-wide activities and advocating to Forte Prep leadership on behalf of the student body.

Moral Development

The goal of our Core Values is for students to exit Forte Prep with an internalized moral code that can serve them as they pursue and achieve personal excellence in college preparatory high schools, colleges and universities, and life. This end goal is reflected by a child's growth according to Kohlberg's Stages of Moral Development, as outlined **Figure 2**, and which provides a framework for actions that fulfill our Core Values.

Figure 2: Kohlberg's Stages of Moral Development²

Stage	Behavior Orientation
Level I Pre- Conventional	Children at this stage are focused on an obedience and punishment orientation, and conform to avoid "getting in trouble." Students respond most strongly to explicit provision or denial of privileges.
Level II Conventional	Children at this stage are focused on conforming to acceptable roles in a given social structure. They do not want to be singled out as being bad and are concerned about pleasing others. Students respond most strongly to being acknowledged as being an exemplary member of their social group.
Level III Post- Conventional	Children at this stage are internalizing beliefs about what is right and wrong, based upon recognition that mutual respect and acceptable behavior are necessary to maintain order in society. Students at this stage are more intrinsically motivated and will respond most strongly to opportunities to engage in self-reflection and opportunities to modify their own behavior.

We expect our students will likely be in Level I of their moral development, with tendencies to be driven by a punishment orientation when they first arrive to Forte Prep. Students in the early grades (5-6) receive behavioral feedback once per week, unless a behavior occurs of such gravity or is of such a highly positive nature that it warrants immediate parental notification. Students' behavior reports integrate information on academic and social behaviors. The report is modeled after Excel Academy's PREP reports.³ Students with a "positive" report at the end of the week will have special privileges in the school community, such as leading Community Meetings, given jobs or responsibilities throughout the school, or given the opportunity to participate in special school trips or college visits.

We will use a token economy system, wherein teachers will manage a bonus and deduction sheet that tallies points for students to use for additional autonomy, school-wide auctions, and other opportunities. Reflection guides produced by students on Fridays are taken home and discussed with parents. By the Spring of Grade 7, our goal is to completely eliminate external positive reinforcement and focus our

² Adapted from best-practice research at award-winning BES school Excel Academy in Boston, MA, and <http://www.simplypsychology.org/kohlberg.html>.

³ Excel Academy in Boston, MA is a BES school with few disciplinary problems and is the highest performing urban middle school in the city. They use an elaborate system with an Excel database to track classroom behaviors, homework completion and socially acceptable acts within the school.

positive rewards systems solely on academic achievement and high levels of student autonomy in common spaces in order to prepare our students for the transition to high school.

Intrinsic and Extrinsic Consequences

Students will know that if they violate the rules, they are making explicit choices which will have both intrinsic and extrinsic consequences. **Figure 3** details a system of messaging for students, originally developed at Excel Academy.⁴ By specifically outlining the intrinsic and extrinsic consequences of behavior, we encourage students to think about their role in shaping their personal development as well as their impact on members of the school community.

Figure 3: Intrinsic and extrinsic consequences for behaviors

<i>If you CHOOSE to violate the rules, you choose...</i>	
<i>Intrinsic consequences:</i>	
<i>To disrespect yourself, peers, staff and/or school</i>	
<i>To jeopardize the respect and trust of staff and peers</i>	
<i>To negatively impact your future opportunities</i>	
<i>To harm your community and the learning of others</i>	
<i>To limit your choices for high school, college, and beyond</i>	
<i>To hurt the reputation of yourself and your school</i>	
<i>Extrinsic consequences</i>	
<i>Demerits, detentions, absences, incomplete days</i>	<i>Low score on student report</i>
<i>Seven demerits in the four behavior categories</i>	<i>Excluded from events</i>
<i>Three demerits in one behavior category</i>	<i>Detention</i>
<i>Low level disrespect</i>	<i>Detention</i>
<i>Academic integrity infractions</i>	<i>In-Class Suspension</i>
<i>Three referrals in one week</i>	<i>In-Class Suspension</i>
<i>High level disrespect in staff, peers or school</i>	<i>Suspension</i>
<i>Additional consequences</i>	
<i>Students who earn detention will receive a call home from staff</i>	
<i>Students who are repeatedly disruptive or non-compliant will earn a referral to the Dean of Students' Office and their parents will be notified.</i>	

A Culture of Goal Setting

Research from Character Lab demonstrates that deliberate goal setting can boost academic performance, focus, effort, homework completion and attendance.⁵ Further, goal-oriented students are best suited for success in college preparatory high schools where they will need to be self-motivated and organized to be successful.

WOOP Cards: Our weekly **WOOP Cards** ("Wish, Outcome, Obstacle, Plan," Forte Prep's system for personal goal setting) will be implemented with teacher support during advisory or Focus blocks at the beginning of the week. Signed WOOP Cards will be checked the following day.

⁴ Ibid.

⁵ Character Lab. "WOOP Works: They Evidence." <https://cdn.characterlab.org/assets/WOOP-Evidence-139772c970ae23f8de613ad6a9437b04b015dddfbd233154021c51c7a1b11ea8.pdf>.

Figure 4: Weekly student WOOP card

The form is titled "Weekly WOOP Card" and includes fields for "Name" and "Date". It consists of four main sections, each with a green house icon and a blue header:

- Wish:** What is an important wish that you want to accomplish in the next [time period]? Your wish should be challenging but feasible. Write your response in 3 to 5 words.
- Outcome:** What will be the best result from accomplishing your wish? How will you feel? (Includes a thought bubble icon with the text "Imagine it!")
- Obstacle:** What is the main obstacle inside you that might prevent you from accomplishing your wish? (Includes a thought bubble icon with the text "Imagine it!")
- Plan:** Select an effective action to tackle the obstacle? (Includes a template: "If _____ then I will _____")

Sweat the Details

A student's ability to be successful academically, socially, and behaviorally requires intentionality of each teacher and staff member of Forte Prep. Because of the high academic bar for our students and our mission and ultimate goal of preparing students for college preparatory high schools and beyond, we believe it is essential that we create a culture and environment of order and respect in which our students can focus on what is most important in school. We establish a high standard of behavior and address all minor infractions immediately, to ensure that other issues do not occur. Creating this culture, however, requires us to be crystal clear about the expectations of our students, and reiterating and reinforcing those expectations as often as possible. We will make sure that we are constantly reinforcing and rewarding positive behaviors in a consistent way that maximizes teaching time and the positivity of our school community. Examples of how teachers will sweat the details include:

- Making sure Common Blackboard configuration is complete before student arrival, and preparing Common Blackboard configuration for the next day at the end of the day
- Laying out breakfast and/or brainwork folders in the morning prior to staff huddle
- Making sure Math manipulatives are laid out and ready to go prior to student arrival to class
- Turning on laptops and preparing them for log-in screen
- Putting out snack bin for students who bring in their own snacks in the check-in area
- Posting lesson plans on clipboard for all classes
- Emptying pencil sharpener reservoir at the end of the day
- Replenishing all supplies (e.g. hand sanitizer, tissues, pencils, highlighters, loose leaf paper) at the end of each day

- Ensuring that teacher desk is neat and organized⁶

Building Trust throughout our School Community

We believe that students will respond most positively to one another and to adults when a bond of deep trust is formed within the school community. Trust can also maximize student engagement and willingness to comply with school rules. To build trust in Forte Prep, we will use several of the techniques cited in Doug Lemov's *Teach Like a Champion 2.0*. We will use **positive framing** to deliver directions and academic and behavioral corrections in all classes. By assuming the best in our students and avoiding passive-aggressive responses or negativity, we can build a sense of collective buy-in for the systems and structures of Forte Prep. Students will recognize that all teachers have the best intentions for them, and will use language that is affirming and supportive of their efforts to participate in our school community. We believe that students should hear and give **precise praise** to one another in academic and social settings. Teachers will model this behavior in class by narrating to students how their actions meet the objectives or goals of a lesson or activity. We believe that a **warm and structured** school environment sets clear and consistent expectations for students, and teachers will never allow bad feelings to linger in themselves or in students for misbehavior. Teachers will be constantly excited for students to return to task in their classrooms.⁷

Family Involvement

Forte Prep Parents are educational partners with the school and we will be relentless in engaging every family in the academic success and social growth of their children and the growth of our school. We know that learning is a 24-hour process, and we need to collaborate and coordinate with our families to ensure that maximum student learning is encouraged and supported to the greatest extent possible. Further, it is a big decision for any parent to commit to send their child to a school and entrust the school with the student's academic wellbeing and emotional growth, so we will go above and beyond traditional parent engagement to build confidence in us, and confidence in our school.

Forte Prep Contract of Excellence: Students, parents, and teachers will sign a Forte Prep Contract of Excellence that details student behavioral expectations during family orientation prior to the start of school.⁸ This contract offers clarity to expectations and consequences of student behavior, detailed in our Code of Conduct. The Forte Prep Contract will be cited when addressing infractions.

Forte Family Champions: Forte Prep will have a volunteer advisory council of 10-15 family members who will have the opportunity to provide regular feedback to Forte Prep leadership and the Board of Trustees. Additionally, they will be responsible for supporting family engagement and attendance and school events and supporting monthly cafecitos. This group will be managed by our Community Coordinator with regular communication and interaction with the Executive Director. See **R-10 - School Management and Leadership** for the FFC's location on the organizational chart.

Home Visits: After the spring admissions and enrollment process, school leadership at Forte Prep will visit every new student's family to introduce ourselves, thank the families for trusting us with their child's education, and share information about the school mission, design, and philosophy. During our home visits, we will also conduct an overview of homework expectations, code of conduct, uniform policy and opportunity for future family involvement. Families will sign the Contract of Excellence during the home

⁶ Additional organizational strategies will be derived from BES Schools, codified by Lead Founder Graham Browne, as well as online resources such as "Maximizing the Efficiency and Structure of Your Classroom" from Teaching As Leadership: www.teachingasleadership.org/sites/default/files/Related-Readings/CMC_Ch3_2011.pdf

⁷ Adapted from Doug Lemon, *Teach Like a Champion 2.0: 62 Techniques that put students on the path to college*. San Francisco, CA: Jossey-Bass, 2015.

⁸ We will encourage all families to sign the Contract of Excellence but will not require it. No child will be denied enrollment in or participation in all programs at Forte Prep should a parent not sign the Contract.

visit.⁹ When necessary, we will administer Home Language Surveys to identify English Language Learners within our school population to allocate appropriate resources to support them from Day 1. School leadership will also be accompanied by a native speaker or translator from our staff or a local community based organization, if the family has limited English proficiency.

Family Workshop Nights: We will host at least four Family Workshop Nights throughout the year to support families in helping their children succeed academically and socially at Forte Prep. (Please see Calendar for Workshop dates.) We will cover topics such as homework help, supporting STRIVE values at home, and reading along with children at home. This will also serve as an opportunity for families to meet one another and to share updates and accomplishments of Forte Prep. Further, in celebration of the diverse cultures that our school community will contain, we will invite families to share food, stories, and entertainment to add a personal touch to the workshops. Translators and documents in all family languages will always be in place during Family Workshop Nights.

Cafecitos (Coffee and Conversation): Once per month, we will host a morning open house with free coffee and pastries for parents and families to meet each other and ask Forte Prep school leadership any questions they might have. We see this as an opportunity to open the doors of our school to our families while school is in session, and giving them a great opportunity to interact with one another. Communication and logistics will be handled by our Community Coordinator.

Frequent Communication: We will communicate with parents on a regular basis to ensure maximum engagement. Materials will be translated as needed to meet the language needs of our families.

- Weekly behavior report card sent home
- Positive phone calls home to share student accomplishments
- Bi-weekly phone calls to discuss student academic progress and character development
- Monthly newsletter of classroom and school-wide news and information

Family Conferences: At the conclusion of each trimester, families are invited to the school for a conference to discuss academic and behavioral performance of their children. These meetings include quantitative evaluation of student achievement. Each conference includes assets and challenges as well as a concrete plan for the student's approach going forward. Conferences are mandatory for the first trimester.¹⁰ (Please see **R-06 - Calendar** for Conference dates.) Translators will always be available as needed.

College Emphasis: We will clearly articulate our goal of college access and success for all students during our home visits and in subsequent conversations with families. We will emphasize how critical our work is in setting students on the path to college, with the first major milestone being access to and measurable preparation for success within college preparatory high schools. We believe in the power of a college-bound mindset, and seek to instill that mindset in all Forte Prep families. We will lead field trips to local colleges and college preparatory high schools throughout the school year; we will reserve for families the opportunity to join their children and the school on these trips. For local trips, we will utilize free transportation services from the Office of Pupil Transportation. Additional costs for these trips is anticipated to be minimal, and will be funded through external fundraising targets and programs such as DonorsChoose.org or Board of Trustees' donations.

Academic and Behavior Reports

⁹ Ibid.

¹⁰ For any family who does not attend the first trimester conference, our Community Coordinator will work actively with that family to establish effective and positive communication between home and school and the sharing of ongoing student achievement data.

To reinforce our culture of continuous improvement and our data-driven school environment, we will track student in weekly STRIVE reports. Modeled from PREP reports at BES school Excel Academy, these reports will capture positive and negative behaviors observed and input by staff. Positive and negative points will be earned by students who demonstrate behaviors aligned with our Core Values: Service, Team, Resilience, Integrity, Voice, and Excellence. Each week, students will receive 50 STRIVE points at the beginning of the week and will receive additions and deductions according to a pre-determined scoring rubric. Delivering consequences and inputting this information into the appropriate online tool will be taught and practiced at Summer Staff Summit and throughout the school year. An example STRIVE report can be found in **Figure 5**. Further, to reinforce the value of collective responsibility, we will allow students to grant a limited number of points to their classmates for positive behaviors that they see as contributing to a strong school culture. The norms around these process will be practiced during Summer Staff Summit and introduced to students on the first day of school. Reports will be sent home at the end of each week to families, who will need to sign and return the document to school on Monday. Data will be input into a centralized behavioral data management system such as DeansList by classroom teachers and maintained by the Operations Manager, and will be integrated with our student information system. A sample of the full, integrated dashboard can be found in

Figure 6.

Figure 5: Sample STRIVE report for students – detail on behaviors¹¹



STUDENT NAME
STRIVE REPORT for the week of NOVEMBER 30, 20XX

Date	This week's positive behaviors	This week's negative behaviors	Total
Monday 11/26	Starting STRIVE points (+50)		+50.00
Wed 11/28	Integrity (+3) (Being candid about your views in Social Studies)	Excitement (+5) (tardy to school)	+2.00
Thu 11/29	Excitement (+4) (awesome entrance to science class)	Excitement (+2) (Disrupting class by calling out)	+2.00
Fri 12/01	- Excitement (+1) (exit ticket) - Resilience (+1) (nice ~~classroom~~ ~~book~~ = stayed focused during 4th time) - Service (+1) (Helping out during break) - Voice (+1) (Excellent discussion habits during Experience Rising) - Team (+1) (Math ~~groupwork~~ was tremendous today)	Excitement (+2) (refusing to forfeit despite multiple personal reminders)	+3.00

You have earned +50 STRIVE points this week.

¹¹ This report is inspired by Kickboard for Teachers and Excellence Girls Charter School in Brooklyn, NY.

Figure 6: Forte Prep weekly STRIVE report – full dashboard



Dress Code

Forte Prep will require and enforce a uniform policy for every day of the school's academic calendar. Students will also be required to wear their uniform on all school field trips. Uniforms create a sense of unity, equality, and professionalism for students and for the Forte Prep community. The Forte Prep uniform always includes required shirt, pants, belt, socks and shoes. We have allocated funds in our budget to provide a basic uniform to all students, and will encourage all families to purchase additional sets. We will maintain a reserve allocated in our uniform budget for any families that require additional financial support for replacement uniforms. Please see **R-09d – Dress Code Policy** for additional information.

R-09d – Dress Code Policy

Forte Preparatory Academy Charter School (“Forte Prep”) will require and enforce a uniform policy for every day of the school’s academic calendar. Students will be required to wear their uniform on all school field trips. Uniforms create a sense of unity, equality, and professionalism for students and for the Forte Prep community. The Forte Prep uniform always includes required shirt, pants, belt, socks and shoes.

Figure 1: Forte Prep Dress Code Requirements

Item	Requirements
Shirt/Top	• White polo shirt with the Forte Preparatory Academy logo • Hunter green crewneck sweatshirt with Forte Preparatory Academy logo during cold months
Pants/bottom	• Grey slacks with belt loops ○ No pockets anywhere on the leg ○ No visible logos ○ No jean or corduroy material ○ Not too loose or too tight ○ Must be worn at or above the hip line • Black belt, either with holes or braided ○ No studs, designs or extra notches
Socks/Shoes	• Black or white socks – no logos or markings of any other color are permitted • All Black shoes – no logos or markings of any other color are permitted
Jewelry	• No jewelry except one pair of stud earrings not to go below the ear lobe
Gym uniform	• Hunter green shirts with the FPACS logo on front • Gray gym sweatpants or shorts with FPACS logo • Black or white sport socks • All black sneakers – no logos or markings of any color are permitted
Hair	• Professional and free of unnatural color • Simple elastic hair ties may be used

Our uniform never includes tattoos, fake tattoos, any sort of visible writing on the skin¹, hats unless provided by Forte Prep, kerchiefs, bandanas, other head coverings which do not have a religious purpose, or outer garments such as hoodies or sweatshirts.

Uniform Cost

Every family who attends all required orientation activities will receive from Forte Prep one full uniform set with the exception of shoes. We intend to raise money through private philanthropy to cover this cost. Families will be required to purchase additional uniform items through vendors approved by Forte Prep. Families who are unable to afford additional uniform items may request a voucher to purchase additional required items (e.g. to replace a damaged item).

Enforcing Dress Code Policy

¹ Exceptions will be made for mehndi or henna used for South Asian ceremonies such as weddings.

At Forte Prep, we are committed to maximizing every student's time spent on learning. Thus, we will implement an efficient uniform process that maintains the integrity of our vision while getting students into the classroom quickly. If a student comes to school out of dress code, they will receive a demerit and be sent to the Main Office or Dean of Students office in future years to receive a spare item. This item must be returned at the end of the school day. Students who break uniform policy more than once in a week will be required to call their parents, who may be required to bring the missing Dress Code item to the school, or authorize the student to return home to retrieve the necessary items. Parents will be reminded of the Dress Code Policy in any communication regarding uniform infractions.

Students who are suspended may come to school in full uniform between 3:00 and 3:30pm to collect their homework to avoid late marks. Students who come outside of the designated time, or without complete uniform, will not receive their work, and will receive zeros on those assignments that are not submitted on time.

R-10 - School Management and Leadership

Contents

R-10 - School Management and Leadership	1
a. Organizational chart.....	1
b. School Leadership and Management Structure	2

a. Organizational chart

Figure 1: Forte Prep Organizational Chart Y1 (2017-18)

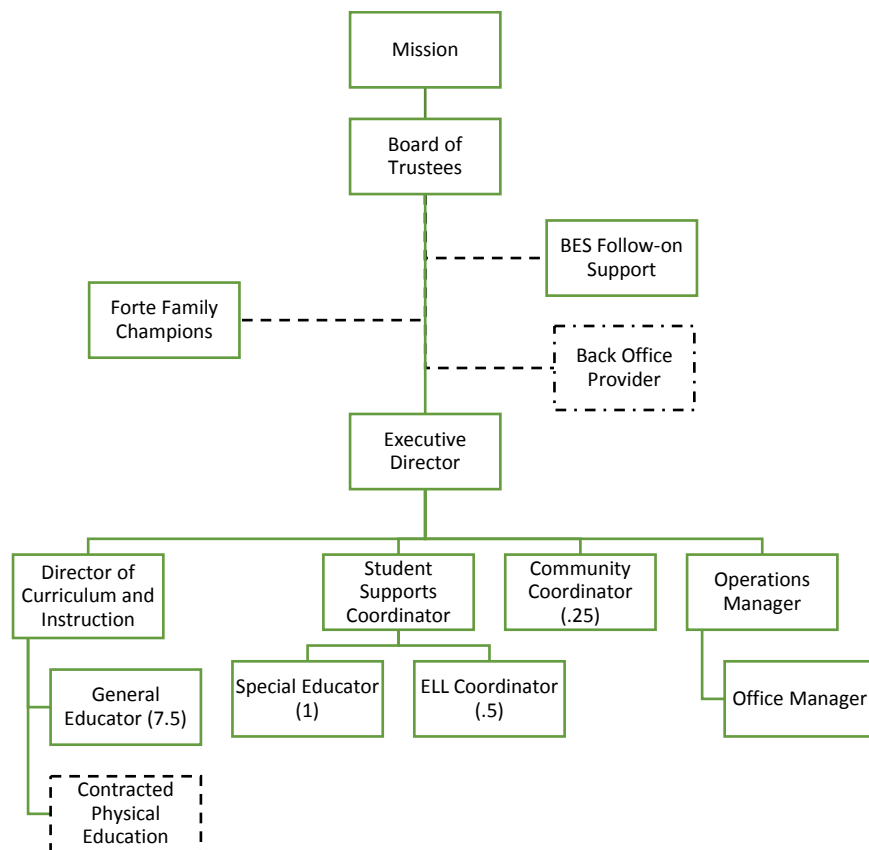
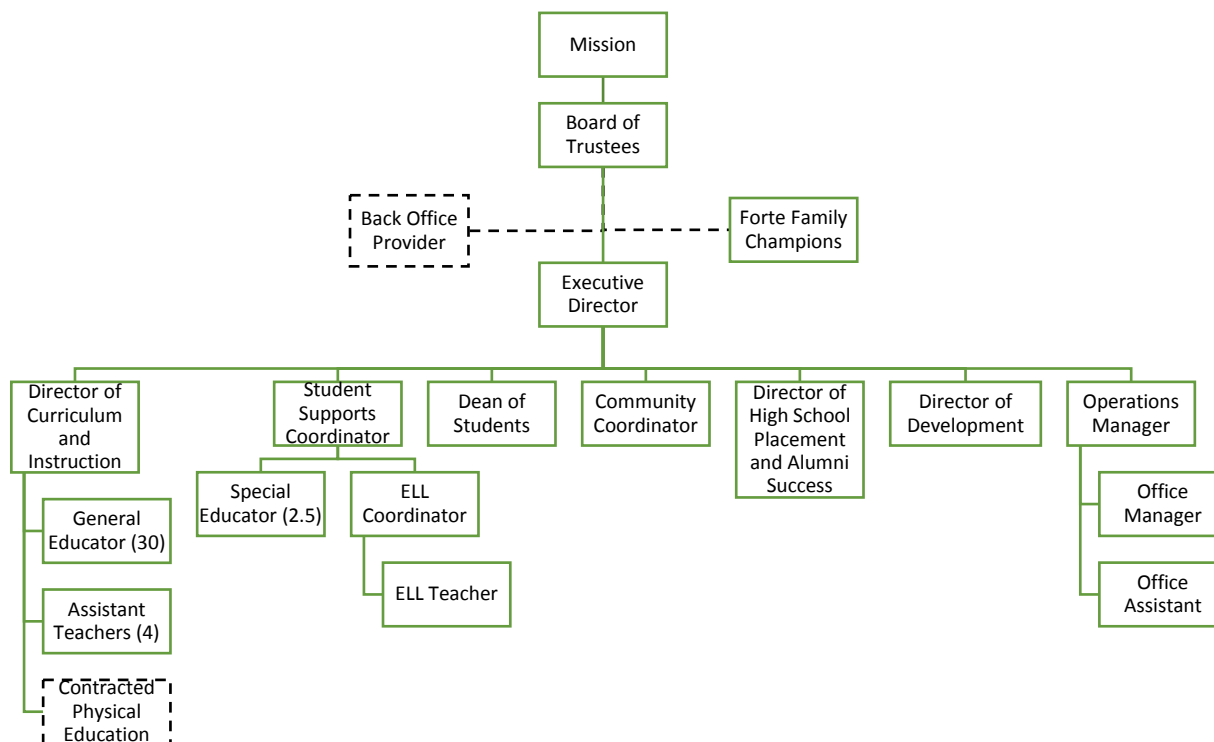


Figure 2: Forte Prep Organizational Chart Y5 (2021-2022)



b. School Leadership and Management Structure

School Management

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 ensures that all provisions of the charter are fulfilled in a manner consistent with the spirit and letter of New York State Charter Law. The Board oversees financial management of the school, review of audit methods and findings and compliance with sound fiscal management. 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 policies and procedures that aid in Forte Prep’s governance is outlined in the Board of Trustees’ By-Laws found in **R-13 Governance**. 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.

Management and Leadership Responsibilities

All staff of the school, administrative and instructional, will be fully mission-aligned with Forte Prep. Key personnel and their roles and responsibilities are listed below. We intend to establish this structure to ensure both operational and academic excellence, and to allow academic staff to focus solely on academics with dedicated operational support. Further, based on the expertise and skillsets of proposed Executive Director Graham Browne, we believe that this separation of duties will allow Forte Prep to operate most successfully.

The **Executive Director** is the external face of the school and is accountable for all school operations. S/he is the liaison between the Board of Trustees and the school's staff. The Executive Director is also responsible for maintaining the integrity of the mission for Forte Prep, and ensuring that all resources are provided so that the mission can be successfully executed. S/he hires, supervises, and evaluates all employees of the school and may delegate these duties to other administrative staff which include, but are not limited to, the Director of Curriculum and Instruction, Operations Manager, or the Dean of Students (added in Year 3). The Executive Director also establishes and oversees the relationship between our Back Office Provider and the Operations Manager. The Executive Director reports directly to the Board on the state of the school and is charged with executing all school operations and programs to ensure adequate progress toward the goals set forth in the school's Accountability Plan.

The **Director of Curriculum and Instruction** oversees the academic program in the school. S/he oversees curriculum development and alignment, instruction, and the professional development of teaching staff. The Director of Curriculum and Instruction develops and administers the assessment system, with the Executive Director analyzes its results and guides instructional and individualized supports in response to those results, and reports directly to the Executive Director. The DCI will be hired during the Planning Year to support the design of curriculum and assessment along with the recruitment and evaluation of teacher candidates, and to lead instructional sections of the Summer Staff Summit before student orientation in August 2017.

The **Operations Manager** is responsible for the facility and operational needs of the school. S/he will also work closely with our back office support service provider in maintaining the school budget, accounting systems, and ensuring compliance with all federal, state, and local requirements. In addition, the Operations Manager will manage facility and human resource needs, and ensure that the daily operations and attendance systems run smoothly. S/he will oversee the work of the Office Manager, work closely with the Director of Curriculum and Instruction (especially to generate reports of student data for Professional Development and Data Days), support the work of the Back Office Provider, and report directly to the Executive Director.

The **Office Manager** maintains student records and ensures that student attendance, homework completion, and merit/demerit data are accurately recorded. S/he will be the first contact for parents and ensures that appropriate notification is given to parents regarding student health, detentions, or other pressing matters pertaining to their children. The Office Manager will be the first person that guests interact with when they come to the school. The Office Manager works closely with and reports directly to the Operations Manager.

The **Student Supports Coordinator** focuses on the administration of special education and ELL programs. During the first year of operation, the Student Supports Coordinator will spend 50% of his/her time on administrative duties associated with student IEPs and 50% on instructional duties for students either within classrooms with the general education teacher during inclusion or for those students requiring pull-out time in special education classes. The Coordinator will also oversee and support the work of the SPED teacher hired in year 1 and additional SPED teachers as hired.

The **ELL Coordinator** focuses on the administration of ELL services. The Coordinator will also support the identification of ELL students and oversee the support work led by the ELL teachers. The ELL Coordinator will be responsible for the training and development of teachers on how to effectively integrate ELL services into lesson plans and will lead sessions during Summer Staff Summit. The ELL Coordinator reports to the Student Supports Coordinator.

The **Director of High School Placement and Alumni Success** will join the Forte Prep team in Year 2. This individual will support all students and families through the high school application and placement process starting when the student is in sixth grade. The Director will provide tutoring to students as a resource to the Student Supports Coordinator, organize high school visits for students, communicate with admissions liaisons for local scholarship programs, public, charter, and independent schools, lead high school placement test prep and administration, and facilitate all high school and scholarship applications. In Year 4, the Director of High School Placement will coach eight graders on how to succeed in high school, teaching skills and providing resources that lead to high school success. Starting in Year 5, the DHSPAS will organize reunion and talkback sessions with Forte Prep alumni and provide them with advice and support on navigating high school.

The **Dean of Students** focuses on student culture and discipline. S/he holds Forte Prep students accountable to the Code of Conduct and establishes and maintains family relationships to support the high behavioral expectations of the school. S/he will also partner with our Community Coordinator to ensure that students have access to the educational enrichment opportunities beyond the school's offerings. The Dean of Students will also coordinate school events and work with the Executive Director and Operations Manager to plan and execute college visits, morale boosting activities, and end-of-year excursions with students.

The **Director of Development** works to maintain and build new funding opportunities through networking, planning, and hosting fundraising events, searching for and applying for government and private foundation grants. This role starts in Year 4. S/he is hired by, reports to, and is evaluated by the Executive Director.

Decision-making Process

Forte Prep's decision-making framework is built on the RAPID framework¹, which establishes clarity for decisions at any organization. Lead Founder Graham Browne is skilled in implementing this framework to make decisions, and has established the framework for Forte Prep. From The Bridgespan Group's work on the RAPID framework:

- *“R” stands for “recommender”—the person who initiates or drives the process. The “R” is the “go to” person who sticks with the process from start to finish, ensures that others understand what they need to do, and keeps things moving along. In other words, the “R” does most of the work to secure the decision.*
- *“I” stands for “input.” An “I” must be consulted on a recommendation before a decision is made. Although an “I” has the right to be heard, he or she does not have a vote or a veto. Including someone as an “I” says that the organization values the facts and perspectives he or she brings to the decision.*
- *“A” stands for an individual who needs to “agree with” or “approve” a recommendation. An “A” is essentially an “I” with more power; an “A” has a stronger voice during the recommendation process. An “A” who raises concerns with a proposal must work with the recommender to develop an alternative or elevate the issue to the person who will decide. Naming someone an “A” means that the organization needs their support. Generally, the more people with an “A,” the more time and effort it takes to make a decision.*

¹ The RAPID framework has been used by organizations around the world to establish clarity for decision-making. It was developed by Bain & Company and has been adapted for use at the Bridgespan Group, where Lead Founder Mr. Browne worked as a Senior Associate Consultant.

- “D” means “decide.” The “D” has final authority, and is the only individual who can commit the organization to action—hiring someone, spending money, or making a legally-binding agreement. Things get done only after the “D” gives the okay. Generally, the “D” is one person. But if, for example, a board of directors has a parliamentary voting structure, then the “D” would mean the group of people who constitute the winning vote.
- “P” stands for “perform.” This is a person who carries out the decision once it has been made. Often, an individual who is a “P” is also an “I.” You’ve no doubt heard at least one person say something like, “This is a mess. If only they had asked me before they decided. I could have told them . . .” It’s unlikely that a “P” who is also an “I” will feel the need to say that.²

Figure 3: RAPID framework for key decisions at Forte Prep

R= Recommend A= Agree P= Perform I= Input D= Decide	Executive Director	Director of Curriculum and Instruction	Operations Manager/Office Manager	Student Supports Coordinator	Dean of Students	Board of Trustees
Academic program	R, A, D	R, A, P		I		A
Financial decisions	A, D, P	I	R, I, P			D
Staffing	R, D	D, P	P			A
Student recruitment	R, D, P				I, P	A
Set annual organizational priorities	D, P	I, P	I, P	I, P	I, P	R, A
Fundraising	D, P					R, D
Facilities	A, P		R, I, P			D
School policy	R, A, P	I	I	I	I	D
Vision setting	I, P	I		I		R, D

Evaluation Criteria for Leadership

Leadership will be formally evaluated on a semi-annual basis, with a focus on three primary sets of outcomes:

- Student outcomes
- School culture
- Operational efficiency

The Founding Team will develop a leadership evaluation protocol and tools, to be approved by the Board of Trustees upon authorization and initiated during Forte Prep’s Planning Year. Accountability targets for leadership performance will be aligned with our Accountability Report for each member of the leadership team, as based on their direct and indirect impact on individual accountability plan outcomes. Staff will be engaged in a 360-degree evaluation of each member of the leadership team, which will include written and oral feedback on each leadership team member by staff, students,

² The Bridgespan Group. “RAPID Decision Making.” <http://www.bridgespan.org/Publications-and-Tools/Organizational-Effectiveness/RAPID-Decision-Making.aspx#.VnrxfPkrLIU>.

parents, and the Board of Trustees. Additional feedback will be provided by Building Excellent Schools' follow-on support staff during their periodic audits of school performance during the planning year and first two years of operation.

Recruitment Plans for School Leader

The Board expects to hire Graham Browne as Forte Prep's founding Executive Director. Mr. Browne will draw upon his training, network, and support from Building Excellent Schools, his experience as an education management strategy consultant, and his leadership of an education nonprofit to lead Forte Prep. Mr. Browne recently completed his MBA with a focus on nonprofit management and education at the Yale School of Management, where he was also co-chair and Content Lead of the two-day Yale School of Management Education Leadership Conference, one of the largest student-led education reform conferences in the U.S. Before Yale School of Management, Mr. Browne was a Senior Associate Consultant at the Bridgespan Group in New York, where he consulted with 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. 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. 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 received a BA in Urban Studies, with a focus on urban education, from Brown University with graduate school coursework from Bank Street College of Education as an assistant teacher and participant in the Venture Consortium's Urban Education Semester. Mr. Browne was an assistant fifth grade teacher in the fall of 2006 at P.S. 20 (Anna Silver School).

Graham Browne is one of two New York City Fellows in the 2015 Cohort for Building Excellent Schools, nationally recognized for its rigorous, year-long training program in charter school management and leadership. The Fellowship includes 600+ hours of intense training led by respected educational leaders and visits to 30+ top urban charter schools and multiple residencies in high performing urban charter schools. Fellows receive training, coaching and support on Board development and Follow-on Support during the first three years of the charter.³

In May and June 2014, Mr. Browne completed the Building Excellent Schools Summer Leaders Internship, where he completed a leadership residency at Democracy Preparatory Endurance Middle School, one of the top-performing public middle schools in New York City. Based upon the strength of that residency, and the strong recommendations of School Director Margaret Marrer and BES Director of Leadership Development Eileen Callahan (former founding teacher, founding Social Studies Chair, founding High School Director, and founding Chief Academic Officer at Boston Collegiate Charter School and current Chief Academic Officer at Boston Preparatory Public Charter School), Mr. Browne was invited into the BES Fellowship. For letter of support from Ms. Marrer, Ms. Callahan, and BES Founder and CEO Linda Brown, please see **R-15e – Evidence of Support**.

³ For more information about Building Excellent Schools, please visit www.buildingexcellentschools.org.

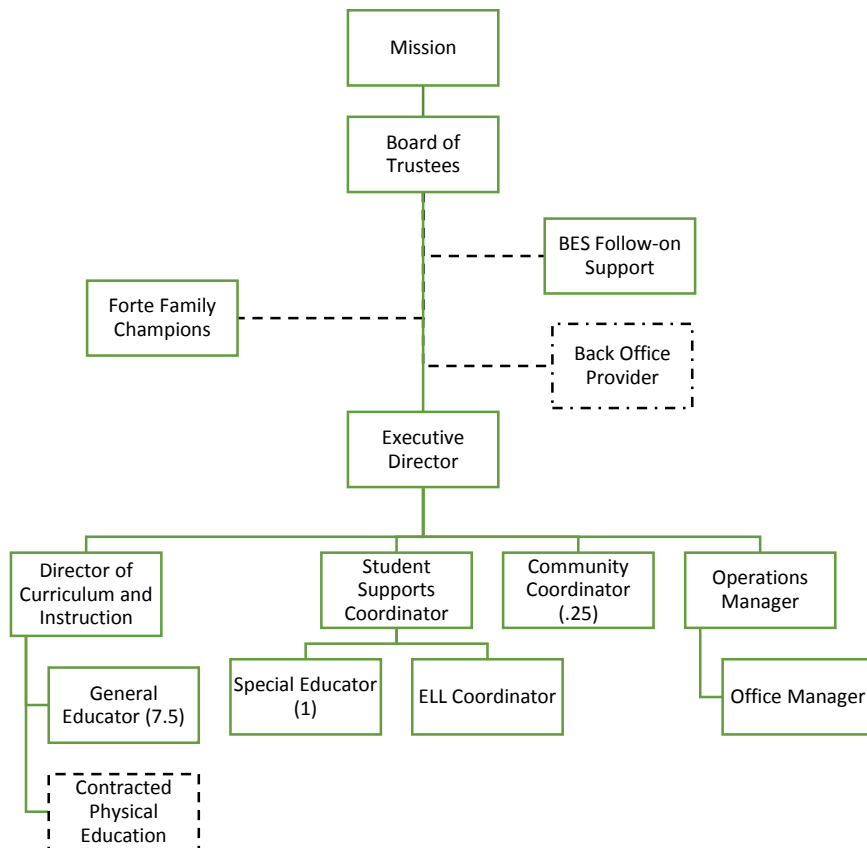
R-10 - School Management and Leadership

Contents

R-10 - School Management and Leadership	1
a. Organizational chart.....	1
b. School Leadership and Management Structure	2

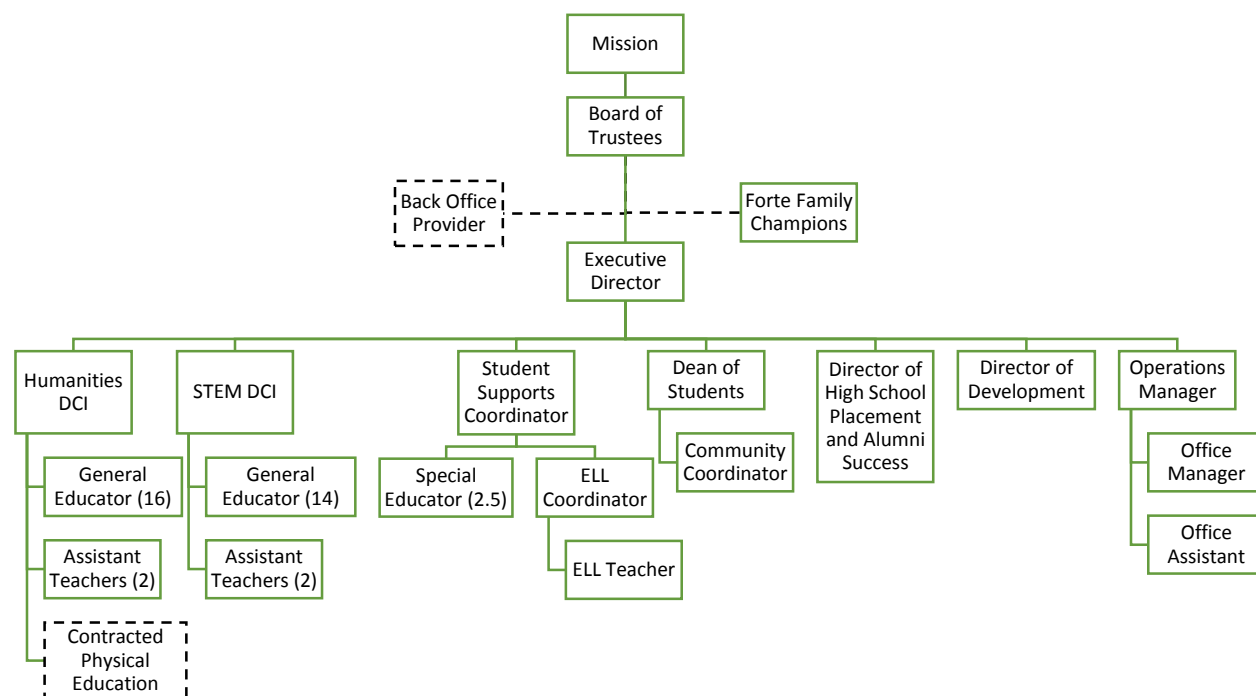
a. Organizational chart

Figure 1: Forte Prep Organizational Chart Y1 (2017-18)¹



¹ For the 0.25 FTE Community Coordinator role in Y1, we are planning to partner with local community-based organizations to find a staff member whom we could contract for 2 hours per day, or a part-time individual who can support the school from 7:00-9:00AM. The role will become 0.5 FTE in Y2, 0.75 in Y3 and full time in Y4.

Figure 2: Forte Prep Organizational Chart Y5 (2021-2022)



b. School Leadership and Management Structure

School Management

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 ensures that all provisions of the charter are fulfilled in a manner consistent with the spirit and letter of New York State Charter Law. The Board oversees financial management of the school, review of audit methods and findings and compliance with sound fiscal management. 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 policies and procedures that aid in Forte Prep’s governance are outlined in the Board of Trustees’ By-Laws found in **R-13 Governance**. The Executive Director will report directly to the Board of Trustees, will be the only school staff member to do so, and in Year one will directly supervise the Director of Curriculum and Instruction, Student Supports Coordinator, Operations Manager, and Faculty; as the school grows, supervision of the instructional staff will be delegated to two Directors of Curriculum Instruction (Humanities and STEM) and Student Supports Coordinator, ensuring layers of school leadership and allowing the Executive Director to focus on supervision of the key leadership positions across the administrative team by year five. The leadership structure create clear distinctions between operational

and academic roles and responsibilities, and allows us to maintain delegate leadership accordingly. Many high performing charter schools have adopted this structure to allow operational leaders to effectively “block and tackle” all operational elements in order to empower instructional leaders to support and grow the delivery of excellent instruction in every classroom and the effective growth of every teacher in the school.

Management and Leadership Responsibilities

All staff of the school, administrative and instructional, will be fully mission-aligned with Forte Prep. Key personnel and their roles and responsibilities are listed below. We intend to establish this structure to ensure the strategic delegation of leadership across the school, to ensure both operational and academic excellence, and to allow academic staff to focus solely on academics with dedicated operational support. Under expertise and skillsets of proposed Executive Director Graham Browne, this separation of duties will allow Forte Prep team to grow and mature in their own leadership and for the school to operate most successfully beyond the early days of start-up.

The **Executive Director** is the external face of the school and is accountable for all school operations. S/he is the liaison between the Board of Trustees and the school’s staff. The Executive Director is also responsible for maintaining the integrity of the mission and vision for Forte Prep, and ensuring that all resources are provided so that the mission and vision can be successfully executed. S/he hires, supervises, and evaluates all employees of the school and may delegate these duties to other administrative staff which include, but are not limited to, the Director of Curriculum and Instruction, Operations Manager, Student Supports Coordinator, or the Dean of Students (added in Year 2). The Executive Director also establishes and oversees the relationship between our Back Office Provider and the Operations Manager. The Executive Director reports directly to the Board on the state of the school and is charged with executing all school operations and programs to ensure adequate progress toward the goals set forth in the school’s Accountability Plan.

The **Director of Curriculum and Instruction** oversees the academic program in the school. S/he oversees curriculum development and alignment, instruction, and the professional development of teaching staff. The Director of Curriculum and Instruction develops and administers the assessment system, with the Executive Director analyzes its results and guides instructional and individualized supports in response to those results, and reports directly to the Executive Director. The DCI will be hired by January of the Planning Year (0.5 FTE) to support the design of curriculum and assessment along with the recruitment and evaluation of teacher candidates, and to lead instructional sections of the Summer Staff Summit before student orientation in August 2017. Our DCI role will become content-specific in Year 3, as we delegate responsibilities for content development and teacher coaching across Humanities (ELA, Social Studies, Performing Arts) and STEM (Science, Math, Digital Literacy) by adding a second DCI at that time.

The **Operations Manager** is responsible for the facility and operational needs of the school. S/he will also work closely with our back office support service provider in maintaining the school budget, accounting systems, and ensuring compliance with all federal, state, and local requirements. We plan to bring on our Office Manager by April 1 of the Planning Year (0.25 FTE) to support logistics surrounding our enrollment lottery and logistics to ensure that the school is set up for operational success in Year 1. This person will execute on the vision for Operational Excellence outlined in detail starting on page 4. In addition, the Operations Manager will manage facility and human resource needs, and ensure that the daily operations and attendance systems run smoothly. S/he will oversee the work of the Office Manager, work closely with the Director of Curriculum and Instruction (especially to generate reports of student data for Professional Development and Data Days), support the work of the Back Office Provider, and report directly to the Executive Director.

The **Office Manager** maintains student records and ensures that student attendance, homework completion, and merit/demerit data are accurately recorded. S/he will be the first contact for parents and ensures that appropriate notification is given to parents regarding student health, detentions, or other pressing matters pertaining to their children. The Office Manager will be the first person that visitors interact with when they come to the school. The Office Manager works closely with and reports directly to the Operations Manager.

The **Student Supports Coordinator** focuses on the administration of special education and ELL programs. During the first year of operation, the Student Supports Coordinator will spend 50% of his/her time on administrative duties associated with student IEPs and 50% on instructional duties for students either within classrooms with the general education teacher during inclusion or for those students requiring pull-out time in special education classes. The Coordinator will also oversee and support the work of the special education teacher hired in year 1 and additional special education teachers as hired in all future years.

The **ELL Coordinator** focuses on the administration of ELL services. The Coordinator will also support the identification of ELL students and oversee the support work led by the ELL teachers. The ELL Coordinator will be responsible for the training and development of teachers on how to effectively integrate ELL services into lesson plans and will lead sessions during Summer Staff Summit. The ELL Coordinator reports to the Student Supports Coordinator.

The **Director of High School Placement and Alumni Success** will join the Forte Prep team in Year 2. This individual will support all students and families through the high school application and placement process starting when the student is in sixth grade. The Director will provide tutoring to students as a resource to the Student Supports Coordinator, organize high school visits for students, communicate with admissions liaisons for local scholarship programs, public, charter, and independent schools, lead high school placement test prep and administration, and facilitate all high school and scholarship applications. In Year 4, the Director of High School Placement will coach eighth graders on how to succeed in high school, teaching skills and providing resources that lead to high school success. Starting in Year 5, this Director will organize reunion and talkback sessions with Forte Prep alumni and provide them with advice and support on navigating high school.

The **Dean of Students** focuses on student culture and discipline. S/he holds Forte Prep students accountable to the Code of Conduct and establishes and maintains family relationships to support the high behavioral expectations of the school. S/he will also work with our Community Coordinator to ensure that students have access to the educational enrichment opportunities beyond the school's offerings. The Dean of Students will also coordinate school events and work with the Executive Director and Operations Manager to plan and execute college visits, morale boosting activities, and end-of-year excursions with students.

The **Director of Development** works to maintain and build new funding opportunities through networking, planning, and hosting fundraising events, searching for and applying for government and private foundation grants. This role starts in Year 4. S/he is hired by, reports to, and is evaluated by the Executive Director.

The **Community Coordinator** coordinates activities between the school, parents, and the larger community. This individual will organize events such as the *Cafecitos* (Coffee and Conversation) and coordinate the Forte Family Champions meetings and activities. S/he will be a multilingual professional who will support translation and interpretation services at Forte Prep. Additionally, the Community Coordinator will seek out additional partnerships with local organizations for field trips, after school programs, and community service opportunities. The role will start as a quarter-time position (potentially sourced through local community partners with existing community connections), and will grow by 0.25

FTE to a full time staff role in Year 4. The Community Coordinator will report to the Executive Director until Year 3, at which point s/he will report to the Dean of Students.

Framework for Operational Excellence

Forte Prep believes that our ability to execute our operational systems with fidelity is a critical component to ensuring academic excellence at the school. Our philosophy regarding operations is, simply, to address any and all non-instructional elements at the school so that teachers can focus solely on teaching and supporting students. Forte Prep's Operations Manager is responsible for delivering operational excellence at Forte Prep, and together with the Office Manager make up the Operations Team in Year 1. The Operations Manager will lead the development of key systems at Forte Prep, using the following guiding questions to build the strongest systems possible²:

- What is the objective of the system?
- What is the "why" behind the system? How will you get buy-in to the importance of executing the system as defined?
- When, how often and how quickly must the system be executed?
- What resources are available to you? Is there a group of people for whom this system is their priority at a given time? Do you have the supplies & materials you need to execute the system?
- What constraints do you need to consider? What could go wrong and how can you prevent it? What will you do if something does go wrong?
- Who plays a role in executing the system? Are roles clearly defined? Who needs to be trained? Who needs to understand the "why" behind the system?
- What training & implementation support is necessary?
- How do you ensure precise & consistent execution?

The systems we develop will be monitored and reviewed on a regular basis according to internally developed rubrics. We will conduct quarterly audits of systems with the support of Paul Adler, BES leadership coach to the Executive Director. The word "audit" often has negative connotations, but we plan to eliminate the apprehension typically associated with the term to build a culture of collaboration with the goal of operational excellence. The Performance Monitoring Cycle is reproduced below:

Figure 3: Performance Monitoring Cycle

Type of Monitoring	Frequency	Performed by
Observations & Walkthroughs	Daily or weekly	Owner of space/system
Pre-audits	Monthly	Owner of space/system & 1-2 other team members
Audits	Quarterly	"Independent" auditor (e.g. BES Leadership coach/Executive Director) & Operations Manager
Re-audits	Quarterly, within two weeks of audit	"Independent" auditor & Operations Manager

We believe that the combination of a strong systems framework and regular performance monitoring will empower the Operations Team to do its best work from day one.

² Systems Development Framework adapted from Building Excellent Schools' training in March 2016.

Decision-making Process

Forte Prep's decision-making framework is built on the RAPID framework³, which establishes clarity for decisions at any organization. Lead Founder Graham Browne is skilled in implementing this framework to make decisions, and has established the framework for Forte Prep. From The Bridgespan Group's work on the RAPID framework:

- *"R" stands for "recommender"—the person who initiates or drives the process. The "R" is the "go to" person who sticks with the process from start to finish, ensures that others understand what they need to do, and keeps things moving along. In other words, the "R" does most of the work to secure the decision.*
- *"I" stands for "input." An "I" must be consulted on a recommendation before a decision is made. Although an "I" has the right to be heard, he or she does not have a vote or a veto. Including someone as an "I" says that the organization values the facts and perspectives he or she brings to the decision.*
- *"A" stands for an individual who needs to "agree with" or "approve" a recommendation. An "A" is essentially an "I" with more power; an "A" has a stronger voice during the recommendation process. An "A" who raises concerns with a proposal must work with the recommender to develop an alternative or elevate the issue to the person who will decide. Naming someone an "A" means that the organization needs their support. Generally, the more people with an "A," the more time and effort it takes to make a decision.*
- *"D" means "decide." The "D" has final authority, and is the only individual who can commit the organization to action—hiring someone, spending money, or making a legally-binding agreement. Things get done only after the "D" gives the okay. Generally, the "D" is one person. But if, for example, a board of directors has a parliamentary voting structure, then the "D" would mean the group of people who constitute the winning vote.*
- *"P" stands for "perform." This is a person who carries out the decision once it has been made. Often, an individual who is a "P" is also an "I." You've no doubt heard at least one person say something like, "This is a mess. If only they had asked me before they decided. I could have told them . . ." It's unlikely that a "P" who is also an "I" will feel the need to say that.⁴*

Figure 4: RAPID framework for key decisions at Forte Prep

R= Recommend A= Agree P= Perform I= Input D= Decide	Executive Director	Director of Curriculum and Instruction	Operations Manager/ Office Manager	Student Supports Coordinator	Dean of Students	Board of Trustees
Academic program	R, A, D	R, A, P		I		A
Financial decisions	A, D, P	I	R, I, P			D
Staffing	R, D	D, P	P			A
Student recruitment	R, D, P				I, P	A
Set annual organizational priorities	D, P	I, P	I, P	I, P	I, P	R, A

³ The RAPID framework has been used by organizations around the world to establish clarity for decision-making. It was developed by Bain & Company and has been adapted for use at the Bridgespan Group, where Lead Founder Mr. Browne worked as a Senior Associate Consultant.

⁴ The Bridgespan Group. "RAPID Decision Making." <http://www.bridgespan.org/Publications-and-Tools/Organizational-Effectiveness/RAPID-Decision-Making.aspx#.VnrxfPkrLIU>.

Fundraising	D, P					R, D
Facilities	A, P		R, I, P			D
School policy	R, A, P	I	I	I	I	D
Vision setting	I, P	I		I		R, D

Evaluation Criteria for Leadership

Leadership will be formally evaluated on a semi-annual basis, with a focus on three primary criteria:

- Student outcomes
- School culture
- Operational efficiency

The Founding Team will develop a leadership evaluation protocol and tools, to be approved by the Board of Trustees upon authorization and initiated during Forte Prep's Planning Year. Accountability targets for leadership performance will be aligned with our Accountability Report for each member of the leadership team, as based on their direct and indirect impact on individual accountability plan outcomes. Staff will be engaged in a 360-degree evaluation of each member of the leadership team, which will include written and oral feedback on each leadership team member by staff, students, parents, and the Board of Trustees. Additional feedback will be provided by Building Excellent Schools' follow-on support staff during their periodic audits of school performance during the planning year and first two years of operation.

Recruitment Plans for School Leader

The Board expects to hire Graham Browne as Forte Prep's founding Executive Director. Mr. Browne will draw upon his training, network, and support from Building Excellent Schools, his experience as an education management strategy consultant, and his leadership of an education nonprofit to lead Forte Prep. Mr. Browne recently completed his MBA with a focus on nonprofit management and education at the Yale School of Management, where he was also co-chair and Content Lead of the two-day Yale School of Management Education Leadership Conference, one of the largest student-led education reform conferences in the U.S. Before Yale School of Management, Mr. Browne was a Senior Associate Consultant at the Bridgespan Group in New York, where he consulted with 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. 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. 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 received a BA in Urban Studies, with a focus on urban education, from Brown University with graduate school coursework from Bank Street College of Education as an assistant teacher and participant in the Venture Consortium's Urban Education Semester. Mr. Browne was an assistant fifth grade teacher in the fall of 2006 at P.S. 20 (Anna Silver School).

Graham Browne is one of two New York City Fellows in the 2015 Cohort for Building Excellent Schools, nationally recognized for its rigorous, year-long training program in charter school management and leadership. The Fellowship includes 600+ hours of intense training led by respected educational leaders and visits to 30+ top urban charter schools and multiple residencies in high performing urban charter

schools. Fellows receive training, coaching and support on Board development and Follow-on Support during the first three years of the charter.⁵ Mr. Browne's leadership coach will be Paul Adler, BES staff member and former founding principal of Achievement First Brooklyn High School. Mr. Adler will work closely with Mr. Browne during the Planning Year and into the first two years of the school's operation to support hiring, operations, curriculum design and review, and staff coaching. Forte Prep will lean heavily on this unique resource to ensure operational and academic excellence starting on Day 1.

In May and June 2014, Mr. Browne completed the Building Excellent Schools Summer Leaders Internship, where he completed a leadership residency at Democracy Preparatory Endurance Middle School, one of the top-performing public middle schools in New York City. Based upon the strength of that residency, and the strong recommendations of School Director Margaret Marrer and BES Director of Leadership Development Eileen Callahan (former founding teacher, founding Social Studies Chair, founding High School Director, and founding Chief Academic Officer at Boston Collegiate Charter School and current Chief Academic Officer at Boston Preparatory Public Charter School), Mr. Browne was invited into the BES Fellowship. For letter of support from Ms. Marrer, Ms. Callahan, and BES Founder and CEO Linda Brown, please see **R-15e – Evidence of Support**.

⁵ For more information about Building Excellent Schools, please visit www.buildingexcellentschools.org.

R-11 – Personnel

Contents

R-11 – Personnel	1
a. Staffing Chart and Rationale	1
b. Qualifications and Responsibilities	2
c. Staff Recruitment and Retention	9
Staff recruitment.....	9
Staff retention.....	11

a. Staffing Chart and Rationale

Forte Preparatory Academy Charter School (“Forte Prep”) will have 1.75 FTEs in its planning year, consisting of an Executive Director (1 FTE), Director of Curriculum and Instruction (.5 FTE), and Operations Manager (.25 FTE). In concert with the Board of Trustees and any consultants as hired, this team will be responsible for executing the action plan for the school in Year 0. In Year 1, the staff will consist of 7.5 FTEs of teachers, ensuring that 4 teachers are dedicated to ELA and Math instruction for a co-teaching model, 1 teacher each for Social Studies, Science, and Performing Arts, respectively, and 0.5 for Digital Literacy. We will also be supported through the work of a financial back office provider and a physical education contractor. Our staffing plan will grow steadily for each new grade we add. Our Student Supports Coordinator, a special educator licensed in New York State, will oversee administrative as well as instructional support for students with special need. 0.5 FTE is allocated to ELL Coordinator providing instruction and support to other teachers for students with limited English proficiency. The Operations team will grow to 2 people. Forte Prep will bring on Assistant Teachers in Year 3 to build a full-time teacher pipeline as well as to provide tutoring and enrichment support for our students. We intend to hire a Dean of Students in Year 3, with the Executive Director taking on all school culture responsibilities until that point. We plan to hire a Director of Development in Year 4, with the Executive Director and Board of Trustees assuming all fundraising and development responsibilities until that point. Our total staff count in Year 5 will be 48.5 FTEs.¹

¹ There is a discrepancy in the FTEs listed in the budget template and those listed above, due to our approach to calculating bonuses and stipends to fully reflect personnel costs. This additional “FTE” falls under the “Other” line item in the Instructional Personnel FTE section of the budget in **Figure 1**. Such indication allows us to be encompassing of all personnel costs within the budget template of this petition. When calculating true FTEs, the “Other” category does not apply for such calculation.

Figure 1: Forte Prep Staffing Chart (Y0-Y5) ^{2,3}

ADMINISTRATIVE PERSONNEL FTE		FTE				
Executive Management		1.0	1.0	1.0	1.0	1.0
Instructional Management		0.0	0.0	0.0	0.0	0.0
Deans, Directors & Coordinators		2.5	4.5	5.0	6.0	6.0
CFO / Director of Finance		0.0	0.0	0.0	0.0	0.0
Operation / Business Manager		1.0	1.0	1.0	1.0	1.0
Administrative Staff		1.0	1.0	2.0	2.0	2.0
TOTAL ADMINISTRATIVE STAFF		5.5	7.5	9.0	10.0	10.0
INSTRUCTIONAL PERSONNEL FTE						
Teachers - Regular		7.5	15.0	22.5	30.0	30.0
Teachers - SPED		1.0	1.0	2.0	2.5	2.5
Substitute Teachers		0.0	0.0	0.0	0.0	0.0
Teaching Assistants		0.0	0.0	2.0	3.0	4.0
Specialty Teachers		0.0	0.0	0.5	1.0	1.0
Aides		0.0	0.0	0.0	0.0	0.0
Therapists & Counselors		0.0	0.0	0.0	0.0	0.0
Other		1.0	1.8	2.6	3.4	3.4
TOTAL INSTRUCTIONAL		9.5	17.8	29.6	39.9	40.9
NON-INSTRUCTIONAL PERSONNEL FTE						
Nurse		0.0	0.0	0.0	0.0	0.0
Librarian		0.0	0.0	0.0	0.0	0.0
Custodian		0.0	0.0	0.0	0.0	0.0
Security		0.0	0.0	0.0	0.0	0.0
Other		0.3	0.5	0.8	1.0	1.0
TOTAL NON-INSTRUCTIONAL		0.3	0.5	0.8	1.0	1.0
TOTAL PERSONNEL SERVICE FTE		15.3	25.8	39.3	50.9	51.9

b. Qualifications and Responsibilities

Please see **Figure 2** for all positions, including qualifications and responsibilities.

Figure 2: Forte Prep staff qualifications

Position	Responsibilities and Qualifications
Executive Director	Responsibilities: - Serve as external face of the school and is the senior executive responsible for the organizational and academic success of the school - S/he is the liaison between the Board of Trustees and the school's staff - S/he leads the academic, operational, and organizational vision of the school - S/he leads the Leadership Team, and supports their various roles in operationalizing

² The Director of Curriculum and Instruction satisfies both Instructional Management and Deans, Directors, and Curriculum as provided within this chart. For the purposes of this chart, and given the Title of Director, this role is placed within the second of these two categories, but will play a critical role in instructional leadership at Forte Prep and is the second hire and second most senior position in the organization after that of the Executive Director. Please also note that rather than hiring a position in-house for a finance or CFO position, we will hire a financial back-office provider, such as EdTec, and combine that role with the in-house operational position.

³ ELL Teachers are listed under Specialty Teachers in table above.

	<i>the vision</i> • <i>S/he hires, supervises, and evaluates all employees of the school</i> • <i>S/he oversees the short- and long-term financial health of the organization and ensures that the resources are in place to actualize the mission and vision</i> • <i>S/he establishes and oversees the relationship between our Back Office Provider and the Operations Manager</i> • Strong commitment to the mission and vision of Forte Preparatory Academy • Passion for education, mentorship, and youth awareness • Experience in education, strategic planning, staff development, board relations, financial management, and operations • Motivational and energetic leader who is committed to excellence • Solutions-oriented strategic thinker who has overcome complex organizational challenges • Unwavering in pursuit of excellence in the face of difficult opposition and challenges • Results-driven leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions • Fundraising experience with a history of cultivating and securing financial support from individuals, foundations, and corporations • Proven success at applying for government grants • Experienced public speaker • Well-developed technical and persuasive writer • Previous management experience • Personal and professional integrity • Openness to feedback, willingness to take personal responsibility, and desire to learn from previous mistakes • Masters level degree preferred
Director of Curriculum and Instruction	• <i>Responsibilities:</i> • <i>S/he oversees the academic program in the school</i> • <i>S/he oversees curriculum development and alignment, instruction, and the professional development of teaching staff</i> • <i>S/he develops and administers the assessment system</i> • Strong commitment to the mission and vision of Forte Preparatory Academy • Experienced in education, strategic planning, and staff development • Motivational and energetic leader who is committed to excellence • Solutions-oriented strategic thinker who has overcome complex organizational challenges • Unwavering in pursuit of excellence even in the face of difficult opposition and challenges • Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions • Teaching experience with marked success and quantifiable and objective student performance gains that surpass state averages • Proven ability to work collaboratively with a diverse team of teachers • Analytical problem-solver and solutions-oriented strategic thinker who overcomes difficult organizational challenges • Exceptional public speaker, writer and editor, especially of lesson plans, unit plans, and other curricular materials • Strong knowledge of curriculum for fifth through eighth grade students • Energy and entrepreneurial spirit for a start-up charter school • Professional demeanor, strong work-ethic, detail-driven work style with excellent organizational skills • Ability to prioritize, multi-task, delegate, and lead by example • Three to five years of urban teaching and educational leadership experience is preferred

	• NY teaching certification preferred • Masters level or advanced degree preferred • Highly Qualified as defined by No Child Left Behind
Dean of Students	• <i>Responsibilities:</i> • <i>S/he focuses on student culture and discipline</i> • <i>S/he holds Forte Prep students accountable to the Code of Conduct and establishes and maintains family relationships to support the high behavioral expectations of the school</i> • <i>S/he partners with our Community Coordinator to ensure that students have access to the educational enrichment opportunities beyond the school's offerings</i> • <i>S/he coordinates school events and works with the Executive Director and Operations Manager to plan and execute college visits, morale boosting activities, and end-of-year excursions with students</i> • Strong commitment to the mission and vision of Forte Preparatory Academy • Steadfast belief in the potential of all students and the power of a tight-knit school community • Motivational and energetic leader who is committed to excellence • Solutions-oriented strategic thinker who has overcome complex organizational challenges • Unwavering in pursuit of excellence even in the face of difficult opposition and challenges • Experience • Ability to prioritize, multi-task, delegate, and lead by example • Three to five years of urban teaching and educational leadership experience as Dean of Students or Culture preferred • Masters level or advanced degree preferred
Director of Development	• <i>Responsibilities:</i> • <i>S/he organizes and leads fundraising campaigns on behalf of Forte Prep</i> • <i>S/he communicates with and solicits donors in alignment with the school's Fund Development Plan and Goals</i> • <i>Under the leadership of the Executive Director and working with the Board's Development Committee, she develops annual fundraising goals that align with the strategic vision of the school</i> • Strong commitment to the mission and vision of Forte Preparatory Academy • Fundraising experience with a history of cultivating and securing financial support from individuals, foundations, and corporations • Proven success at applying for government grants • Experienced public speaker • Well-developed technical and persuasive writer • Personal and professional integrity • Openness to feedback, willingness to take personal responsibility, and desire to learn from previous mistakes • Masters level degree preferred • Prior development experience at a charter school preferred
Director of High School Placement and Alumni Success	• <i>Responsibilities:</i> • <i>S/he supports all students and families through the high school application and placement process starting when the student is in sixth grade</i> • <i>S/he provides tutoring to students as a resource to the Student Supports Coordinator</i> • <i>S/he organizes high school visits for students, communicate with admissions liaisons for local scholarship programs, public, charter, and independent schools, lead high school placement test prep and administration, and facilitate all high school and scholarship applications.</i> • <i>S/he communicates with and supports alumni through high school experience</i> • <i>S/he reports to Executive Director to give feedback on alumni performance</i>

	• Strong commitment to the mission and vision of Forte Preparatory Academy • Experienced public speaker • Well-developed technical and persuasive writer • Personal and professional integrity • Ability to write and speak in Spanish, Bengali, and/or Chinese preferred • Strong attention to detail • Energy and entrepreneurial spirit for a start-up charter school • Experience navigating New York City high school placement for an independent, charter, or scholarship program (e.g. Prep for Prep, TEAK Fellowship) preferred
Operations Manager	• <i>Responsibilities:</i> • <i>S/he oversees the facility and operational needs of the school</i> • <i>S/he works closely with our back office support service provider in maintaining the school budget, accounting systems, and ensuring compliance with all federal, state, and local requirement</i> • <i>S/he manages facility and human resource needs, and ensures that the daily operations and attendance systems run smoothly</i> • <i>S/he oversees the work of the Office Manager and works closely with the Director of Curriculum and Instruction (especially to generate reports of student data for Professional Development and Data Days)</i> • Commitment to the mission and vision of Forte Preparatory Academy • Results-driven business leader with experience in, and commitment to, operational and financial excellence and the use of data and assessments to drive operational and financial decisions • Advanced degree and two years of experience in operations and/or finance preferred • Experience in an educational setting preferred • Ambition and desire to grow as a leader • Excellent technical and persuasive writer • Entrepreneurial spirit • Personal and professional integrity • Technological proficiency in Microsoft Office, especially Excel and Access, QuickBooks, and other financial management and HR software
Office Manager	• <i>Responsibilities:</i> • <i>S/he maintains student records and ensures that student attendance, homework completion, and merit/demerit data are accurately recorded</i> • <i>S/he is the first contact for parents and ensures that appropriate notification is given to parents regarding student health, detentions, or other pressing matters pertaining to their children</i> • <i>S/he greets students and families in the main office every day</i> • Strong commitment to the mission and vision of Forte Preparatory Academy • At least 2 years of administrative experience • Strong attention to detail • Ability to work effectively under stressful working conditions
Parent/Community Coordinator	• <i>Responsibilities:</i> • <i>S/he coordinates community outreach efforts between the school and the local community</i> • <i>S/he coordinates parent communication and supports recruitment efforts</i> • <i>S/he identifies new partnership opportunities on behalf of the school</i> • <i>S/he oversees the Forte Family Champions parent group and relays information to the Executive Director</i> • Strong commitment to the mission and vision of Forte Preparatory Academy

	• Administrative experience is preferred • Ability to write and speak in Spanish, Bengali, and/or Chinese preferred • Strong attention to detail • Energy and entrepreneurial spirit for a start-up charter school
Student Supports Coordinator	• <i>Responsibilities:</i> • <i>S/he oversees the administration of special education and ELL programs</i> • <i>During the first year of operation, the Student Supports Coordinator will spend 50% of his/her time on administrative duties associated with student IEPs and 50% on instructional duties for students either within classrooms with the general education teacher during inclusion or for those students requiring pull-out time in special education classes</i> • <i>S/he oversees and supports the work of the SPED teacher hired in year 1 and additional SPED teachers as hired</i> • Certified as Special Education teacher in New York State • Strong commitment to the mission and vision of Forte Preparatory Academy • Experienced in education, strategic planning, and staff development • Motivational and energetic leader who is committed to excellence • Unwavering in pursuit of excellence even in the face of difficult opposition and challenges • Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions • Teaching experience in urban areas with marked success, and quantifiable and objective student performance gains that surpass state averages • Proven ability to work collaboratively with a diverse team of teachers • Analytical problem-solver and solutions-oriented strategic thinker who has overcome difficult organizational challenges • Energy and entrepreneurial spirit for a start-up charter school • Professional demeanor, strong work ethic, detail-driven work style with excellent organizational skills • Ability to prioritize, multi-task, delegate, and lead by example • Three to five years of urban teaching, with at least 2 years of special education teaching experience and educational leadership experience is preferred • Masters level advanced degree preferred • Highly Qualified as defined by No Child Left Behind
ELL Coordinator	• <i>Responsibilities:</i> • <i>S/he focuses on the administration of ELL services</i> • <i>S/he supports the identification of ELL students and oversees the support work led by the ELL teachers</i> • <i>S/he trains and develops teachers on how to effectively integrate ELL services into lesson plans and leads sessions during Summer Staff Summit</i> • Experienced in education, strategic planning, and staff development • Motivational and energetic leader who is committed to excellence • Unwavering in pursuit of excellence even in the face of difficult opposition and challenges • Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions • Teaching experience in urban areas with marked success, and quantifiable and objective student performance gains that surpass state averages • Proven ability to work collaboratively with a diverse team of teachers • Analytical problem-solver and solutions-oriented strategic thinker who has overcome difficult organizational challenges • Energy and entrepreneurial spirit for a start-up charter school

	• Professional demeanor, strong work ethic, detail-driven work style with excellent organizational skills • Ability to prioritize, multi-task, delegate, and lead by example • Three to five years of urban teaching, with at least 2 years of ESL teaching experience and educational leadership experience is preferred • NY ESL Certification required • Masters level advanced degree preferred • Highly Qualified as defined by No Child Left Behind
General Education Teachers (ELA, Math, Science, Social Studies)	• <i>Responsibilities:</i> • <i>S/he plans and executes high-quality classroom lessons</i> • <i>S/he collects and analyzes student data</i> • <i>S/he supports the emotional and behavioral development of all students</i> • <i>S/he promotes our school's values</i> • <i>S/he works collaboratively with other general education teachers and engage in co-planning</i> • Successful manager of an urban classroom who has used structure, incentives, and high expectations to drive student success • Experienced classroom teacher with demonstrated quantifiable and objective student performance gains that surpass state or local averages • Ability to work with a variety of learning abilities, including those with special needs and low skill level in a heterogeneously grouped classroom setting • Demonstrated ability to work well in a team, especially with parents and community members • Analytical problem solver • Basic understanding of data analysis • Minimum two years of urban teaching preferred • NY Certification in the subject area to be taught preferred (for 5th and 6th grades, either Childhood or Middle Childhood Education certifications are accepted as well) • Advanced degrees in education or content area preferred • Professional demeanor • Highly Qualified as defined by No Child Left Behind • For Science teachers: background in or willingness to learn computer programming to support Digital Literacy curriculum
Performing Arts Teachers	• <i>Responsibilities:</i> • <i>Same as General Education Teacher</i> • <i>S/he contributes to larger vision of performing arts program and lead major performances and activities</i> • Experience teaching music theory, history, performance, and/or appreciation • Experience in developing lesson plans that complement and support classroom instruction in other core courses • Interest in developing a full music performance and/or musical theater program as Forte Preparatory Academy grows and develops
Digital Literacy Teachers	• <i>Responsibilities:</i> • <i>Same as General Education Teacher</i> • Energy and entrepreneurial spirit for a start-up charter school • Experience or certification in computer programming or web design • Creative thinker who can develop engaging digital literacy programming in school • Interest in leading design of Digital Literacy program over time
Special Education	• <i>Responsibilities:</i>

Teachers	• <i>Same as General Education Teacher</i> • <i>S/he participates in meetings with Student Supports Coordinator</i> • <i>S/he differentiates small group instruction based on student needs</i> • <i>S/he prepares student IEPs in consultation with SSC and parents</i> • Certified as Special Education teacher in New York State • One to three years of urban teaching, with at least one year of special education teaching experience is preferred
ESL Teachers	• <i>Responsibilities:</i> • <i>Same as General Education Teacher</i> • <i>S/he administers NYSITELL and or analyze results</i> • <i>S/he differentiates ELL instruction based on student needs</i> • <i>S/he prepares students for NYSESLAT</i> • Certified to teach English as a Second Language in New York State • One to three years of urban teaching, with at least one year of ESL teaching experience is preferred
Subject Leaders	• <i>Responsibilities:</i> • <i>Same as General Education Teacher</i> • <i>S/he leads curriculum planning sessions with other subject-level teachers</i> • <i>S/he provides formal feedback to Director of Curriculum and Instruction on program alignment across grades</i> • <i>S/he coaches other subject area teachers and conducts formal observations</i> • Teachers with prior classroom experience at Forte Prep preferred • Strong interpersonal dynamics with staff • Motivational and energetic leader who is committed to excellence • Solutions-oriented strategic thinker who has overcome complex organizational challenges • Unwavering in pursuit of excellence even in the face of difficult opposition and challenges • Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions
Grade Level Leaders	• <i>Responsibilities:</i> • <i>Same as General Education Teacher</i> • <i>S/he leads grade-level planning sessions with other grade level teachers</i> • <i>S/he provides formal feedback to Director of Curriculum and Instruction on program alignment and integration within grade</i> • <i>S/he coaches other grade level teachers and conduct formal observations</i> • Teachers with prior classroom experience at Forte Prep preferred • Strong interpersonal dynamics with staff • Motivational and energetic leader who is committed to excellence • Solutions-oriented strategic thinker who has overcome complex organizational challenges • Unwavering in pursuit of excellence even in the face of difficult opposition and challenges • Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions
Assistant Teachers	• <i>Responsibilities:</i> • <i>S/he supports full-time teaching staff in classroom and grading</i>

- S/he leads small group tutoring under supervision of teacher

- Energy and entrepreneurial spirit for a start-up charter school
- Team-oriented individual with experience working with children
- At least an Associate’s Degree required

c. Staff Recruitment and Retention

Staff recruitment

We will diligently to recruit excellent teaching and administrative staff by maximizing the professional networks available to us in New York City as well as our networks from across the country. Because high-quality teaching has the largest impact on student achievement compared to any other factor, it is critical that we bring the best teachers into our building, and the best administrative staff to support them. We will seek highly qualified staff through the following channels:

- Forte Prep website postings
- Professional networks of Board of Trustees
- Professional networks of Building Excellent Schools
- Teach For America’s alumni network⁴
- College career fairs
- College alumni associations
- Young Education Professionals – New York Chapter
- Idealist.org
- Bridgestar.org
- Educators4Excellence
- NYC Charter School Center Job Board
- Council for Community Charter Schools

Through BES Follow-on support, Forte Prep will have access to a full-time leadership coach, Paul Adler, who has extensive experience building Achievement First High School in Brooklyn, preceded by his work as a middle school math teacher, and who will offer his expertise and guidance on talent selection. (Please see **Supplemental Attachments** for Mr. Adler’s resume.) Further, both he and Building Excellent Schools are committed to extending their professional network in service of identifying high-quality candidates for the school.

Candidates must be 100% aligned with Forte Prep’s mission, and demonstrate academic success with our target population. Applicants who provide resume and cover letter will commence an interview process including the following steps:

Figure 3: Forte Prep recruitment process (with Y0 staffing)

Stage	Owner	Support
Resume review	Executive Director	Operations Manager
Telephone interview	Executive Director (with BES support)	Operations Manager
In-person interview	Executive Director (with BES support)	Director of Curriculum and

⁴ As of 2014, Teach For America no longer places corps members in Queens, however, after conversations with the Managing Director of Programs at TFA, we will actively recruit via TFA alumni networks for former corps members who are interested in working in a high-performing, start-up charter school in Queens.

		Instruction
Sample teaching lesson	Director of Curriculum and Instruction (with BES support)	Executive Director
Reference/Criminal Background Checks	Operations Manager	Executive Director

Throughout the entire recruitment process, we will be looking to see if candidates are well aligned with our STRIVE core values. Adapted from KIPP DC,⁵ we have developed the following framework to test values alignment on an ongoing basis.

Figure 4: Staff alignment with core values

STRIVE values in action	
Service: <i>We go out of our way to help others be excellent.</i>	
- You show all staff tremendous support and kindness. - When questioned about processes by staff members, you show empathy and seek to answer their questions quickly. - You are honest and open. - You do what needs to be done for our school regardless of assignment or specified responsibility.	
Team: <i>We go the farthest when we go together.</i>	
- You never hesitate to help a teammate no matter the task and have pitched in on projects well outside the scope of your job description. - Through your demonstrated support and reliability, you have formed valuable relationships and gained the trust of all team members. - You are always willing to help teammates with logistics and planning and execution of events. You know helping one is helping the team.	
Resilience: <i>We know to keep pushing when the going gets tough.</i>	
- Given your quiet demeanor, you are surprisingly fearless. You will reach out to anyone you think can help you reach your goals. - You push through tasks to completion even when you find out you have to completely redo someone else's work.	
Integrity: <i>We know the spotlight is on us to perform at all times.</i>	
- You consistently execute regular and discreet tasks on time and with accuracy and are honest about roadblocks. - The systems and routines you establish build trust within our team, and people can count on you. - You are reliable and proactive.	
Voice: <i>We speak up for one another, and are fierce allies for our teammates in service of our mission.</i>	
- You shout out our teammates for their hard work on a regular basis. - You are quick to advocate on behalf of your or a teammate's needs to the leadership team. - You show positivity in your own way, and that gives teammates and others strength. It's important to give/receive energy in lots of different ways, and you bring that diversity to our team.	
Excellence: <i>We know what success looks like and push for it every day.</i>	

⁵ Materials adapted from a training by Abacus Educational Partners, led by Michael Buerger in December 2015.

- You understand the unique nature of your position within this organization and recognize the impact of your responsibilities on the achievement of our mission.
- You hold others accountable.
- You strive to hit every deadline.

Compensation

We intend to recruit high quality staff with a competitive salary package, with an average salary set at \$59,378 which is on par with the salary for a district school teacher with a Master's degree. We believe that our salary and benefits package, coupled with the highly professionalized working environment and the opportunity to work in a start-up charter school, will incentivize candidates to work at Forte Prep.

Staff retention

We will provide a highly professional environment in which every staff member is supported to drive achievement for our students. We will create a culture of excellence that minimizes attrition. This requires us to employ best practices for signaling, supporting, and improving retention in a new school context.

Assessment of retention

Forte Prep will engage staff during the months of December and January in targeted conversations about their happiness as a staff member, their long-term goals, and most importantly, their intentions to stay on the Forte Prep team for the next academic year. These conversations will be framed in a way that will not threaten staff with job security if they intend to leave, but rather to aid school leadership in making decisions about staffing, recruitment, and future professional development opportunities. Identifying these early retention signals can allow the Executive Director to be more proactive about recruitment and replacement.

Career pathways

Forte Prep will establish clear career pathways for top talent to incentivize high performing teachers to take on additional leadership responsibilities and stay with the school. By offering staff opportunities to lead subject-level departments, grade levels, field trips, Saturday Academy, after school programs, and third-party partnerships, we will develop the talent pipeline for future leadership at Forte Prep.

Flexible scheduling

We understand that our model of instruction, extended day and extended year will demand a lot from our teaching staff, so we have designed ways to make the work more sustainable in the long term. In Years 3 and in all future years, our staffing model will allow us to provide more flexibility to our teaching staff to arrive late or leave early 1-2 days per week. While this opportunity will not be offered to first-year teachers, this will allow veteran teachers who have contributed greatly to the growth and development of Forte Prep to have the flexibility earned through continued commitment to the school. We know that we can be creative about staffing and resource management and be responsive to the needs of our staff, so we will make accommodations in our schedule for that purpose.

Professional development

The amount of professional development that we have incorporated throughout the school year signals to all staff that we are an organization that is continuously committed to improvement. Staff will have ample opportunities to practice and give feedback to one another in a highly professionalized working environment. We will recruit directly for candidates who exhibit a growth mindset and a constant desire

to improve their craft through feedback, so we believe that a robust professional development program will boost our retention rates. Additionally, we will provide staff opportunities to take part in third-party PDs related to their craft over the course of the year. We will give each staff member a small stipend to pursue and be reimbursed for relevant professional development. Further, we will fully support staff who are interested in learning how to teach new subjects such as computer programming through initiatives like the Flatiron School's Computer Science Teaching Fellowship.⁶

⁶ For more information about the Flatiron School's Computer Science Teaching Fellowship, please visit: <https://precollege.flatironschool.com/computer-science-teaching-fellowship>.



FORTE
PREPARATORY
ACADEMY

PERSONNEL HANDBOOK 2017-2018

DRAFT

Sincere gratitude to the school hand books that informed this document, namely The New York City Charter Center Resources Database, Liberty Collegiate Academy Charter School, South Buffalo Charter School and Democracy Prep Endurance Public Charter School.

Contents

R-11d - Personnel Policies.....	1
Introduction	4
Hiring.....	6
Hiring Practices	6
Employment Checks.....	6
Equal Opportunity Employment	6
Employment of relatives	6
Employment Classifications	7
Employment at Will	7
Schedules and Compensation.....	8
Attendance Policy	8
Work Day.....	9
Pay Schedule	9
Holidays and Vacation Time.....	9
School Closings.....	9
Performance Review and Evaluation	9
Benefits	11
Health Insurance	11
Dental Insurance	11
Life Insurance	11
Disability Insurance	11
Retirement and 403(b).....	11
Medicare	12
Domestic Partner Policy.....	12
Workers' Compensation Policy	12
Unemployment Compensation	12
Continued Education Assistance.....	12
Time Away From Work	12
Sick Days.....	13
Personal Days.....	13
Jury Duty	13
Bereavement Policy	13

Military Leave.....	13
Family Care, Maternity, and Adoption Leaves of Absence	14
Returns from Leave.....	15
Workplace Safety and Environment	15
Email and Internet.....	15
Telephone Policy.....	15
Drug and Alcohol Policy	15
Violence-Free Workplace.....	16
Use of Tobacco.....	16
Dress Code	17
Moral and Ethical Expectations	17
Personal Property	17
Records Retention.....	17
Outside Employment	17
Family Educational Rights and Privacy Act	17
Change of Personal Data.....	18
Dispute Resolution.....	18
Harassment Policy.....	19
Non-Discrimination Statement	20
Non-Discrimination Policy.....	20
Immigration Law Compliance	21
Accommodations of Individuals with Disabilities	21
Workplace Searches.....	21
Corrective Action	22

Introduction

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.

OUR 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.

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 and enrichment in arts and digital literacy support student academic success, and allow us to provide individualized attention and expand our students' world view.

OUR WELCOME

Welcome to the Forte Preparatory Academy Charter School Team!

We recognize the incredible importance of a high-quality staff in fulfilling the mission of the school. To that end, we hope this personnel handbook answers many of your questions regarding benefits and employment guidelines, so that you are free to focus on the task at hand— educating students.

These policies and procedures may be amended at any time, subject to the New York State Education Law and other applicable laws, rules and regulations. This manual, and the policies and procedures set forth herein, are not intended to create or constitute a contract, and do not change the nature of the employment relationship between Forte Preparatory Academy Charter School (“Forte Prep”) and its employees.

You are responsible for understanding and complying with the content of this document. If you have any questions about any workplace-related situation addressed or not addressed in this Handbook, please contact the Executive Director.

Hiring

Hiring Practices

Employment Checks

To help ensure that all staff members are of the highest quality, we will conduct extensive checks of employment references, educational verification and Criminal Offender Record Information (CORI) on all applicants prior to extending an offer of employment.

Equal Opportunity Employment

Forte Preparatory Academy Charter School is an Equal Employment Opportunity (EEO) employer, and makes all employment decisions based on qualifications to perform the work without regard to race, color, age, sex (including pregnancy), religion, national origin, disability, veteran status, marital status, sexual orientation, genetic information, or any other characteristic protected by law. All employment decisions at Forte Prep are made in a non-discriminatory manner, and are based on the qualifications, abilities, and merits of each individual applicant.

Forte Preparatory Academy Charter School ("Forte Prep" or "the School") is committed to assuring that:

- All recruiting, hiring, training, promotion, compensation, and other employment related programs are provided fairly to all persons on an equal opportunity basis;
- Employment decisions are based on the principles of equal opportunity. All personnel actions such as compensation, benefits, transfers, training, and participation in social and recreational programs are administered without regard to any characteristic protected by federal, state, or local law; and
- Employees and applicants will not be subjected to harassment, intimidation, threats, retaliation, coercion, or discrimination because they have exercised any right protected by law.

Forte Prep's Operations Manager is responsible for ensuring compliance with all Equal Opportunity Employment policies. Forte Prep staff are responsible for supporting equal opportunity in our workplace.

Employment of relatives

Members of your immediate family may be considered for employment on the basis of their qualifications. At the discretion of the school, your immediate family may not be hired if it would:

- Create a direct supervisor/subordinate relationship with a family member; and
- Create an adverse impact on work performance; and
- Create either an actual conflict of interest or the appearance of a conflict of interest.

For purposes of this policy, your immediate family includes: mother, father, husband, wife, son, daughter, sister, brother, mother-in-law, father-in-law, sister-in-law, brother-in-law, son-in-law, daughter-in-law, stepchild, stepparent, or grandparent. This policy also applies to close personal relatives such as uncle, aunt, first cousin, nephew, niece, or half-sibling.

Employment Classifications

All employees of Forte Prep will be classified as either full-time or part-time, and either exempt or non-exempt. We may also hire consultants and/or temporary employees.

- Full-time employees: Full time employees are those who are scheduled to work the full-academic year and who work no fewer than 40 hours per week. All full-time employees are eligible to participate in the School's benefits program.
- Part-Time Employees: Part time employees are those who work fewer than 30 hours per week. Part-time employees are not eligible to participate in the School's benefits program.
- Exempt: Forte Prep will abide by the Fair Labor Standards Act (FLSA) in determining whether an employee is exempt or non-exempt. Employees classified as exempt are not eligible to receive overtime pay.
- Non-exempt: Forte Prep will abide by the Fair Labor Standards Act (FLSA) in determining whether an employee is exempt or non-exempt. Employees classified as non-exempt are eligible to receive overtime pay.
- Consultant: Consultants are independent contractors who work under a consultancy agreement. Consultants have no employee status, and are not eligible for benefits.
- Temporary Employee: Temporary employees are those employees whose employment with the School is for a limited period, generally not exceeding two academic quarters, or five months, whichever is greater. Temporary employees are not entitled to participate in the School's benefits program.

Employment at Will

As is stated throughout this Handbook, an employee's relationship with Forte Prep is an

employment “at will.” Employees of the School are considered “at will,” and therefore either the employee or the School may terminate the employment relationship at any time under the policies set forth in this document. In the absence of a specific policy the employment relationship may be terminated at any time without notice, with or without cause. It is the responsibility of the Board of Trustees to oversee school policies and operations. However, no person other than the Executive Director has authority to enter into any agreement for employment for any specified period of time and any such agreement must be in writing.

Schedules and Compensation

Attendance Policy

Forte Prep expects that every employee will be regular and punctual in attendance. This means being in the building and ready to work at his/her starting time each day. Absenteeism and tardiness place a burden on your teammates and on Forte Prep.

If you are tardy you should report your reason directly to the Executive Director. It is in every employee’s best interest to maintain a good attendance and punctuality record because this will be taken into account in performance evaluations.

If an employee is absent on an unscheduled day off, the following procedure must be followed:

1. Call and email the Executive Director by 5:45am
2. Email the Director of Curriculum and Instruction and your subject- and grade-level team so that schedule accommodations and coverages can be organized.

It is the teacher’s responsibility to have appropriate lesson plans done, as well as provide any relevant information for coverage staff (e.g., schedule, lesson plans, materials, passwords to technology). Employees who are absent for more than three consecutive school days, will be required to submit a doctor’s note, approving your return to work, to the Executive Director. After being out on a disability or maternity leave, a doctor’s note is required allowing the employee to return to work.

Failure to all in when an employee is sick or unable to report to work for 3 or more consecutive days will be presumed a “job abandonment.”

You will be compensated for authorized absences according to provisions described in this handbook. Extended absences may be authorized on a case-by-case basis.

Should excessive tardiness or absenteeism occur, disciplinary action up to and including discharge may be required.

Work Day

The job of an educator is never finished. To that end, all Forte Prep employees are expected to work as many hours each day as needed to contribute fully to the fulfillment of the school's mission. Unless otherwise agreed upon with the Executive Director, all staff must arrive at school at least fifteen (15) minutes prior to the start of Staff Huddle. Staff must remain at school until at least thirty (30) minutes after student dismissal, unless there is an event scheduled during the evening or the weekend, in which case staff may need to stay later.

Pay Schedule

Employees will be paid semi-monthly, with paychecks issued on the fifteenth (15th) and the last day of every month. All requisite contributions to benefits will be split evenly between these two paychecks. There are twenty-four (24) pay periods every year.

Holidays and Vacation Time

With the exception of personal days, which are described in more detail below, and school holidays, teachers do not receive vacation time. Teachers begin employment on the first day of staff orientation ("Summer Staff Summit") on the first working day of August. Teachers' last day of work is at the end of June, as detailed in our Annual Calendar. Teachers observe all regular school vacation periods during the school year. Administrators and staff work year-round, and will receive two weeks of paid vacation during the summer.

In general, Forte Prep observes most NYCDOE paid holidays during the year; however these dates are subject to approval by the Board of Trustees through approval of the Forte Prep Annual Calendar.

School Closings

Forte Prep follows the same school-closing policy as the New York City Department of Education (NYCDOE). Therefore, if the NYCDOE makes an announcement regarding the delay of opening, closing, or early dismissal of students, Forte Prep will adhere to those same decisions. Instructional time that is lost as a result may be made up by adding an equal number of days to what was scheduled to the end of the school year. This decision will be made by the Executive Director.

Performance Review and Evaluation

We believe that in order to constantly improve as a school, staff members of Forte Prep must

continuously reflect upon and work to progress their craft. Performance reviews and evaluations, both informal and formal, will be an integral part of every staff member's professional development.

Performance reviews may take place any number of times during the year, and may be in the form of a scheduled meeting or more informal talks during the school-day. Performance reviews may be utilized as tools to improve employee performance with regard to management expectations.

Performance evaluations will take place in a formal setting, scheduled in advance, and will occur twice during a contract year, as close to the end of the mid-year and end-of- year as possible. Evaluations will be based on both general and specific terms and conditions identified in the actual contract, letter of agreement, or confirmation letter. Performance evaluations may be used to determine professional development opportunities, contract renewal, contract termination, or resolution of other contractually related terms and/or conditions.

Performance evaluations will always be delivered in written form and be prepared by the immediate supervisor of the employee. When appropriate, and when the Executive Director is not the immediate supervisor, the Executive Director will also be involved in the preparation of performance evaluations.

Employees will have five (5) business days to reply to a written evaluation. A meeting with the supervisor and the Executive Director shall be scheduled within the next five (5) business days. Either party may request the presence of other individuals at this meeting for the purpose of providing relevant information directly related to any contractual terms and/or conditions at hand.

Once this meeting takes place, a written response shall be prepared by the Executive Director within five (5) business days, and shall be immediately delivered to the employee and the direct supervisor of the employee.

If the matter is not resolved to the satisfaction of the employee, the employee may request that, within a reasonable period of time, the Chairperson of the School's Board of Trustees schedules a meeting of the full Board, or sub-committee of the Board, to hear this case.

The Board of Trustees, through the Board Chair, shall hear this case within a reasonable period of time. Either party may request the presence of other individuals at this meeting for the purpose of providing relevant information directly related to any contractual terms and/or conditions at hand. The Board then has ten (10) days to deliberate this case. All decisions of

the Board of Trustees shall be final.

Benefits

We want all of the employees of Forte Prep to be happy and healthy. To that end we offer a competitive benefits package.

Health Insurance

We currently cap Health insurance payments at \$6,500 for each employee's health insurance plan. Employees will be responsible to pay the balance over and above this amount. We reserve the right to amend or terminate this program or to increase employee premium contributions.

Dental Insurance

The Executive Director may select a dental insurance plan that the School may offer.

Life Insurance

The Executive Director may select a life insurance policy that the School may offer.

Disability Insurance

Forte Prep carries short-term disability insurance in accordance with New York State Law. Such insurance allows payment in the event of certain injuries, illnesses or other disabilities occurring outside of the workplace, including pregnancy. Any employee wishing to claim disability pay must file the appropriate reports and forms with the Operations Manager with review by the Executive Director. The employee is also responsible for filing any other necessary forms, applications, or other information as required by the applicable government policies.

Retirement and 403(b)

Forte Prep will offer a 3% match to any full-time staff member's 403(b) retirement plan.

Medicare

All employees are required by federal statute to participate in the federal government Medicare program. Medicare is currently deducted at 1.45% of gross salary earnings. The federal government has the authority to change this rate in the future without notice.

Domestic Partner Policy

Forte Prep offers domestic partner health coverage along with individual and family plans. The cost of this plan is the same as the family plan.

Workers' Compensation Policy

All employees are covered by Workers' Compensation Insurance for job-related illnesses or injuries.

Unemployment Compensation

Forte Prep contributes to the Unemployment Compensation Plan administered by State of New York.

Continued Education Assistance

Because we expect that every staff member will work to constantly improve their own professional capacity, employees are encouraged to seek professional development opportunities outside of those offered internally. Limited tuition reimbursement may be available to full-time employees who have been employed at Forte Prep for a minimum of one year, and is allocated in our Professional Development budget. Applicants are required to maintain their status at the School through completion of the courses to be eligible for tuition reimbursement.

Such payments may be for tuition or professional development costs, but will not cover the cost of any fees, books, or any other non-tuition, course-related cost.

Time Away From Work

Every individual employee has been hired in order to positively contribute to Forte Prep. We operate a small school, with a small staff, which makes attendance of every staff member

every day that much more important. That being said, we recognize that there are times throughout the year when employees must miss work.

Sick Days

Every full-time employee is entitled to five (5) paid sick days per school year. If an employee is not able to report to work because of a sickness, or sickness to someone dependent on them for care such as a parent, spouse, partner, or child, it is expected that the employee will call the Executive Director with as much advance notice as possible, and by 6:00 am on the day of the absence, allowing enough time for the Executive Director to find a substitute teacher or temporary help. Sick days will not roll over from year to year.

Personal Days

Every full-time employee is entitled to three (3) paid personal leave days per school year beginning August 1 to be available for use over the following twelve (12) months. Employees hired after August 1 in any given year are granted a pro rata portion of the three (3) personal leave days for that twelve (12) month period immediately upon the first day of employment. Unused personal leave days will roll-over from year to year up to five (5) total personal leave days.

Jury Duty

All employees will be granted jury duty leave when summoned for jury duty. Employees summoned for jury duty should inform the Executive Director immediately so that alternative accommodations can be made. Employees will be paid regular wages for the first two weeks (10 workdays) of actual time served on jury duty. Thereafter, jury duty will be unpaid. Employees are expected to return to work on any day or portion of a day they are released from jury duty.

Bereavement Policy

Full-time employees are entitled to take up to three (3) consecutive days off, with pay, to attend to a family death. Employees may be granted additional time without pay or may use unused personal leave days for additional bereavement leave. For these purposes, family is defined as a spouse, domestic partner, child, parent, sibling, grandparent or grandchild.

Military Leave

The Unified Services Employment and Re-employment Act (USERRA) provides job- protected leaves of absence to employees who serve in the military for up to five (5) years (cumulatively) and who are honorably discharged at the conclusion of their service. Such leave will be granted whether the service is voluntary or involuntary.

Family Care, Maternity, and Adoption Leaves of Absence

Full-time employees who have completed at least ninety (90) days of continuous employment will be entitled to a paid or unpaid leave of absence for family care, maternity or adoption based on employment status and reason.

An employee may apply for a family care leave of absence to care for certain members of one's immediate family (parents, children, spouse, domestic partner, siblings, and grandparents) due to the family member's serious health condition. Family care leaves of absence may be authorized for up to twelve (12) weeks and are unpaid.

An employee may apply for a maternity leave of absence due to pregnancy or childbirth. A maternity leave of absence may consist of two types of leave: 1) a disability leave of absence, (for the employee's period of actual disability), and 2) a family care leave of absence (for any additional period of time requested by the employee to care for the newborn child). Total leave time may be up to twelve (12) weeks. If the employee is disabled due to pregnancy for longer than twelve (12) weeks, the employee may continue to qualify for disability leave. The family care portion of a maternity leave must be concluded within the twelve (12) month period following the date of the child's birth.

An employee may apply for an adoption leave of absence for the adoption of a child or placement of a foster child in the employee's home. Adoption leaves of absence may be authorized for up to twelve (12) weeks. The adoption leave of absence must be concluded within twelve (12) months following the date of the adoption or placement.

If leave is for the birth or adoption of a child, Forte Prep will provide salary continuation according to the following schedule:

- For employees who have worked fewer than 24 months, 3 weeks of paid leave will be given to the primary caregiver and 1 week of paid leave to the non---primary caregiver.
- For employees who have worked a minimum of 24 months, 6 weeks of paid leave will be given to the primary caregiver and 2 weeks of paid leave to the non---primary caregiver.
- For employees who have worked a minimum of 60 months (5 years), 9 weeks of paid leave will be given to the primary caregiver and 3 weeks of paid leave to the non---primary caregiver.

The total parenting leave period (both paid and unpaid, including FMLA if applicable) will not exceed 12 weeks.

Returns from Leave

If an employee returns to work at or before the scheduled expiration of a leave of absence and within twelve (12) weeks, he or she is entitled to return to the same or an equivalent job, if available, with no reduction in salary or benefits. If an employee requires more than one family care leave of absence in any rolling twelve (12) month period, then the employee's job will be held for a total of ninety (90) days. The ninety (90) day period will include all leave time used in connection with all family care leave taken during the previous twelve (12) months, not just the leave time used in connection with the current leave.

If an employee does not return to work at or before the scheduled expiration of the leave, the employee will be considered to have voluntarily resigned.

Workplace Safety and Environment

Email and Internet

The school's email and other computer applications are intended for use by employees engaged in administrative or educational work. Employees who use these systems for personal communications are subject to the terms of this policy. The School reserves the right to review all email messages and Internet transaction, and users of the School's systems have no right to privacy in messages either sent or received. The use of obscene or harassing language when sending email message is strictly prohibited. Similarly, employees may not use the Internet to send, access, display, download or print pornographic or sexually explicit materials, derogatory, racial or religious messages, or other material which a reasonable person would find offensive. Such conduct may be grounds for discipline, up to and including termination.

Telephone Policy

All teachers have their own telephone at the school and their own voicemail account. These phones are intended for school business only.

Drug and Alcohol Policy

Forte Prep prohibits the possession, distribution, or use of alcohol or any illegal narcotic, drug,

or controlled substance on its premises or during any School activity. Employees who report to work under the influence of alcohol or of an illegal drug, narcotic, or controlled substance will be subject to disciplinary action, including immediate discharge. The only exception is when the use of a controlled substance is pursuant to a doctor's or other health care professional's order and the doctor or health care professional has advised the employee that the substance will not adversely affect the employee's ability to perform his or her job duties safely. In such situations, the employee must provide a doctor's note stating that the employee is able to safely perform his or her job duties.

Any employee convicted under any criminal drug statute for a violation occurring while on the job, around students, on Forte Prep premises, or in any vehicle used for Forte Prep business must notify Forte Prep no later than five (5) days after such a conviction. A conviction includes any finding of guilt or plea of no contest and/or imposition of a fine, jail sentence, or other penalty.

We recognize that employees suffering from alcohol or drug dependence can be treated. Consistent with its policy of equal opportunity, Forte Prep maintains a policy of non-discrimination and reasonable accommodation with respect to recovering addicts and alcoholics, and those having a medical history reflecting treatment for substance abuse conditions. We encourage you to seek assistance before your substance or alcohol use renders you unable to perform your essential job functions or jeopardizes your health and safety and/or that of others.

Violence-Free Workplace

It is Forte Prep's policy to provide a workplace that is safe and free from all threatening and intimidating conduct. Therefore, Forte Prep will not tolerate violence or threats of violence of any form in the workplace, at work-related functions, or outside of work if it affects the workplace. This policy applies to Forte Prep employees, students, guests, vendors, and persons doing business with Forte Prep.

It will be a violation of this policy for any individual to engage in any conduct, verbal or physical, which intimidates, endangers, or creates the perception of intent to harm persons or property. Any violation of this policy may result in disciplinary action.

Use of Tobacco

Employees may not use any tobacco products on school grounds, anywhere off of school grounds that is visible from school grounds, or anywhere that it could be reasonably expected to encounter students during the school day. Any violation of this policy may result in disciplinary action.

Dress Code

Teachers are expected to maintain the highest degree of professionalism throughout the workday. Business attire is expected for all employees, excepting dress-down Fridays, when teachers may wear college attire from their alma mater.

Moral and Ethical Expectations

Every employee must carry themselves as a role-model for students at all time. All employees of Forte Prep are expected to behave in a consistently moral and ethical manner.

Personal Property

Teachers may bring their own property to school for use in their classroom or desk. The school is not responsible for any property lost or stolen during, or outside of school hours.

Records Retention

All personnel files and payroll records are maintained under the provision of the Fair Information Practices Act. Employees may obtain access to their files by completing an access request form. Files must be obtained in the presence of the Executive Director or Operations Manager. Personnel files may include the following: job application, job description, resume, records of participation in training events, salary history, records of disciplinary action, and documents related to employee performance reviews, coaching, and mentoring. Please notify the Operations Manager immediately of any change of name, address, telephone number, marital, dependent, or tax status.

Outside Employment

Helping students achieve their full academic potential, and working to help the school realize its mission will take a significant investment of time from every staff member. To that end, employment outside of the School is strongly discouraged. Any outside employment that an employee does decide to pursue must not conflict in any way with staff responsibilities within the School. Employees may not conduct outside work or use school property, equipment or facilities in connection with outside work whilst on school time.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over eighteen (18) years of age certain rights with respect to the student's education records. The

Model Notification of Rights and the school's directory information public notice are posted in a public employee area and will be addressed in detail during faculty orientation.

Change of Personal Data

It is the responsibility of the employee to notify the Operations Manager or the Executive Director of any change(s) in personal data that may have an impact on future employment verification.

Dispute Resolution

It is the policy of Forte Prep to treat employees in a fair and impartial manner. The School is firmly committed to the belief that undisclosed problems will remain unresolved and negatively affect the work environment at the School. Therefore, the School has established the administrative review system that follows, the intent of which is to solve problems as fairly and informally as possible.

A grievance is any significant employee concern that arises in the application of personnel breaches or in violation of personnel practices, either between employees and their co-workers or between employer and employees. Employees who seek resolution of employment situations by using established procedures are assured that they will not be subjected to discrimination or retaliation or be penalized in any way for their use of these procedures.

Employees are encouraged to take complaints involving a co-worker directly to that person for discussion and resolution. If the two employees are unable to resolve their differences, they may at any time request a mediation meeting with their supervisor and/or the Executive Director where both employees are present. The resolution of the Executive Director shall be considered final.

The procedure set forth is intended to serve as a means for peaceful settlement of disputes that arise between employees and the School.

- 1) In the event that an employee believes he or she has been treated unfairly, the employee should discuss the situation with his or her supervisor in an effort to resolve the issue.
- 2) If a resolution has not been reached through the discussion, the employee should present the written material to the Executive Director within two (2) business days of receiving their supervisor's response. The employee must notify their supervisor of this action.

- 3) The Executive Director will respond to both parties within two (2) business days of receiving the complaint.
- 4) If the complaint cannot be resolved by the Executive Director, or if the complaint involves the Executive Director, the employee may present the complaint to the Board of Trustees. The Board of Trustees will review any complaint brought before it and will respond in writing to the parties concerned within fifteen (15) days of receiving the complaint. The decisions of the Board of Trustees are final.
- 5) There will be no retaliation of any kind against an employee for bringing up complaints under this procedure.
- 6) At their own expense, employees may seek outside guidance in order to articulate a complaint as clearly as possible.

Harassment Policy

Forte Prep expressly prohibits any form of unlawful harassment based on race, color, religion, sex, national origin, age, disability, military status or any other status protected by federal, state or local law. Policy will be enforced in conformance to NY State laws as well as Title VII of the Civil Rights Act of 1964, which proscribes harassment in the workplace. Harassment may include, but is not limited to, derogatory, vulgar or offensive comments or jokes, and distribution of written or graphic material containing such comments or jokes. Sexual harassment is considered to be:

- 1) Unwelcome sexual advances, requests for sexual favors, and all other verbal or physical conduct of a sexual or otherwise offensive nature, especially where
 - Submission to such conduct is made either explicitly or implicitly a term or condition of employment;
 - Submission to or rejection of such conduct is used as the basis for decisions affecting an individual's employment; or
 - Such conduct has the purpose or effect of creating an intimidating, hostile, or offensive working environment.
- 2) Offensive comments, jokes, innuendoes, and other sexually oriented statements.
- 3) Sexually explicit or offensive pictures, greeting cards, articles, books, magazines, photos or cartoons.
- 4) It is sexual harassment for a manager or supervisor to use his or her authority to solicit sexual favors or attention from subordinates when the subordinate's failure to submit will result in adverse treatment, or when the subordinate's acquiescence will result in preferential treatment.
- 5) Administrators and supervisors who either engage in sexual harassment or tolerate such conduct by other employees shall be subject to sanctions, as described below.
 - Non-managerial and Non-supervisory Employees - It is sexual harassment for a non-administrative and nonsupervisory employee to subject another such employee to any unwelcome conduct of a sexual nature. Employees who

engage in such conduct shall be subject to sanctions as described below.

- Employees and Students - It is sexual harassment for an employee to subject a student to any conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions.

The Executive Director and other management personnel are responsible for creating an atmosphere free of discrimination and harassment, sexual or otherwise. Further, employees are responsible for respecting the rights of their coworkers.

Employees who experience any job-related harassment based on their sex, race, national origin, disability, or another factor protected by law, or believe that they have been treated in an unlawful, discriminatory manner, are encouraged to report the incident to their supervisor or to the Executive Director. The Board has a responsibility to investigate and resolve complaints of sexual harassment. Complaints will be investigated promptly, and will be kept confidential to the extent possible.

If Forte Prep determines that an employee has engaged in inappropriate, harassing or unlawful discriminatory conduct, disciplinary may be taken against the offending employee, up to and including termination of employment.

Forte Prep prohibits any form of retaliation against any employee for filing a complaint under this policy or for assisting in a complaint investigation.

Non-Discrimination Statement

Forte Preparatory Academy Charter School admits students of any race, color, gender, religion, disability and national and ethnic origin. Forte Preparatory Academy Charter School does not discriminate on the basis of race, color, gender, religion, disability and national and ethnic origin in administration of its policies and programs.

Non-Discrimination Policy

Forte Preparatory Academy Charter School ("Forte Prep" or "the School") works relentlessly to empower students of all racial and ethnic backgrounds to achieve their full potential. The adult community of the School will model the best practices and professional behavior of a diverse team.

Any grievance regarding discrimination shall be handled through the Executive Director and in consultation with the Board of Trustees when appropriate. The complainant should contact the EEOC officer, who shall provide information and assistance on filing and pursuing the complaint.

Specifically, no person within Forte Prep shall intentionally commit any of the following acts for reasons prohibited by this policy:

- Discriminate in the recruitment, hiring, training, compensation, benefits, promotion, transfer termination, lay-off, reduction in workforce, or any other terms or conditions of employment.
- Make any comments, display, or distribute any materials that constitute unlawful harassment based on an individual's membership in a legally protected class.
- Deny a person any service or other program benefits based on the individual's legally-protected classification.

A Forte Prep employee who has become aware of violations of this provision has the affirmative obligation to report the conduct to their immediate supervisor, or if the supervisor is engrossed in the conduct, to another member of the management team. It is the policy of the School, its students, faculty, and its volunteers to provide information and program services to any and all interested parties in need of said services and for those interested in serving in a volunteer capacity, without regard to race, color, sexual orientation, age, national origin, handicap, gender, ability to pay, or any other status as protected by law.

Immigration Law Compliance

Forte Preparatory Academy Charter School does not hire anyone that is not a citizen of the United States, or is not a non-citizen that is authorized to work in the United States under the Immigration Reform and Control Act of 1986. As a condition of employment, all new and past employees must show valid proof that they are eligible to work in the United States.

Accommodations of Individuals with Disabilities

Qualified individuals with a disability may make a request for reasonable accommodation to the Executive Director. On receipt of an accommodation request, the Executive Director will meet with the requesting individual to discuss and identify the precise limitations resulting from the disability and the potential reasonable accommodation that Forte Prep might make to help overcome those limitations. Forte Prep may request medical certification from the individual's doctor in order to verify the disability and the precise nature of the limitations.

Workplace Searches

To safeguard the safety and property of our employees, students and Forte Prep, the School reserves the right to inspect any packages, parcels, purses, handbags, briefcases, or any other possession or articles carried to and from work areas. Therefore, there is no reasonable

expectation of privacy with regard to items brought onto the school premises. It is considered to be part of each employee's job at Forte Prep to cooperate fully with such searches. Refusal to cooperate may lead to disciplinary action, up to and including discharge.

Corrective Action

Forte Prep expects the highest quality performance from all employees. An employee's failure to meet these expectations may result in disciplinary action up to and including dismissal. All forms of substandard performance, work of unacceptable quality or quantity, excessive absenteeism or tardiness, violations of school policies or procedures, misconduct, insubordination, any other form of improper conduct, and conduct which presents even the appearance of impropriety may result in disciplinary action up to and including discharge.

Most performance problems will be addressed using progressive discipline, which may include an oral warning, a written warning, a probation period, and then discharge. In cases of serious misconduct, however, certain steps of the progressive discipline process may be skipped or immediate discharge may be warranted.

R-11 – Personnel

Contents

R-11 – Personnel	1
a. Staffing Chart and Rationale	1
b. Qualifications and Responsibilities	2
c. Staff Recruitment and Retention	9
Staff recruitment.....	9
Staff retention.....	11

a. Staffing Chart and Rationale

Forte Preparatory Academy Charter School (“Forte Prep”) will have 1.75 FTEs in its planning year, consisting of an Executive Director (1 FTE), Director of Curriculum and Instruction (.5 FTE), and Operations Manager (.25 FTE). In concert with the Board of Trustees and any consultants as hired, and with the support of Building Excellent Schools, this team will be responsible for executing the action plan for the school in Year 0. In Year 1, the staff will consist of 7.5 FTEs of teachers, ensuring that 4 teachers are dedicated to ELA and Math instruction for a co-teaching model, 1 teacher each for Social Studies, Science, and Performing Arts, respectively, and 0.5 for Digital Literacy. We will also be supported through the work of a financial back office provider and a physical education contractor. Our staffing plan will grow steadily for each new grade we add. Our Student Supports Coordinator, a special educator licensed in New York State, will oversee administrative as well as instructional support for students with special need. A 1.0 FTE is allocated to ELL Coordinator providing instruction and support to other teachers for students with limited English proficiency. The Operations team will grow to 2 FTEs – the Operations Manager and the Office Manager. Forte Prep will bring on Assistant Teachers in Year 4 to build a full-time teacher pipeline as well as to provide tutoring and enrichment support for our students. We intend to hire a Dean of Students in Year 2, with the Executive Director taking on all school culture responsibilities until that point. We plan to hire a Director of Development in Year 4, with the Executive Director and Board of Trustees assuming all fundraising and development responsibilities until that point. Our total staff count in Year 5 will be 49.5 FTEs.¹

¹ There is a discrepancy in the FTEs listed in the budget template and those listed above, due to our approach to calculating bonuses and stipends to fully reflect personnel costs. This additional “FTE” falls under the “Other” line item in the Instructional Personnel FTE section of the budget in **Figure 1**. Such indication allows us to be encompassing of all personnel costs within the budget template of this petition. When calculating true FTEs, the “Other” category does not apply for such calculation.

Figure 1: Forte Prep Staffing Chart (Y0-Y5) ^{2,3}

ADMINISTRATIVE PERSONNEL FTE		FTE				
Executive Management		1.0	1.0	1.0	1.0	1.0
Instructional Management		0.0	0.0	0.0	0.0	0.0
Deans, Directors & Coordinators		3.0	4.5	6.0	7.0	7.0
CFO / Director of Finance		0.0	0.0	0.0	0.0	0.0
Operation / Business Manager		1.0	1.0	1.0	1.0	1.0
Administrative Staff		1.0	1.0	2.0	2.0	2.0
TOTAL ADMINISTRATIVE STAFF		6.0	7.5	10.0	11.0	11.0
INSTRUCTIONAL PERSONNEL FTE						
Teachers - Regular		7.5	15.0	22.5	30.0	30.0
Teachers - SPED		1.0	1.0	2.0	2.5	2.5
Substitute Teachers		0.0	0.0	0.0	0.0	0.0
Teaching Assistants		0.0	0.0	0.0	3.0	4.0
Specialty Teachers		0.0	0.0	0.5	1.0	1.0
Aides		0.0	0.0	0.0	0.0	0.0
Therapists & Counselors		0.0	0.0	0.0	0.0	0.0
Other		1.0	1.8	2.6	3.4	3.4
TOTAL INSTRUCTIONAL		9.5	17.8	27.6	39.9	40.9
NON-INSTRUCTIONAL PERSONNEL FTE						
Nurse		0.0	0.0	0.0	0.0	0.0
Librarian		0.0	0.0	0.0	0.0	0.0
Custodian		0.0	0.0	0.0	0.0	0.0
Security		0.0	0.0	0.0	0.0	0.0
Other		0.3	0.5	0.8	1.0	1.0
TOTAL NON-INSTRUCTIONAL		0.3	0.5	0.8	1.0	1.0
TOTAL PERSONNEL SERVICE FTE		15.8	25.8	38.3	51.9	52.9

b. Qualifications and Responsibilities

Please see **Figure 2** for all positions, including qualifications and responsibilities.

Figure 2: Forte Prep staff qualifications

Position	Responsibilities and Qualifications
Executive Director	Responsibilities: - Serve as external face of the school and is the senior executive responsible for the organizational and academic success of the school - S/he is the liaison between the Board of Trustees and the school's staff - S/he leads the academic, operational, and organizational vision of the school

² The Director of Curriculum and Instruction satisfies both Instructional Management and Deans, Directors, and Curriculum as provided within this chart. For the purposes of this chart, and given the Title of Director, this role is placed within the second of these two categories, but will play a critical role in instructional leadership at Forte Prep and is the second hire and second most senior position in the organization after that of the Executive Director. This role will grow to 2 FTE positions in Y3, with 1 role dedicated to Humanities and the other to STEM. Please also note that rather than hiring a position in-house for a finance or CFO position, we will hire a financial back-office provider, such as EdTec, and combine that role with the in-house operational position.

³ ELL Teachers are listed under Specialty Teachers in table above.

	• <i>S/he leads the Leadership Team, and supports their various roles in operationalizing the vision</i> • <i>S/he makes all final hiring and firing decisions within the school, with the input of appropriate roles within the organization</i> • <i>S/he evaluates all administrative positions within the school</i> • <i>S/he oversees the short- and long-term financial health of the organization and ensures that the resources are in place to actualize the mission and vision</i> • <i>S/he establishes and oversees the relationship between our Back Office Provider and the Operations Manager</i> • Strong commitment to the mission and vision of Forte Preparatory Academy • Passion for education, mentorship, and youth awareness • Experience in education, strategic planning, staff development, board relations, financial management, and operations • Motivational and energetic leader who is committed to excellence • Solutions-oriented strategic thinker who has overcome complex organizational challenges • Unwavering in pursuit of excellence in the face of difficult opposition and challenges • Results-driven leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions • Fundraising experience with a history of cultivating and securing financial support from individuals, foundations, and corporations • Proven success at applying for government grants • Experienced public speaker • Well-developed technical and persuasive writer • Previous management experience • Personal and professional integrity • Openness to feedback, willingness to take personal responsibility, and desire to learn from previous mistakes • Masters level degree preferred
Director of Curriculum and Instruction (Starting in Y3 – DCI Humanities, and DCI STEM)	• <i>Responsibilities:</i> • <i>S/he oversees the academic program in the school</i> • <i>S/he oversees and implements curriculum development and alignment, instruction, and the professional development of teaching staff</i> • <i>S/he develops and administers the assessment system</i> • Strong commitment to the mission and vision of Forte Prep • Experienced in education, strategic planning, and staff development • Motivational and energetic leader who is committed to excellence • Solutions-oriented strategic thinker who has overcome complex organizational challenges • Unwavering in pursuit of excellence even in the face of difficult opposition and challenges • Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions • Teaching experience with marked success and quantifiable and objective student performance gains that surpass state averages • Proven ability to work collaboratively with a diverse team of teachers • Analytical problem-solver and solutions-oriented strategic thinker who overcomes difficult organizational challenges • Exceptional public speaker, writer and editor, especially of lesson plans, unit plans, and other curricular materials • Strong knowledge of curriculum for fifth through eighth grade students • Energy and entrepreneurial spirit for a start-up charter school • Professional demeanor, strong work-ethic, detail-driven work style with excellent

	- organizational skills • Ability to prioritize, multi-task, delegate, and lead by example • Three to five years of urban teaching and educational leadership experience is preferred • NY teaching certification preferred • Masters level or advanced degree preferred • Highly Qualified as defined by No Child Left Behind • Note: after Year 3, a second subject-specific DCI will be brought on the team to split responsibilities between Humanities and STEM
Dean of Students	• <i>Responsibilities:</i> • <i>S/he focuses on student culture and discipline</i> • <i>S/he holds Forte Prep students accountable to the Code of Conduct and establishes and maintains family relationships to support the high behavioral expectations of the school</i> • <i>S/he partners with our Community Coordinator to ensure that students have access to the educational enrichment opportunities beyond the school's offerings</i> • <i>S/he coordinates school events and works with the Executive Director and Operations Manager to plan and execute college visits, morale boosting activities, and end-of-year excursions with students</i> • Strong commitment to the mission and vision of Forte Prep • Steadfast belief in the potential of all students and the power of a tight-knit school community • Motivational and energetic leader who is committed to excellence • Solutions-oriented strategic thinker who has overcome complex organizational challenges • Unwavering in pursuit of excellence even in the face of difficult opposition and challenges • Experience • Ability to prioritize, multi-task, delegate, and lead by example • Three to five years of urban teaching and educational leadership experience as Dean of Students or Culture preferred • Masters level or advanced degree preferred
Director of Development	• <i>Responsibilities:</i> • <i>S/he organizes and leads fundraising campaigns on behalf of Forte Prep</i> • <i>S/he communicates with and solicits donors in alignment with the school's Fund Development Plan and Goals</i> • <i>Under the leadership of the Executive Director and working with the Board's Development Committee, she develops annual fundraising goals that align with the strategic vision of the school</i> • Strong commitment to the mission and vision of Forte Prep • Fundraising experience with a history of cultivating and securing financial support from individuals, foundations, and corporations • Proven success at applying for government grants • Experienced public speaker • Well-developed technical and persuasive writer • Personal and professional integrity • Openness to feedback, willingness to take personal responsibility, and desire to learn from previous mistakes • Masters level degree preferred • Prior development experience at a charter school preferred
Director of High School Placement	• <i>Responsibilities:</i> • <i>S/he supports all students and families through the high school application and placement process starting when the student is in sixth grade</i>

and Alumni Success	• <i>S/he provides tutoring to students as a resource to the Student Supports Coordinator</i> • <i>S/he organizes high school visits for students, communicate with admissions liaisons for local scholarship programs, public, charter, and independent schools, lead high school placement test prep and administration, and facilitate all high school and scholarship applications.</i> • <i>S/he communicates with and supports alumni through high school experience</i> • <i>S/he reports to Executive Director to give feedback on alumni performance</i> • Strong commitment to the mission and vision of Forte Prep • Experienced public speaker • Well-developed technical and persuasive writer • Personal and professional integrity • Ability to write and speak in Spanish, Bengali, and/or Chinese preferred • Strong attention to detail • Energy and entrepreneurial spirit for a start-up charter school • College degree required; advanced degree preferred • Experience navigating New York City high school placement for an independent, charter, or scholarship program (e.g. Prep for Prep, TEAK Fellowship) preferred
Operations Manager	• <i>Responsibilities:</i> • <i>S/he oversees the facility and operational needs of the school</i> • <i>S/he works closely with our back office support service provider in maintaining the school budget, accounting systems, annual audit, and ensuring compliance with all federal, state, and local requirement</i> • <i>S/he manages facility and human resource needs, and ensures that the daily operations and attendance systems run smoothly</i> • <i>S/he oversees the work of the Office Manager and works closely with the Director of Curriculum and Instruction (especially to generate reports of student data for Professional Development and Data Days)</i> • <i>S/he ensures all required reporting to the authorizer and to</i> • <i>In Year 0, s/he designs and implements enrollment lottery, student information, and procurement systems for Forte Prep</i> • Commitment to the mission and vision of Forte Prep • Results-driven business leader with experience in, and commitment to, operational and financial excellence and the use of data and assessments to drive operational and financial decisions • Advanced degree and two years of experience in operations and/or finance preferred • Experience in an educational setting preferred • Ambition and desire to grow as a leader • Excellent technical and persuasive writer • Entrepreneurial spirit • Personal and professional integrity • Technological proficiency in Microsoft Office, especially Excel and Access, QuickBooks, and other financial management and HR software
Office Manager	• <i>Responsibilities:</i> • <i>S/he maintains student records and ensures that student attendance, homework completion, and merit/demerit data are accurately recorded</i> • <i>S/he is the first contact for parents and ensures that appropriate notification is given to parents regarding student health, detentions, or other pressing matters pertaining to their children</i> • <i>S/he greets students and families in the main office every day</i>

	• Strong commitment to the mission and vision of Forte Prep • At least 2 years of administrative experience • College degree required • Strong attention to detail • Ability to work effectively under stressful working conditions
Parent/Community Coordinator	• <i>Responsibilities:</i> • <i>S/he coordinates community outreach efforts between the school and the local community</i> • <i>S/he coordinates parent communication and supports recruitment efforts</i> • <i>S/he identifies new partnership opportunities on behalf of the school</i> • <i>S/he oversees the Forte Family Champions parent group and relays information to the Executive Director</i> • Strong commitment to the mission and vision of Forte Prep • Administrative experience is preferred • Ability to write and speak in Spanish, Bengali, and/or Chinese preferred • High school degree required; college degree preferred • Strong attention to detail • Energy and entrepreneurial spirit for a start-up charter school
Student Supports Coordinator	• <i>Responsibilities:</i> • <i>S/he oversees the administration of special education and ELL programs</i> • <i>During the first year of operation, the Student Supports Coordinator will spend 50% of his/her time on administrative duties associated with student IEPs and 50% on instructional duties for students either within classrooms with the general education teacher during inclusion or for those students requiring pull-out time in special education classes</i> • <i>S/he oversees and supports the work of the SPED teacher hired in year 1 and additional SPED teachers as hired</i> • Certified as Special Education teacher in New York State • Strong commitment to the mission and vision of Forte Prep • Experienced in education, strategic planning, and staff development • Motivational and energetic leader who is committed to excellence • Unwavering in pursuit of excellence even in the face of difficult opposition and challenges • Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions • Teaching experience in urban areas with marked success, and quantifiable and objective student performance gains that surpass state averages • Proven ability to work collaboratively with a diverse team of teachers • Analytical problem-solver and solutions-oriented strategic thinker who has overcome difficult organizational challenges • Energy and entrepreneurial spirit for a start-up charter school • Professional demeanor, strong work ethic, detail-driven work style with excellent organizational skills • Ability to prioritize, multi-task, delegate, and lead by example • Three to five years of urban teaching, with at least 2 years of special education teaching experience and educational leadership experience is preferred • Masters level advanced degree preferred • Highly Qualified as defined by No Child Left Behind
ELL Coordinator	• <i>Responsibilities:</i> • <i>S/he focuses on the administration of ELL services</i> • <i>S/he supports the identification of ELL students and oversees the support work led</i>

	<i>by the ELL teachers</i> • <i>S/he trains and develops teachers on how to effectively integrate ELL services into lesson plans and leads sessions during Summer Staff Summit</i> • Experienced in education, strategic planning, and staff development • Motivational and energetic leader who is committed to excellence • Unwavering in pursuit of excellence even in the face of difficult opposition and challenges • Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions • Teaching experience in urban areas with marked success, and quantifiable and objective student performance gains that surpass state averages • Proven ability to work collaboratively with a diverse team of teachers • Analytical problem-solver and solutions-oriented strategic thinker who has overcome difficult organizational challenges • Energy and entrepreneurial spirit for a start-up charter school • Professional demeanor, strong work ethic, detail-driven work style with excellent organizational skills • Ability to prioritize, multi-task, delegate, and lead by example • Three to five years of urban teaching, with at least 2 years of ESL teaching experience and educational leadership experience is preferred • NY ESL Certification required • Masters level advanced degree preferred • Highly Qualified as defined by No Child Left Behind
General Education Teachers (ELA, Math, Science, Social Studies)	• <i>Responsibilities:</i> • <i>S/he plans and executes high-quality classroom lessons</i> • <i>S/he collects and analyzes student data</i> • <i>S/he supports the emotional and behavioral development of all students</i> • <i>S/he promotes our school's values</i> • <i>S/he works collaboratively with other general education teachers and engage in co-planning</i> • Successful manager of an urban classroom who has used structure, incentives, and high expectations to drive student success • Experienced classroom teacher with demonstrated quantifiable and objective student performance gains that surpass state or local averages • Ability to work with a variety of learning abilities, including those with special needs and low skill level in a heterogeneously grouped classroom setting • Demonstrated ability to work well in a team, especially with parents and community members • Analytical problem solver • Basic understanding of data analysis • Minimum two years of urban teaching preferred • NY Certification in the subject area to be taught preferred (for 5th and 6th grades, either Childhood or Middle Childhood Education certifications are accepted as well) • Advanced degrees in education or content area preferred • Professional demeanor • Highly Qualified as defined by No Child Left Behind • For Science teachers: background in or willingness to learn computer programming to support Digital Literacy curriculum
Performing Arts Teachers	• <i>Responsibilities:</i> • <i>Same as General Education Teacher</i>

	• <i>S/he contributes to larger vision of performing arts program and lead major performances and activities</i> • Experience teaching music theory, history, performance, and/or appreciation • Experience in developing lesson plans that complement and support classroom instruction in other core courses • Interest in developing a full music performance and/or musical theater program as Forte Preparatory Academy grows and develops
Digital Literacy Teachers	• <i>Responsibilities:</i> • <i>Same as General Education Teacher</i> • Energy and entrepreneurial spirit for a start-up charter school • Experience or certification in computer programming or web design • Creative thinker who can develop engaging digital literacy programming in school • Interest in leading design of Digital Literacy program over time
Special Education Teachers	• <i>Responsibilities:</i> • <i>Same as General Education Teacher</i> • <i>S/he participates in meetings with Student Supports Coordinator</i> • <i>S/he differentiates small group instruction based on student needs</i> • <i>S/he prepares student IEPs in consultation with SSC and parents</i> • Certified as Special Education teacher in New York State • One to three years of urban teaching, with at least one year of special education teaching experience is preferred
ESL Teachers	• <i>Responsibilities:</i> • <i>Same as General Education Teacher</i> • <i>S/he administers NYSITELL and or analyze results</i> • <i>S/he differentiates ELL instruction based on student needs</i> • <i>S/he prepares students for NYSESLAT</i> • Certified to teach English as a Second Language in New York State • One to three years of urban teaching, with at least one year of ESL teaching experience is preferred
Subject Leaders	• <i>Responsibilities:</i> • <i>Same as General Education Teacher</i> • <i>S/he leads curriculum planning sessions with other subject-level teachers</i> • <i>S/he provides formal feedback to Director of Curriculum and Instruction on program alignment across grades</i> • <i>S/he coaches other subject area teachers and conducts formal observations</i> • Teachers with prior classroom experience at Forte Prep preferred • Strong interpersonal dynamics with staff • Motivational and energetic leader who is committed to excellence • Solutions-oriented strategic thinker who has overcome complex organizational challenges • Unwavering in pursuit of excellence even in the face of difficult opposition and challenges • Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions
Grade Level Leaders	• <i>Responsibilities:</i> • <i>Same as General Education Teacher</i>

	• <i>S/he leads grade-level planning sessions with other grade level teachers</i> • <i>S/he provides formal feedback to Director of Curriculum and Instruction on program alignment and integration within grade</i> • <i>S/he coaches other grade level teachers and conduct formal observations</i> • Teachers with prior classroom experience at Forte Prep preferred • Strong interpersonal dynamics with staff • Motivational and energetic leader who is committed to excellence • Solutions-oriented strategic thinker who has overcome complex organizational challenges • Unwavering in pursuit of excellence even in the face of difficult opposition and challenges • Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions
Assistant Teachers	• <i>Responsibilities:</i> • <i>S/he supports full-time teaching staff in classroom and grading</i> • <i>S/he leads small group tutoring under supervision of teacher</i> • Energy and entrepreneurial spirit for a start-up charter school • Team-oriented individual with experience working with children • At least an Associate's Degree required

c. Staff Recruitment and Retention

Staff recruitment

We will diligently to recruit excellent teaching and administrative staff by maximizing the professional networks available to us in New York City as well as our networks from across the country. Because high-quality teaching has the largest impact on student achievement compared to any other factor, it is critical that we bring the best teachers into our building, and the best administrative staff to support them. We will seek highly qualified staff through the following channels:

- Forte Prep website postings
- Professional networks of Board of Trustees
- Professional networks of Building Excellent Schools
- Teach For America's alumni network⁴
- College career fairs
- College alumni associations
- Young Education Professionals – New York Chapter
- Idealist.org
- Bridgestar.org
- Educators4Excellence
- NYC Charter School Center Job Board
- Council for Community Charter Schools

⁴ As of 2014, Teach For America no longer places corps members in Queens, however, after conversations with the Managing Director of Programs at TFA, we will actively recruit via TFA alumni networks for former corps members who are interested in working in a high-performing, start-up charter school in Queens.

Through BES Follow-on support, Forte Prep will have access to a full-time leadership coach, Paul Adler, who has extensive experience building Achievement First High School in Brooklyn, preceded by his work as a middle school math teacher, and who will offer his expertise and guidance on talent selection. (Please see **Supplemental Attachments** for Mr. Adler’s resume.) Specifically, Mr. Adler will train our Executive Director on interviewing and demo lesson observations, the best interview questions to uncover mission fit and growth mindset and will observe several early interviews and provide feedback on interview style and support the interview process to its conclusion regarding decision-making and onboarding, with all decisions the sole responsibility of the Executive Director. Further, both he and Building Excellent Schools are committed to extending their professional network in service of identifying high-quality candidates for the school.

Candidates must be 100% aligned with Forte Prep’s mission, and demonstrate academic success with our target population. Applicants who provide resume and cover letter will commence an interview process including the following steps:

Figure 3: Forte Prep recruitment process (with YO staffing)

Stage	Owner	Support
Resume review	Executive Director	Operations Manager
Telephone interview	Executive Director (with BES support)	Operations Manager
In-person interview	Executive Director (with BES support)	Director of Curriculum and Instruction
Sample teaching lesson	Director of Curriculum and Instruction (with BES support)	Executive Director
Reference/Criminal Background Checks	Operations Manager	Executive Director

Throughout the entire recruitment process, we will be looking to see if candidates are well aligned with our STRIVE core values. Adapted from KIPP DC,⁵ we have developed the following framework to test values alignment on an ongoing basis.

Figure 4: Staff alignment with core values

STRIVE values in action
Service: <i>We go out of our way to help others be excellent.</i> - You show all staff tremendous support and kindness. - When questioned about processes by staff members, you show empathy and seek to answer their questions quickly. - You are honest and open. - You do what needs to be done for our school regardless of assignment or specified responsibility.
Team: <i>We go the farthest when we go together.</i> - You never hesitate to help a teammate no matter the task and have pitched in on projects well outside the scope of your job description. - Through your demonstrated support and reliability, you have formed valuable relationships and gained the trust of all team members. - You are always willing to help teammates with logistics and planning and execution of events. You know helping one is helping the team.

⁵ Materials adapted from BES training conducted by Abacus Educational Partners, led by Michael Buerger in December 2015.

Resilience: <i>We know to keep pushing when the going gets tough.</i>
• Given your quiet demeanor, you are surprisingly fearless. You will reach out to anyone you think can help you reach your goals. • You push through tasks to completion even when you find out you have to completely redo someone else's work.
Integrity: <i>We know the spotlight is on us to perform at all times.</i>
• You consistently execute regular and discreet tasks on time and with accuracy and are honest about roadblocks. • The systems and routines you establish build trust within our team, and people can count on you. • You are reliable and proactive.
Voice: <i>We speak up for one another, and are fierce allies for our teammates in service of our mission.</i>
• You shout out our teammates for their hard work on a regular basis. • You are quick to advocate on behalf of your or a teammate's needs to the leadership team. • You show positivity in your own way, and that gives teammates and others strength. It's important to give/receive energy in lots of different ways, and you bring that diversity to our team.
Excellence: <i>We know what success looks like and push for it every day.</i>
• You understand the unique nature of your position within this organization and recognize the impact of your responsibilities on the achievement of our mission. • You hold others accountable. • You strive to hit every deadline.

Compensation

We intend to recruit high quality staff with a competitive salary package, with an average salary set at \$59,378 which is on par with the salary for a district school teacher with a Master's degree. We believe that our salary and benefits package, coupled with the highly professionalized working environment and the opportunity to work in a start-up charter school, will incentivize candidates to work at Forte Prep.

Staff retention

We will provide a highly professional environment in which every staff member is supported to drive achievement for our students. We will create a culture of excellence that minimizes attrition. This requires us to employ best practices for signaling, supporting, and improving retention in a new school context.

Assessment of retention

Forte Prep will engage staff during the months of December and January in targeted conversations about their happiness as a staff member, their long-term goals, and most importantly, their intentions to stay on the Forte Prep team for the next academic year. These conversations will be framed in a way that will not threaten staff with job security if they intend to leave, but rather to aid school leadership in making decisions about staffing, recruitment, and future professional development opportunities. Identifying these early retention signals can allow the Executive Director to be more proactive about recruitment and replacement.

Career pathways

Forte Prep will establish clear career pathways for top talent to incentivize high performing teachers to take on additional leadership responsibilities and stay with the school. By offering staff opportunities to lead subject-level departments, grade levels, field trips, Saturday Academy, after school programs, and third-party partnerships, we will develop the talent pipeline for future leadership at Forte Prep.

Flexible scheduling

We understand that our model of instruction, extended day and extended year will demand a lot from our teaching staff, so we have designed ways to make the work more sustainable in the long term. In Years 3 and in all future years, our staffing model will allow us to provide more flexibility to our teaching staff to arrive late or leave early 1-2 days per week. While this opportunity will not be offered to first-year teachers, this will allow veteran teachers who have contributed greatly to the growth and development of Forte Prep to have the flexibility earned through continued commitment to the school. We know that we can be creative about staffing and resource management and be responsive to the needs of our staff, so we will make accommodations in our schedule for that purpose.

Professional development

The amount of Professional Development that we have incorporated throughout the school year signals to all staff that we are an organization that is continuously committed to improvement. Staff will have ample opportunities to practice and give feedback to one another in a highly professionalized working environment. We will recruit directly for candidates who exhibit a growth mindset and a constant desire to improve their craft through feedback, so we believe that a robust professional development program will boost our retention rates. Additionally, we will provide staff opportunities to take part in third-party PDs related to their craft over the course of the year. We will give each staff member a small stipend to pursue and be reimbursed for relevant professional development. Further, we will fully support staff who are interested in learning how to teach new subjects such as computer programming through initiatives like the Flatiron School's Computer Science Teaching Fellowship.⁶

⁶ For more information about the Flatiron School's Computer Science Teaching Fellowship, please visit: <https://precollege.flatironschool.com/computer-science-teaching-fellowship>.

R-12 – Partner Organizations

Request is not applicable.

R-12b – Partner Commitment

Request is not applicable.

R-13 – Governance

Contents

R-13 – Governance.....	1
a. Education Corporation Board Roles and Responsibilities.....	2
Mission and Vision	2
School Leadership Selection and Succession Plan	2
Executive Director Evaluation	3
Facility	3
Setting Policies	3
Student Enrollment.....	3
Staff Hiring	4
Financial Oversight.....	4
Budget Building.....	5
Fund Development.....	5
Organizational Performance Review	5
b. Education Corporation Board Design.....	6
Number of Trustees	6
Officer Positions	6
Ex-officio Members (voting and non-voting)	6
Standing Committees (if any).....	6
Delegation of Authority to any Committees, Officers, Employees or Contractors	7
Information to be Received from the CMO, School Leadership, Staff or Contractors as Applicable ...	7
Frequency of Board and Committee Meetings.....	7
Procedures for Publicizing and Conducting Monthly School Board Meetings in Accordance with the Act and the NY Open Meetings Law	7
Trustee Recruitment and Selection Process and Criteria	8
New Trustee Orientation Process	9
Board/Trustee Training and Development	9
c. Stakeholder Participation.....	9
Public Comment.....	10
Family and Staff Feedback	10
Committee Membership – Standing and Ad Hoc	10

a. Education Corporation Board Roles and Responsibilities

The Board of Trustees for Forte Preparatory Academy Charter School (“Forte Prep” or “the School”) will provide effective and sound oversight of the School. School governance and leadership will effectively support the essential work of the School to promote teaching and learning. The Board of Trustees will have several key responsibilities in ensuring that the School is executing on its mission:

- The Board of Trustees will set the School’s mission.
- The Board of Trustees will hire the Executive Director.
- The Board of Trustees will conduct a formal annual review to measure the effectiveness of the Executive Director using one formal evaluation per year.
- The Board of Trustees will conduct an annual self-evaluation to assess strengths and weaknesses on the Board.
- The Board of Trustees will annually review the Bylaws and policies and update, as necessary.
- The Board of Trustees will conduct an annual analysis of the School’s organizational strengths and weaknesses.
- The Board of Trustees will issue an Annual Report on the academic, fiscal, and organizational health of the School and progress towards goals as established within the charter.

The Forte Prep Board of Trustees will also be responsible for supporting a variety of activities during the start-up and operation phases of the School, outlined below:

Mission and Vision

The Board establishes and oversees the mission, vision and values as detailed in the charter application. The Board will also be responsible for approving the School’s accountability plan, which details the metrics to which the School will be held accountable in operation.

School Leadership Selection and Succession Plan

Upon authorization, the Board will review and approve the job description of the Executive Director role and vote to hire the founding Executive Director of Forte Prep.

Before the Executive Director begins hiring the inaugural school staff in March 2017, the Board will approve a School Leadership Succession Plan, drafted by the Executive Director, and recommended to, voted upon, and approved by the Board. The Succession Plan will address both unplanned and planned departures. Forte Prep anticipates having a four person leadership team – Executive Director, Director of Curriculum and Instruction (DCI), Operations Manager, and Student Supports Coordinator (licensed NY special educator). In the event of an unplanned departure by the Executive Director, the Board will appoint the DCI or the Operations Manager to serve as interim School Leader until a replacement is hired.

Executive Director Evaluation

The Executive Director will be formally evaluated annually by the Board through the work of a sub-committee of the Board prior to the end of each year's contract, based on criteria set forth by job responsibilities and all elements, goals, and measures of the school's Accountability Plan.

- The Evaluation Committee will consist of three members – the Board Chair, and one member each from the Finance Committee and the Academic Achievement Committee.
- The Evaluation Committee will solicit the input of the entire Board through a survey but will be responsible for conducting and completing the Executive Director's annual evaluation. The Evaluation Committee will also solicit input from staff through an anonymous survey. The evaluation form will speak with one voice, with no details about individual evaluations from individual Board or staff members.
- The Board Chair will deliver the evaluation to the School Leader and will ensure that the evaluation is maintained within the School Leader's personnel file.

Facility

The Board will be responsible for evaluating suitable temporary or permanent facility options in the event that Forte Prep is denied a co-location request. The Board will negotiate lease terms with support from the Executive Director and Charter School Support Services, and will approve any final agreements related to facility, renovation, and planning before the school opens in August of 2017.

Setting Policies

The Board will be responsible for reviewing and approving all governance, staff, financial, school, and family policies, including but not limited to, financial controls policies, bylaws, code of ethics, staff handbooks that include all personnel policies, and family handbooks that include all school policies, including but not limited to, promotion, attendance, uniform), admissions policies, and complaint policies. Foundational policies related to Board governance (Bylaws, Conflict of Interest, Code of Ethics, Attendance) will be approved during the first Governing Board meeting upon authorization. Additional Board policies will be approved during the planning year.

Student Enrollment

During the start-up phase, and throughout the planning year, the Board will oversee Forte Prep's process to ensure that we are fully enrolled. In the planning year when there is very limited staff and the school is not yet operational, the Academic Achievement Committee (AAC) most specifically will work with the Executive Director to ensure full enrollment. The Academic Achievement Committee will set goals for collection of monthly student enrollment forms. Bi-weekly, the Executive Director will formally update the AAC and full Board on how many community outreach sessions were held and the number of enrollment forms collected.

The step-by-step process to ensure enrollment is as follows:

- **By September 1, 2016**, the Executive Director and the AAC will create a calendar outlining goals for community outreach, which will include goals for both the number of community events to be held monthly and the number of enrollment forms to be collected monthly.
- **From September 15, 2016 through and including August 15, 2017**, bi-weekly, the Executive Director will update the full Board and the AAC on progress in a formal Management Report.
- **From the October 2016 Board meeting through and including the August, 2017 Board meeting**, monthly, the AAC and the Executive Director will evaluate progress towards meeting goals, and if necessary, adjust methods used to meet goals.

- **From March, 2017**, weekly as needed, should targets not be met, and particularly if the school is more than 10% under projected targets each month, the Executive Director will engage the full Board in more aggressive and targeted community outreach efforts.

Each month the Academic Achievement Committee will assess the number of community outreach events held, number of applications collected, and location of community outreach sessions to determine best practices. Our goals will not change – the process by which we work to meet our goals will be improved, if necessary.

Once staffed in all operational years, the Executive Director will work with appropriate school staff to ensure full enrollment, and will continue to provide timely and frequent updates to the Board and its Academic Achievement Committee on all progress towards annual enrollment goals.

Staff Hiring

The Board will have the following responsibilities in staff hiring:

- Approve organizational chart
- Approve staff job descriptions
- Approve budget with staff hiring line item
- Approve personnel handbook
- Approve grievance policy for staff (policy is within personnel handbook)
- Hears grievances as needed according to written grievance policy

Financial Oversight

The Board is awarded the charter and is the fiscal agent for the school. As the fiscal agent for the school, the Board is responsible for all financial oversight including:

1. Reviewing and approval the annual budget
2. Reviewing monthly financial statements (chart of accounts, projected and actual monthly cash flow, 3-month financial projections, year to actual budgets)
3. Reviewing monthly Financial Dashboard (records key indicators regarding finance such as: days of cash on hand, net surplus or deficit compared to budget, fund development)
4. Assuring adequate financial resources
5. Ensuring the Finance Committee educates all Board members with respect to the organization's budget
6. Hiring an auditor, reviewing the annual audit, ensuring action steps and response to audit (as needed)
7. Working with the Executive Director to complete and ensure submission of all necessary financial records to the authorizer
8. Ensuring that the School is following all state and local regulations related to procurement pertaining to charter schools.
9. Approving all major spending (greater than \$5,000) that impact finances of the school, and requiring the signature of the Board Treasurer or Board Chair.
10. Ensuring school has appropriate bank accounts with appropriate signatories
11. Establishing fiscal policy on investment, and training all Board members on the policy

Budget Building

The Board's Finance Committee, Treasurer, Back Office Provider, and Executive Director will work together from February to June of each year to build the budget for the following fiscal year. The timeline is outlined below:

- **January and February of each year:** Management establishes priorities and needs for upcoming fiscal year and works with the back office provider to create a working budget.
- **March of each year:** Management presents a proposed budget to the Finance Committee, which reviews to determine if: (1) the numbers in the budget are reasonable; (2) the budget is aligned with the mission of the school; (3) the budget has a healthy cash flow and reserves.
- **March of each year:** The Treasurer works with management and as needed with the back office provider to ensure budget is ready for recommendation to the Board.
- **April of each year:** After the Finance Committee vetting of the budget, the Treasurer presents the final budget to the full Board for consideration and discussion.
- **May of each year:** The Board takes vote to approve annual budget and ensure that management submits, as needed, the approved annual budget to any other entities as required by the charter contract.
- **June of year:** The final budget will be completed and finalized no later than June 30 of each year. Budget will be submitted to SUNY CSI no later than June 30.

Fund Development

The Board will be involved in raising money on behalf of the mission of Forte Prep. Activities will vary from the planning year to the operational years of the school.

- The Board understands that, in general, charter school Boards raise \$150-\$300K per year.
- During our planning year, we anticipate receipt of \$250K in start-up funds from the Walton Family Foundation (please see **R-21f - Letters of Commitment**). We will apply for these funds immediately upon charter approval; these funds, as noted in **R-21f**, are fully committed to us through the WFF philanthropic partner Building Excellent Schools. Expected receipt is no later than October 2016.
- The Board will seek additional fundraising opportunities from local philanthropic organizations known to prioritize education reform efforts and to support schools with similar a mission and similar population as Forte Prep.
- The Board will actively recruit an additional Board member with fundraising experience to lead fundraising campaigns until the Director of Development is hired in Year 4.
- The Board will be a fully giving Board each year, with all members providing individual meaningful donations each year.

Organizational Performance Review

We will use tools such as the following to monitor organizational performance:

- **Academic:** Dashboards including assessment data (diagnostic, growth, comparative, formative/summative), teacher retention, student enrollment and wait list, attendance, suspension/expulsion rates, etc.
- **Financial:** Dashboards including cash on hand, actual vs. budgeted expenses and revenues, student enrollment actual vs. projected, other key financial information

- **Governance:** Board meeting attendance, committee and full Board meeting minutes and agendas, Board composition tracker, slate of new Board members, training materials
- **Family:** Family participation rates in orientation and conferences and other school events
- **Family, student, and staff satisfaction rates:** annual surveys, collated results completed by management and provided to Board and included in annual report to authorizer and larger school community

b. Education Corporation Board Design

The Forte Preparatory Academy Charter School (“Forte Prep”) Board of Trustees is comprised of at least seven members with varying professional skills, perspectives and roles, in accordance to New York Education Law (“Education Law”) §§ 226(1), 2853(1)(f), New York General Municipal Law (“GML”) §§ 800-806 (excluding § 805-b), and New York Not-For-Profit Corporation Law (“N-PCL”) §§ 712, 713.

Number of Trustees

Forte Prep’s Board of Trustees (“Board”) will have between seven and no more than fifteen trustees, to distribute work effectively, offer a variety of perspectives, but maintain a manageable size to promote discussion and establish high levels of accountability.

Officer Positions

The Board will have official officer roles of Chair, Vice Chair, Secretary, and Treasurer.

- The **Board Chair** is the senior volunteer leader of Forte Prep who presides at all meetings of the Board of Trustees and other meetings as required. The Chair is an *ex officio* member of all committees of the organization. The Board Chair oversees implementation of Board and School policies and ensures that appropriate administrative practices are established and maintained.
- The **Vice Chair** is the secondary volunteer leader of the charter school and as such, discharges the duties of the Chair as required in the Chair’s absence. The Vice Chair supports the activities of the Chair, including sharing responsibilities as appropriate.
- The **Treasurer** provides direction for the financial management of the school and facilitates the Board in meeting its financial oversight responsibilities. The Treasurer serves as the chair of the Finance Committee. The Treasurer reports to the Chair and the Board of Trustees and supports the Executive Director, Operations Manager, back office provider, and auditors as necessary.
- The **Secretary** provides direction for the keeping of legal documents, including minutes of all Board meetings. The Secretary reports to the Chair and the Board of Trustees and supports the member of the staff or volunteer taking minutes.

Ex-officio Members (voting and non-voting)

The Executive Director will serve on the Board as an *ex-officio* and non-voting member.

Standing Committees (if any)

There will be a standing nominating committee, known as the Governance Committee, chaired by the Board Chair; a Finance Committee, chaired by the Treasurer with 1-2 additional members with financial expertise; and an Academic Achievement Committee, comprised of at least 2 members with education expertise.

Delegation of Authority to any Committees, Officers, Employees or Contractors

The Board may opt to delegate authority to any Officer or agent of Forte Prep to enter into any contract or execute and deliver any instrument on behalf of Forte Prep, both in general and for a specific instance.

Information to be Received from the CMO, School Leadership, Staff or Contractors as Applicable

The Board will receive a monthly written and oral report about the School's progress from the Executive Director at each monthly board meeting. Additionally, the Board will receive formal dashboards including financial, operational, academic, enrollment and other pertinent information. This information will be provided to the Board by the Executive Director, with support from the Operations Manager, and the Back Office provider.

Frequency of Board and Committee Meetings

Forte Prep will have monthly meetings of the Board, and Board members will be given up to 30 days' notice for each meeting. Committee meetings will take place at least 10 times per year for standing committees, and on an as-needed basis for other committees.

Procedures for Publicizing and Conducting Monthly School Board Meetings in Accordance with the Act and the NY Open Meetings Law

As detailed in **R-13d – Board Bylaws**, the Board shall comply with New York Open Meetings Law and Article 7 of the Public Officers Law as follows:

1. All meetings of the Board of Trustees and all committees of the Board will be open to the general public.
2. A calendar of all scheduled Board meetings will be posted at the school as soon as it becomes available.
3. The Charter School will provide notice of the time and place of any Board meeting that is scheduled more than one week in advance to the news media and shall conspicuously post such notice in one or more public locations at least 72 hours in advance of the scheduled meeting.
4. The Charter School will provide the time and place of any Board meeting that is scheduled less than one week in advance to the news media (to the extent practicable) and will conspicuously post such notice in one or more public locations at a reasonable time in advance of the scheduled meeting.
5. To the extent possible, the Charter School will publicly post notices of Board meetings immediately after each meeting date is determined.
6. For the purposes of determining a quorum, Trustees must be physically present at the meeting; members not physically present may join discussions via electronic means. Members participating via videoconference, but not by telephone, are permitted to vote.
7. Written minutes will be recorded of all Board meetings. Minutes will include:
 - a. The date and time of the meeting;
 - b. A list of Trustees in attendance and those absent, either excused or otherwise;
 - c. A summary of all motions, proposals, resolutions, and any other matters formally voted upon;
 - d. A record of how each Trustee voted on each matter; and
 - e. In the case of an executive session, the minutes will include a record of the final determination of any action that was taken.

8. Minutes of open sessions will be available to the public upon request from the Secretary within two weeks of the date of the meeting; minutes of executive sessions will be available within one week of the meeting.
9. All executive sessions shall be conducted as part of an open meeting; they are not considered separate meetings per se. An executive session may be called via motion and majority vote by the Board; the motion must specifically identify the general area or areas to be considered. All Trustees may participate in the executive session, and the Board may authorize others to be present as well.
10. No public funds may be appropriated during an executive session.
11. An executive session can only be conducted by the Board for consideration of one or more of the following matters:
 - a. Matter which imperil the public safety disclosed;
 - b. Any matter which may disclose the identity of a law enforcement agent or informer;
 - c. Information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed;
 - d. Discussions regarding proposed or pending litigation;
 - e. Matters which apply to school employees or collective negotiations which are within the scope of Article 14 of the Civil Service Law;
 - f. The medical, financial, credit, or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal, or removal of a particular person or corporation;
 - g. The preparation, grading, or administration of examinations; and
 - h. The proposed acquisition, sale, or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by such public body, but only when publicity would substantially affect the value.

Trustee Recruitment and Selection Process and Criteria

The Governance Committee will be responsible for identifying qualified candidates to serve on the Board for vacant Trustees positions and presenting these candidates to the Board. We will establish a rigorous selection process to set high expectations for our board members. The performance expectations for Board members are to:

- Advocate for the mission and vision of Forte Prep
- Use personal and professional networks for the financial, political, and organizational benefit of Forte Prep
- Use specific expertise for the benefit of Forte Prep
- Support the decisions taken by the Forte Prep Founding Board as a whole
- Commit up to five (5) hours monthly to Forte Prep-related work, including meetings, calls, and emails
- Participate in Board orientation by Governance committee members
- Disclose any potential conflicts of interest to the Lead Founder and the rest of the Founding Board

The qualifications of Board members include:

- Belief in charter schools and in the mission of Forte Prep

- Belief that *all* children can achieve the highest levels of academic excellence
- Availability to participate meaningfully in all Board meetings and committee activities
- Expertise in education, law, real estate, financial management, governance, marketing, fundraising, advocacy, community organizing / outreach, or strategic planning
- Personal experience with entrepreneurship and working in diverse teams
- Willingness to use personal and professional networks on behalf of the school
- Deep commitment to improving the quality of education for children and the quality of life for the communities of the Jackson Heights, East Elmhurst, and Corona neighborhoods in Queens, NY

Candidates who satisfy these criteria will be invited to meet with the Executive Director and the Governance Committee. As a non-voting, *ex-officio* member of the Board, the Executive Director may provide input on the Board's decision on the Trustee candidate but may not vote to select the new Trustee. The Governance Committee is charged with recommending any Board candidates to the full Board within a public meeting for their review. As outlined in the Bylaws, new Board members will be selected by a 2/3 vote of the entire Board after the presentation of the candidate.

New Trustee Orientation Process

New Trustees will participate in a comprehensive orientation program to allow them to engage in Board activities at a high level from the first meeting that they attend. All accepted Trustees will receive the Board bylaws and the charter school application at least two weeks before the next Board meeting, and will engage in a thorough, two to three hour orientation with the Board Chair and Governance Committee to answer any residual questions not answered during the interview process.

Board/Trustee Training and Development

The Founding Board will participate in a Founding Board Retreat and Committees will participate in a Committee Action-Planning Retreat, both of which will be implemented with strategic support from Building Excellence Schools' Board governance team, including BES Founder and Chief Executive Officer Linda Brown.

Ongoing support and training for the Board will be provided by Building Excellent Schools, and additional opportunities for professional development will be identified by the Board Chair, with support by the Executive Director as desired. We are currently considering using a tools such as www.boardontrack.com to measure Board effectiveness on a regular basis.

The Board will dedicate time during a monthly meeting at least once per year to conduct a formal self-assessment and evaluation of its performance as the governor of the Forte Prep charter, and as individual members of the Board based on their pre-determined roles and job descriptions as committee members and officers. This process will be led by the Governance Committee and the Board Chair.

c. Stakeholder Participation

Forte Prep intends to have full collaboration and partnership with a wide range of stakeholders to the school, and will create formal opportunities for families and staff, including teachers, to participate in the governance process for the school.

Public Comment

The Board will dedicate a portion of each meeting to public comments.

Family and Staff Feedback

The Board will receive feedback from families through semi-annual surveys conducted by Forte Prep and feedback from staff through semi-annual satisfaction surveys and exit interviews.

Committee Membership – Standing and Ad Hoc

Families, teachers, and other staff will have the opportunity to participate in both standing and ad hoc committees and task forces that the Board creates to support academic achievement, fundraising, enrollment efforts, and other key activities. All roles will be advisory in nature. All committee opportunities will be communicated by the Executive Director to each stakeholder group through our regular communication processes, including newsletters and meetings.

Forte Prep Task Forces

Additionally, as appropriate, we will invite parents and community members to participate in task forces or focus groups to provide input on school climate, third party partnerships, and other areas as determined by the Board. These task forces will allow us to receive feedback from community members and to ensure that governance decisions are being made with representative feedback.

R13d – Board Bylaws

ARTICLE I

Name, Mission and Objectives

Section 1: The name of the Corporation is Forte Preparatory Academy Charter School (hereinafter “The Corporation”).

Section 2: The purpose for which the Corporation is organized is to establish and operate a Charter School (the “Charter School”) to ensure academic success for students in grades 5-8 in Queens. 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.

ARTICLE II

Membership

The Corporation has no members. The rights which would otherwise vest in the members vest in the Directors of The Corporation (hereinafter the “Trustees”). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board.

ARTICLE III

Board of Trustees

Section 1: The Board of Trustees shall consist of at least seven (7) Trustees and no more than fifteen (15) Trustees. All Trustees shall have identical rights and responsibilities. The Executive Director will be an advisory, non-voting member of the Board (*ex officio*).

Section 2: Board members shall be sought who reflect the qualities, qualifications and diversity determined by the Board delineated in the Job Description of the Board of Trustees.

Section 3: The Corporation’s nominating committee, known as the Governance Committee, shall present a slate of potential Trustees and officers for election by the Board of Trustees. This slate shall be presented at the annual meeting of the Board.

Section 4: Trustees shall serve a term of three (3) years from the date of their appointments, or until their successors are seated. A full three-year term shall be considered to have been served upon the passage of three (3) annual meetings. After election, the term of a Trustee may not be reduced except for cause as specified in these bylaws. No Trustee shall serve more than two (2) consecutive, three-year terms. Trustees shall serve staggered terms to balance continuity with new perspective.

Section 5: The initial Board of Trustees will serve staggered terms. The initial Board shall consist of at least two Trustees who will serve a one-year term (ending in Spring 2017), at least two Trustees who will serve a two-year term (ending in Spring 2018), and at least three Trustees who will serve a three-year term (ending in Spring 2019).

Section 6: Any vacancy occurring in the Board of Trustees and any position to be filled by reason of an increase in the number of Trustees may be filled, up on recommendation of a qualified candidate by the Governance Committee, by two-thirds (2/3) vote of the seated Trustees. A Trustee elected to fill the vacancy shall be elected for the unexpired term of his/her predecessor in office.

Section 7: A Trustee may resign at any time by filing a written resignation with the Chair of the Board.

Section 8: In accordance with New York State Education Law subdivision 226(8), the Board may remove or suspend from the office by vote of a majority of the entire Board any Trustee, Officer or employee engaged under special contract, on examination and due proof of the truth of a written complaint by any trustee, of misconduct, incapacity or neglect of duty; provided, that at least one week's previous notice of the proposed action shall have been given to the accused and to each trustee by Registered Mail.

Section 9: Members of the Board of Trustees:

- a. Shall serve without compensation. However the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting business on behalf of the Corporation.
- b. Shall serve the Corporation with the highest degree of undivided duty, loyalty, and care and shall undertake no enterprise to profit personally from their position with the Corporation.
- c. All participants in Board work are bound by the Code of Conduct, Conflict of Interest and Confidentiality policy statements.
- d. Shall have no direct or indirect financial interest in the assets or leases of the Corporation; any Trustee who individually or as part of a business or professional firm is involved in the business transitions or current professional services of the Corporation shall disclose this relationship and shall not participate in any vote taken with respect to such transitions or services.

ARTICLE IV: PRINCIPAL OFFICE

The Corporation's principal office shall be at the following address [INSERT ADDRESS] or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary.

ARTICLE V

Meetings of the Board

Section 1: The annual meeting of the Board of Trustees shall occur in the last quarter of the fiscal year. There shall be at least 10 monthly meetings of the Board held each year. Notice of Annual Meetings and Regular Meetings shall be given to each Trustee at least thirty (30) days in advance and Trustees shall also receive a written agenda a reasonable time in advance of each meeting. Meetings may be held without additional notice if the Bylaws fix the time and place of such Meetings or if the Board has established a meeting calendar.

Section 2: Special Meetings of the Board of Trustees may be called by the Chair or by a majority of the Board filing a written request for such a meeting with the Chair and stating the object, date, and hour therefore. Special Meetings shall be held upon four (4) days' notice by first-class mail or 48 hours' notice delivered personally or by telephone, facsimile or e-mail. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the

Corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

Section 3: The Board shall select its own meeting format in any method allowed by the laws of the state of New York. Any such meeting, whether regular or special, complying with Sections 1 or 2 of Article V shall constitute a meeting of the Board of Trustees and shall subscribe to the policies, procedures, and rules adopted by the Board.

Section 4: An absentee Board member may not designate an alternate to represent him or her at a Board meeting. The Board will create and maintain a written policy regarding Trustee absences from Board Meetings.

Section 5: The Board shall comply with New York Open Meetings Law and Article 7 of the Public Officers Law as follows:

1. All meetings of the Board of Trustees and all committees of the Board will be open to the general public.
2. A calendar of all scheduled Board meetings will be posted at the school as soon as it becomes available.
3. The Charter School will provide notice of the time and place of any Board meeting that is scheduled more than one week in advance to the news media and shall conspicuously post such notice in one or more public locations at least 72 hours in advance of the scheduled meeting.
4. The Charter School will provide the time and place of any Board meeting that is scheduled less than one week in advance to the news media (to the extent practicable) and will conspicuously post such notice in one or more public locations at a reasonable time in advance of the scheduled meeting.
5. To the extent possible, the Charter School will publicly post notices of Board meetings immediately after each meeting date is determined.
6. For the purposes of determining a quorum, Trustees must be physically present at the meeting; members not physically present may join discussions via electronic means but may only vote if joining the meeting by videoconference (not audioconference).
7. Written minutes will be recorded of all board meetings. Minutes will include:
 - a. The date and time of the meeting;
 - b. A list of Trustees in attendance and those absent, either excused or otherwise;
 - c. A summary of all motions, proposals, resolutions, and any other matters formally voted upon;
 - d. A record of how each Trustee voted on each matter; and
 - e. In the case of an executive session, the minutes will include a record of the final determination of any action that was taken.
8. Minutes of open sessions will be available to the public upon request from the Secretary within two weeks of the date of the meeting; minutes of executive sessions will be available within one week of the meeting.
9. All executive sessions shall be conducted as part of an open meeting; they are not considered separate meetings per se. An executive session may be called via motion and majority vote by the Board; the motion must specifically identify the general area or areas to be considered. All

Trustees may participate in the executive session, and the Board may authorize others to be present as well.

10. No public funds may be appropriated during an executive session.

11. An executive session can only be conducted by the Board for consideration of one or more of the following matters:

- a. Matter which imperil the public safety disclosed;
- b. Any matter which may disclose the identity of a law enforcement agent or informer;
- c. Information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed;
- d. Discussions regarding proposed or pending litigation;
- e. Matters which apply to school employees or collective negotiations which are within the scope of Article 14 of the Civil Service Law;
- f. The medical, financial, credit, or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal, or removal of a particular person or corporation;
- g. The preparation, grading, or administration of examinations; and
- h. The proposed acquisition, sale, or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by such public body, but only when publicity would substantially affect the value.

Section 6: Board Meetings shall be held at The Corporation's principal office or at any other reasonably convenient place as the Board may designate.

Section 7: A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

Section 8: Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

ARTICLE VI

Committees and Task Forces

Section 1: A Board resolution shall appoint committees or task forces of the Board, except the Governance Committee. Committees may be composed of Trustees or community members, or both. The Board may prescribe the need and/or the composition of such committees.

Section 2: There shall be a standing nominating committee, known as the Governance Committee. This committee shall be composed of at least three (3) Trustees recommended by the Chair and elected by the Board of Trustees at its annual meeting. Each committee member shall serve a term of two (2) years, and these terms shall be staggered to ensure continuity of committee membership. The committee shall elect its own chair.

Section 3: The duties of the Governance Committee shall be:

- a. to study the qualifications of candidates and present a slate of the best qualified as nominees for the vacant Trustee positions on the Board;
- b. to present a slate of nominees for Officers to the Board for election at the annual meeting;
- c. to recommend candidates to the Board to fill vacancies that arise outside the regular nominating process;
- d. to provide ongoing orientation to Trustees;
- e. to oversee a Trustee assessment process to ensure optimum performance; and
- f. to recommend the appointment of a past Chair to the Board, if necessary, in the interests of continuity.

ARTICLE VII

Action by the Board

Section 1: A majority of the entire number of Trustees then in office shall constitute a quorum for the transaction of business at any regular or special meeting of the Board of Trustees.

Section 2: Standard of Care:

1. Performance of Duties: Each Trustee shall perform all duties of a Trustee, including duties on any committee, in good faith, with undivided loyalty and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.
2. Reliance on Others: In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:
 - a. One or more Officers or employees of The Corporation whom the Trustee believes to be reliable and competent in the matters presented;
 - b. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
 - c. A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of The Corporation's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.
3. Investments: In investing and dealing with all assets held by The Corporation for investment, the Board shall exercise the standard of care described in Article VII Section 2, and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

Section 3: Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of The Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

Section 4: Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that a Trustee shall not be permitted to participate in the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees when present.

Section 5: Every Trustee has a duty to maintain the confidentiality of all Board actions that are not required by law to be open to the public, including discussions and votes that take place at any Executive Sessions of the Board. Any trustee violating this confidence may be removed from the Board.

ARTICLE VIII

Officers

Section 1: There shall be four (4) elective Officer of the Board: a Chair, a Vice Chair, a Secretary, and a Treasurer.

1. Chair. Subject to Board control, the Chair has general supervision, direction and control of the affairs of The Corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.
2. Vice Chair. If the Chair is absent or disable, the Vice Chair shall perform all of the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.
3. Secretary. The Secretary shall: (a) keep or cause to be kept, at The Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's Charter and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.
4. Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories of the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render or cause to be rendered to the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues

required by an agreement on loans; (g) serve as Chairperson of the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

Section 2: The Governance Committee shall present nominations for Officer to the Board. The nominated Officers shall be Trustees.

Section 3: The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

Section 4: A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.

Section 5: Officers shall take office immediately following the close of the meeting at which they are elected and the term of office for an Officer shall be one year or until their successor assumes office. A Trustee may serve more than one (1) term in the same office, but not more than three (3) consecutive terms in the same office.

ARTICLE IX

Non-Liability of Trustees

The Trustees shall not be personally liable for The Corporation's debts, liabilities or other obligations.

ARTICLE X

Indemnification of Corporate Grants

The Charter School may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by 721 through 726 of the Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he his testate or intestate was a Director, Officer, employee or agent of The Corporation, against judgements, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

ARTICLE XI

Other Provisions

Section 1: The fiscal year of the Corporation begins on July 1 of each year and ends June 30.

Section 2: Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of The Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instance. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

Section 3: Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Board Chair, the Executive Director, or Treasurer. Such items for amounts of \$5,000.00 or greater must be signed by two of these individuals.

Section 4: Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these Bylaws. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

Section 5: Any Trustee, Officer, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full, and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may be reasonably be construed to be adverse to the Corporation's interest.

The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can be reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect proceedings, including the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt formal policies requiring:

1. Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and
2. Corrective and disciplinary action with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the part (or one of the parties) contracting or dealing with the Corporation, or is a Director, Trustee or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

Section 6: Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XIII

Amendment

A majority of the Trustees may adopt, amend or repeal these Bylaws subject to approval by the Charter Entity.

CERTIFICATE OF THE SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the Charter School, an education Corporation duly organized and existing under the laws of the State of New York; that the foregoing Bylaws of said Corporation were duly and regularly adopted as such by the Board of Trustees of said Corporation; and that the above and foregoing Bylaws are now in full force and effect.

_____, Secretary

Dated: _____

Forte Preparatory Academy Public Charter School

Code of Ethics

Policy

The Board of Trustees (the “Board”) and senior staff of Forte Preparatory Academy Charter School (“Forte Prep”) must conduct their affairs in the best interests of the school; avoid conflict, or the appearance of conflict, between their personal interests and those of Forte Prep; and ensure that they do not receive improper personal benefit from their positions. Accordingly, the Forte Prep Board has adopted the following procedures to govern Forte Prep decision-making processes. Moreover, Board members, experts, advisors, and Forte Prep staff of any level are subject to the gift policy set forth below.

- Trustees, officers, or employees of any external organization shall hold no more than 40 percent of the total seats comprising the Board of Trustees.
- Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
- Trustees, officers, and employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.
- Trustees, officers, and employees will exercise the highest degree of care not to disclose confidential information including, but not limited to:
 - Student records
 - Financial information
 - Personnel records
 - Payroll records
- Trustees, officers, and employees will observe rules of behavior and conduct. Unacceptable conduct includes, but is not limited to:
 - Theft or inappropriate removal or possession of property
 - Falsification of documents
 - Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace or while on duty
 - Use of tobacco or tobacco products on school grounds

- o Insubordination or other disrespectful conduct
- o Violation of safety or health rules
- o Sexual or other unlawful or unwelcome harassment
- o Excessive absenteeism or any absence without notice

Conflict of Interest Procedures and Definitions

1. Board members shall disclose to the Board their Interest, as defined below, with respect to a transaction the Board is considering. Such transactions include contracts and the provision of services. The disclosure of an Interest may be made orally or in writing. A Board member has an Interest if the Board member or, to the Board member's knowledge, the Board member's family member (including parent, grandparent, spouse, sibling, child, grandchild, niece, or nephew), or close business associate (i) is employed by, or (ii) holds a fiduciary, significant owner, or senior position with, any entity or person with which Forte Prep is considering a transaction. Unless the Board requests their presences, Board members with Interests shall recuse themselves from the Board's consideration of the relevant transaction. In no event shall Board members vote on transactions in which they have a financial interest. The nature of the Interest and the individual's recusal, or Board determination not to recuse, shall be recorded in the appropriate minutes. In addition, the Board expects Board members to disclose close friendships with (a) any person with whom Forte Prep is considering a transaction, and (b) any person who has a significant position in an entity with which Forte Prep is considering a transaction.
2. Forte Prep senior staff (including, but not limited to, the Executive Director or any other employee, expert or advisor who is in a position to influence a decision in which he/she has an Interest) shall disclose to the Executive Director (or Executive Director's designee), orally or in writing, any Interest as defined above, and shall, unless the Executive Director (or Executive Director's designee) determines otherwise, recuse herself or himself from the decision-making process. The Procedures set forth in the preceding sentence shall also apply to any Board member who has knowledge that he/she has an Interest in a transaction being considered by Forte Prep below the Board level. The nature of the Interest and the individual's recusal, or the Chair's determination not to require recusal, shall be memorialized in writing. In addition, the persons listed in the first sentence of this paragraph shall disclose close friendships with (a) any person with whom Forte Prep is considering a transaction, and (b) any person who has a significant position in an entity with which Forte Prep is considering a transaction.
3. No Board member or staff member shall accept or solicit payments for expenses associated with Forte Prep-related travel, meals, or other professional activity from actual or potential suppliers of Forte Prep. No Board member or staff member shall receive or solicit a gratuitous payment or article of monetary value worth \$75 or more from actual or potential suppliers of services or goods for Forte Prep, except (a) gifts presented to Forte Prep where the recipient is representing Forte Prep and thereafter presents the gift to Forte Prep, or (b) gifts that are motivated solely by a family or personal relationship, but are in no way connected with the recipient's official Forte Prep duties. In general, a recipient should make every effort to decline to accept gifts on behalf of Forte Prep, but, in cases

where it would be considered ungracious to do so, should make clear that the gift is being accepted on behalf of, and will be given to, Forte Prep.

4. Additional Conflict of Interest Provisions for all Trustees, Officers and Employees

- a. The conflict of interest provisions of the New York General Municipal Law are applicable to charter schools to the same extent those provisions (Gen. Municipal Law §§800-804, 804-a, 805, 805-a, 805-b, 806) are applicable to school districts. All trustees, officers and employees shall comply with such laws.
- b. No trustee, officer or employee shall:
 - i. Directly or indirectly, solicit any gift, or accept or receive any gift having a value of seventy-five dollars or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to influence him, or could reasonably be expected to influence him, in the performance of his official duties or was intended as a reward for any official action on his part;
 - ii. Disclose confidential information acquired by him in the course of his official duties or use such information to further his personal interests;
 - iii. Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any municipal agency of which he is an officer, member or employee or of any municipal agency over which he has jurisdiction or to which he has the power to appoint any member, officer or employee;
 - iv. Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any agency of his municipality, whereby his compensation is to be dependent or contingent upon any action by such agency with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered;
- c. Trustees, officers and employees must disclose any contract with not-for-profit entities, such as charter management organizations, partners and founding organizations.
- d. Any officer or employee who has, will have, or later acquires an interest in--or whose spouse has, will have, or later acquires an interest in--any actual or proposed contract, purchase agreement, lease agreement or other agreement, including oral agreements, with the municipality of which he or she is an officer or employee, shall publicly disclose the nature and extent of such interest in writing to his or her immediate supervisor and to the governing body thereof as soon as he or she has knowledge of such actual or prospective interest. Such written disclosure shall be made part of and set forth in the official record of the proceedings of such body.

All trustees, officers, and employees of the school will be given a copy of the code of ethics upon their employment or association with the school.

R-13f - Complaint Policy

Complaint Policy and Procedures of Forte Preparatory Academy Charter School

Purpose and Scope

This policy pertains to certain complaints about instructional materials, personnel, emergency or urgent facilities conditions that pose a threat to the health and safety to pupils or staff, and teacher vacancies or missed assignments. This policy is to comply with applicable state laws and regulations governing these subjects in order to be responsible and compliant. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the matters that they are assigned to investigate. Forte Preparatory Academy Charter School (“Forte Prep” or “the School”) shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with school mandates, procedures, and policies as set by the following: SUNY Charter School Institute, New York State Education Department, and the mission, charter, and philosophy of Forte Prep.

In addition, Forte Prep maintains that this policy will serve as a uniform complaint procedure for investigating complaints of: (1) discrimination on the basis of age, sex, sexual orientation, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability; and (2) complaints related to personnel issues, academic issues, any single person or combination of persons of staff, student, fellow parent, family, volunteer matters that appear to compromise and/or conflict with school’s mission and/or charter, violations of the laws and regulations governing consolidated categorical aid programs, child development, counseling, special education and nutrition services. The school will receive and investigate uniform complaints that fall within these categories to ensure that the school is in compliance.

Furthermore, complaints that address unlawful discrimination or lack of compliance with certain federal and state programs are subject to different requirements and are governed by state and/or federal authority. Either of these complaint procedures, however, is intended to govern every type of complaint about a school of the Department of Education. To the contrary, these complaint procedures address only those complaints that fall within the policy’s specified scope.

Forte Prep encourages informal and formal resolution to complaints whenever possible. Any issues are best resolved through communication between the parties most immediately involved.

Parent/Guardian and Staff Concerns

Concerns raised by parents/guardians should be resolved as quickly as possible. Therefore, parents or guardians of students of Forte Prep are urged to fill out a complaint form and discuss their concerns directly with the leadership team when concerns surface.

Complaint forms are available at the main office and will be forwarded to the Leadership Team. The Executive Director/Leadership Team will leverage the assistance of other members of the Leadership Team, staff, and/or student(s) in identifying specifics in order to gather information about the complaint, to continue investigation and/or to work toward resolution of the complaint. To aid in a timely investigation, monitoring, and logging of complaints, it is important that Forte Prep distribute the complaint policy and complaint form to staff via the staff handbook, to parents/guardians via the family

handbook, and/or to the school community, if necessary, in order to satisfy complaint protocol and procedure needs.

The Executive Director shall provide a copy of the disposition to the Board of Trustees and to Charter Schools Institute upon request if and when a complaint resolution/decision has not satisfied the complainant and an appeals process has been initiated. A complaint about problems beyond the authority of the Forte Prep Leadership Team shall be forwarded to the Board of Trustees in a timely manner, but not to exceed ten (10) working days for resolution. Nonetheless, the school will maintain a complaint log when complaints are received.

Procedures

All complaints and responses shall be public records. Complainants or student(s) of complainant shall not be subject to retaliation as a result of the filing of a complaint. Complaints shall be processed in accordance with the steps below. In addition, any Title 1 complaints received shall be processed, resolved, and tracked in accordance with the steps below and will be identified as a Title 1 parent complaint.

Step 1: Filing the Complaint

Complaints are registered on the complaint form by Complainant. Complaints may also be verbally communicated with the Executive Director and/or appropriate Leadership Team member(s); however, a record of a complaint must be in written form as indicated. If for any reason a complainant is unable to put a complaint in writing, the appropriate Leadership Team member(s) shall allow the complainant to record their complaint onto a recorder to be transcribed and/or translated and affirmed by the complainant. Complaint forms shall be available in the main office of the school. The complaint should state the date of the complaint and a detailed statement of the circumstances, and the requested remedy. A complainant may include as much text as he/she feels is necessary to explain the complaint. The complainant shall be provided a copy of their complaint form and this complaint policy and procedure if complainant has not already received one.

Step 2: Investigation of the Complaint

Executive Director and/or appropriate Leadership Team member(s) will make all reasonable efforts to investigate complaint/problem within his/her authority. Investigation shall include, but not limited to: interviews with the complainant and/or complaint's representative and any other person(s) believed to have relevant knowledge concerning the complaint.

Step 3: Response and Final Decision

Executive Director and/or appropriate Leadership Team member(s) shall remedy a valid complaint within a reasonable time period but not to exceed ten (10) working days from the date the complaint was received. The Executive Director or appropriate Leadership Team member shall complete a written response/report within fifteen (15) working days of the initial filing and provide a copy to the complainant (if a response is requested by the complainant) as well as place a copy in complaint log teacher/student file, if applicable.

The reported decision shall be written in English and in the language of the complainant whenever feasible or required by law.

The complainant's right to a prompt and equitable resolution of the complaint will not be affected by the complainant's pursuit of other remedies, such as the filing of a complaint with any outside entity.

Appeal Process

Forte Prep has provided the above as a procedure for resolving complaints brought by Forte Prep parents/guardians/staff/school community. However, Forte Prep understands that any individual or group may bring a complaint to the Board of Trustees of the School alleging a violation of the provisions of Article of Education Law (i.e. the New York State Charter Schools Act), the school's charter or any other provision of law relating to the management or operations of the charter school.

If a complaint is not able to be brought to resolution by the Forte Prep Leadership Team, then the complainant(s) has/have the right to bring the complaints to the Board of Trustees of the School during a regularly scheduled Board Meeting. In this case, the complainant(s) has the right to file a written appeal to the Board of Trustees within fifteen (15) days of receiving the decision that had been rendered by the Forte Prep Leadership Team.

Complaints received at least five business days in advance of a board meeting will be addressed at the next board meeting. Those complaints not received within that time period will be addressed at the next regularly scheduled board meeting. Every effort will be made to respectfully address the matter to the satisfaction of the individual or group who presented the complaint. The Board of Trustees, as necessary, shall direct the Executive Director and/or other responsible party to act upon the complaint and report to the Board. The Board shall render a determination in writing, as necessary.

If, after presentation of complaint to the Board of Trustees of the School, the individual or group determines that the Board has not adequately addressed the complaint, the complainant may present the complaint to the SUNY Charter School Institute, which shall investigate and respond, if so determined by them. If, after presentation of complaint to SUNY Charter School Institute, the individual or group determines that SUNY Charter School Institute has not adequately addressed the complaint, the complainant may present the case to the SUNY Board of Trustees, which shall investigate and respond, if so determined by them. SUNY Charter School Institute and the Board of Regents have the power to take appropriate remedial action, if so determined.

R-13 – Governance

Contents

R-13 – Governance.....	1
a. Education Corporation Board Roles and Responsibilities.....	2
Mission and Vision	2
School Leadership Selection and Succession Plan	2
Executive Director Evaluation	3
Facility	3
Setting Policies	3
Student Enrollment.....	3
Staff Hiring	4
Financial Oversight.....	4
Budget Building.....	5
Fund Development.....	5
Organizational Performance Review	5
b. Education Corporation Board Design.....	6
Number of Trustees	6
Officer Positions	6
Ex-officio Members (voting and non-voting)	6
Standing Committees (if any).....	6
Delegation of Authority to any Committees, Officers, Employees or Contractors	7
Information to be Received from the CMO, School Leadership, Staff or Contractors as Applicable ...	7
Frequency of Board and Committee Meetings.....	7
Procedures for Publicizing and Conducting Monthly School Board Meetings in Accordance with the Act and the NY Open Meetings Law	7
Trustee Recruitment and Selection Process and Criteria	8
New Trustee Orientation Process	9
Board/Trustee Training and Development	10
c. Stakeholder Participation.....	11
Public Comment.....	12
Family and Staff Feedback	12
Committee Membership – Standing and Ad Hoc	12

a. Education Corporation Board Roles and Responsibilities

The Board of Trustees for Forte Preparatory Academy Charter School (“Forte Prep” or “the School”) will provide effective and sound oversight of the School. School governance and leadership will effectively support the essential work of the School to promote teaching and learning. The Board of Trustees will have several key responsibilities in ensuring that the School is executing on its mission:

- The Board of Trustees will set the School’s mission.
- The Board of Trustees will hire the Executive Director.
- The Board of Trustees will conduct a formal annual review to measure the effectiveness of the Executive Director using one formal evaluation per year.
- The Board of Trustees will conduct an annual self-evaluation to assess strengths and weaknesses on the Board.
- The Board of Trustees will annually review the Bylaws and policies and update, as necessary.
- The Board of Trustees will conduct an annual analysis of the School’s organizational strengths and weaknesses.
- The Board of Trustees will issue an Annual Report on the academic, fiscal, and organizational health of the School and progress towards goals as established within the charter.

The Forte Prep Board of Trustees will also be responsible for supporting a variety of activities during the start-up and operation phases of the School, outlined below:

Mission and Vision

The Board establishes and oversees the mission, vision, and values as detailed in the charter application. The Board will also be responsible for approving the School’s accountability plan, which details the metrics to which the School will be held accountable in operation.

School Leadership Selection and Succession Plan

Upon authorization, the Board will review and approve the job description of the Executive Director role and vote to hire the founding Executive Director of Forte Prep.

Before the Executive Director begins hiring the inaugural school staff in March 2017, the Board will approve a School Leadership Succession Plan, drafted by the Executive Director, and recommended to, voted upon, and approved by the Board. The Succession Plan will address both unplanned and planned departures. Forte Prep anticipates having a four person leadership team – Executive Director, Director of Curriculum and Instruction (DCI), Operations Manager, and Student Supports Coordinator (licensed NY special educator) That team will grow to five in year 3, when we add a second Director of Curriculum and Instruction, defining those two roles through Humanities and STEM. In the event of an unplanned departure by the Executive Director, the Board will appoint the DCI or the Operations Manager to serve as interim School Leader until a replacement is hired.

Executive Director Evaluation

The Executive Director will be formally evaluated annually by the Board through the work of a sub-committee of the Board prior to the end of each year's contract, based on criteria set forth by job responsibilities and all elements, goals, and measures of the school's Accountability Plan.

- The Evaluation Committee will consist of three members – the Board Chair, and one member each from the Finance Committee and the Academic Achievement Committee.
- The Evaluation Committee will solicit the input of the entire Board through a survey but will be responsible for conducting and completing the Executive Director's annual evaluation. The Evaluation Committee will also solicit input from staff through an anonymous survey. The evaluation form will speak with one voice, with no details about individual evaluations from individual Board or staff members.
- The Board Chair will deliver the evaluation to the School Leader and will ensure that the evaluation is maintained within the School Leader's personnel file.

Facility

The Board will be responsible for evaluating suitable temporary or permanent facility options in the event that Forte Prep is denied a co-location request. The Board will negotiate lease terms with support from the Executive Director and Charter School Support Services, and will approve any final agreements related to facility, renovation, and planning before the school opens in August of 2017.

Setting Policies

The Board will be responsible for reviewing and approving all governance, staff, financial, school, and family policies, including but not limited to, financial controls policies, bylaws, code of ethics, staff handbooks that include all personnel policies, and family handbooks that include all school policies, including but not limited to, promotion, attendance, uniform, admissions policies, and complaint policies. Foundational policies related to Board governance (Bylaws, Conflict of Interest, Code of Ethics, Attendance) will be approved during the first Governing Board meeting upon authorization. Additional Board policies will be approved during the planning year.

Student Enrollment

During the start-up phase, and throughout the planning year, the Board will oversee Forte Prep's process to ensure that we are fully enrolled. In the planning year when there is very limited staff and the school is not yet operational, the Academic Achievement Committee (AAC) most specifically will work with the Executive Director to ensure full enrollment. The Academic Achievement Committee will set goals for collection of monthly student enrollment forms. Bi-weekly, the Executive Director will formally update the AAC and full Board on how many community outreach sessions were held and the number of enrollment forms collected.

The step-by-step process to ensure enrollment is as follows:

- **By September 1, 2016**, the Executive Director and the AAC will create a calendar outlining goals for community outreach, which will include goals for both the number of community events to be held monthly and the number of enrollment forms to be collected monthly.
- **From September 15, 2016 through and including August 15, 2017**, bi-weekly, the Executive Director will update the full Board and the AAC on progress in a formal Management Report.
- **From the October 2016 Board meeting through and including the August, 2017 Board meeting**, monthly, the AAC and the Executive Director will evaluate progress towards meeting goals, and if necessary, adjust methods used to meet goals.

- **From March, 2017**, weekly as needed, should targets not be met, and particularly if the school is more than 10% under projected targets each month, the Executive Director will engage the full Board in more aggressive and targeted community outreach efforts.

Each month the Academic Achievement Committee will assess the number of community outreach events held, number of applications collected, and location of community outreach sessions to determine best practices. Our goals will not change – the process by which we work to meet our goals will be improved, if necessary.

Once staffed in all operational years, the Executive Director will work with appropriate school staff to ensure full enrollment, and particularly with the Community Coordinator who will be hired as a .25FTE in Year 1, grow .25 each year, and become a 1 FTE position in Year 4 of operation and overseeing student enrollment and community outreach, and will continue to provide timely and frequent updates to the Board and its Academic Achievement Committee on all progress towards annual enrollment goals.

Staff Hiring

The Board will have the following responsibilities in staff hiring:

- Approve organizational chart
- Approve staff job descriptions
- Approve budget with staff hiring line item
- Approve personnel handbook
- Approve grievance policy for staff (policy is within personnel handbook)
- Hear grievances as needed according to written grievance policy

Financial Oversight

The Board is awarded the charter and is the fiscal agent for the school. As the fiscal agent for the school, the Board is responsible for all financial oversight including:

1. Reviewing and approval the annual budget
2. Reviewing monthly financial statements (chart of accounts, projected and actual monthly cash flow, 3-month financial projections, year to actual budgets)
3. Reviewing monthly Financial Dashboard (records key indicators regarding finance such as: days of cash on hand, net surplus or deficit compared to budget, fund development)
4. Assuring adequate financial resources
5. Ensuring the Finance Committee educates all Board members with respect to the organization's budget
6. Hiring an auditor, reviewing the annual audit, ensuring action steps and response to audit (as needed)
7. Working with the Executive Director to complete and ensure submission of all necessary financial records to the authorizer
8. Ensuring that the School is following all state and local regulations related to procurement pertaining to charter schools
9. Approving all major spending (greater than \$5,000) that impact finances of the school, and requiring the signature of the Board Treasurer or Board Chair
10. Ensuring school has appropriate bank accounts with appropriate signatories
11. Establishing fiscal policy on investment, and training all Board members on the policy

Budget Building

The Board's Finance Committee, Treasurer, Back Office Provider, and Executive Director will work together from February to June of each year to build the budget for the following fiscal year. The timeline is outlined below:

- **January and February of each year:** Management establishes priorities and needs for upcoming fiscal year and works with the back office provider to create a working budget.
- **March of each year:** Management presents a proposed budget to the Finance Committee, which reviews to determine if: (1) the numbers in the budget are reasonable; (2) the budget is aligned with the mission of the school; (3) the budget has a healthy cash flow and reserves.
- **March of each year:** The Treasurer works with management and as needed with the back office provider to ensure budget is ready for recommendation to the Board.
- **April of each year:** After the Finance Committee vetting of the budget, the Treasurer presents the final budget to the full Board for consideration and discussion.
- **May of each year:** The Board takes vote to approve annual budget and ensure that management submits, as needed, the approved annual budget to any other entities as required by the charter contract.
- **June of year:** The final budget will be completed and finalized no later than June 30 of each year. Budget will be submitted to SUNY CSI no later than June 30.

Fund Development

The Board will be involved in raising money on behalf of the mission of Forte Prep. Activities will vary from the planning year to the operational years of the school.

- The Board understands that, in general, charter school Boards raise \$150-\$300K per year.
- During our planning year, we anticipate receipt of \$325K in start-up funds from the Walton Family Foundation (please see **R-21f - Letters of Commitment**). We will apply for these funds immediately upon charter approval; these funds, as noted in **R-21f**, are fully committed to us through the WFF philanthropic partner Building Excellent Schools. Expected receipt is no later than October 2016.
- The Board will seek additional fundraising opportunities from local philanthropic organizations known to prioritize education reform efforts and to support schools with similar a mission and similar population as Forte Prep.
- The Board will actively recruit an additional Board member with fundraising experience to lead fundraising campaigns until the Director of Development is hired in Year 4.
- The Board will be a fully giving Board each year, with all members providing individual meaningful donations each year.
- The Board will work closely with the Director of Development, hired in Year 4, to establish and pursue all development goals.

Organizational Performance Review

We will use tools such as the following to monitor organizational performance:

- **Academic:** Dashboards including assessment data (diagnostic, growth, comparative, formative/summative), teacher retention, student enrollment and wait list, attendance, suspension/expulsion rates, etc.
- **Financial:** Dashboards including cash on hand, actual vs. budgeted expenses and revenues, student enrollment actual vs. projected, other key financial information

- **Governance:** Board meeting attendance, committee and full Board meeting minutes and agendas, Board composition tracker, slate of new Board members, training materials
- **Family:** Family participation rates in orientation and conferences and other school events
- **Family, student, and staff satisfaction rates:** annual surveys, collated results completed by management and provided to Board and included in annual report to authorizer and larger school community

b. Education Corporation Board Design

The Forte Preparatory Academy Charter School (“Forte Prep”) Board of Trustees is comprised of at least seven members with varying professional skills, perspectives and roles, in accordance to New York Education Law (“Education Law”) §§ 226(1), 2853(1)(f), New York General Municipal Law (“GML”) §§ 800-806 (excluding § 805-b), and New York Not-For-Profit Corporation Law (“N-PCL”) §§ 712, 713.

Number of Trustees

Forte Prep’s Board of Trustees (“Board”) will have between seven and no more than fifteen trustees, to distribute work effectively, offer a variety of perspectives, and maintain a manageable size to promote discussion and establish high levels of accountability.

Officer Positions

The Board will have official officer roles of Chair, Vice Chair, Secretary, and Treasurer.

- The **Board Chair** is the senior volunteer leader of Forte Prep who presides at all meetings of the Board of Trustees and other meetings as required. The Chair is an *ex officio* member of all committees of the organization. The Board Chair oversees implementation of Board and School policies and ensures that appropriate administrative practices are established and maintained.
- The **Vice Chair** is the secondary volunteer leader of the charter school and as such, discharges the duties of the Chair as required in the Chair’s absence. The Vice Chair supports the activities of the Chair, including sharing responsibilities as appropriate.
- The **Treasurer** provides direction for the financial management of the school and facilitates the Board in meeting its financial oversight responsibilities. The Treasurer serves as the chair of the Finance Committee. The Treasurer reports to the Chair and the Board of Trustees and supports the Executive Director, Operations Manager, back office provider, and auditors as necessary.
- The **Secretary** provides direction for the keeping of legal documents, including minutes of all Board meetings. The Secretary reports to the Chair and the Board of Trustees and supports the member of the staff or volunteer taking minutes.

Ex-officio Members (voting and non-voting)

The Executive Director will serve on the Board as an *ex-officio* and non-voting member.

Standing Committees (if any)

There will be a standing nominating committee, known as the Governance Committee, chaired by the Board Chair; a Finance Committee, chaired by the Treasurer with 1-2 additional members with financial expertise; and an Academic Achievement Committee, comprised of at least 2 members with education expertise.

Delegation of Authority to any Committees, Officers, Employees or Contractors

The Board may opt to delegate authority to any Officer or agent of Forte Prep to enter into any contract or execute and deliver any instrument on behalf of Forte Prep, both in general and for a specific instance.

Information to be Received from the CMO, School Leadership, Staff or Contractors as Applicable

The Board will receive a monthly written and oral report about the School's progress from the Executive Director at each monthly board meeting. Additionally, the Board will receive formal dashboards including financial, operational, academic, enrollment and other pertinent information. This information will be provided to the Board by the Executive Director, with support from the Operations Manager, and the Back Office provider.

Frequency of Board and Committee Meetings

Forte Prep will have monthly meetings of the Board, and Board members will be given at least 30 days' notice for each meeting; meetings will be scheduled for the entire year during the Board's annual meeting in June. Committee meetings will take place at least 10 times per year for standing committees, and on an as-needed basis for other committees.

Procedures for Publicizing and Conducting Monthly School Board Meetings in Accordance with the Act and the NY Open Meetings Law

As detailed in **R-13d – Board Bylaws**, the Board shall comply with New York Open Meetings Law and Article 7 of the Public Officers Law as follows:

1. All meetings of the Board of Trustees and all committees of the Board will be open to the general public.
2. A calendar of all scheduled Board meetings will be posted at the school as soon as it becomes available.
3. The Charter School will provide notice of the time and place of any Board meeting that is scheduled more than one week in advance to the news media and shall conspicuously post such notice in one or more public locations at least 72 hours in advance of the scheduled meeting.
4. The Charter School will provide the time and place of any Board meeting that is scheduled less than one week in advance to the news media (to the extent practicable) and will conspicuously post such notice in one or more public locations at a reasonable time in advance of the scheduled meeting.
5. To the extent possible, the Charter School will publicly post notices of Board meetings immediately after each meeting date is determined.
6. For the purposes of determining a quorum, Trustees must be physically present at the meeting; members not physically present may join discussions via electronic means. Members participating via videoconference, but not by telephone, are permitted to vote.
7. Written minutes will be recorded of all Board meetings. Minutes will include:
 - a. The date and time of the meeting;
 - b. A list of Trustees in attendance and those absent, either excused or otherwise;
 - c. A summary of all motions, proposals, resolutions, and any other matters formally voted upon;
 - d. A record of how each Trustee voted on each matter; and
 - e. In the case of an executive session, the minutes will include a record of the final determination of any action that was taken.

8. Minutes of open sessions will be available to the public upon request from the Secretary within two weeks of the date of the meeting; minutes of executive sessions will be available within one week of the meeting.
9. All executive sessions shall be conducted as part of an open meeting; they are not considered separate meetings per se. An executive session may be called via motion and majority vote by the Board; the motion must specifically identify the general area or areas to be considered. All Trustees may participate in the executive session, and the Board may authorize others to be present as well.
10. No public funds may be appropriated during an executive session.
11. An executive session can only be conducted by the Board for consideration of one or more of the following matters:
 - a. Matter which imperil the public safety disclosed;
 - b. Any matter which may disclose the identity of a law enforcement agent or informer;
 - c. Information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed;
 - d. Discussions regarding proposed or pending litigation;
 - e. Matters which apply to school employees or collective negotiations which are within the scope of Article 14 of the Civil Service Law;
 - f. The medical, financial, credit, or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal, or removal of a particular person or corporation;
 - g. The preparation, grading, or administration of examinations; and
 - h. The proposed acquisition, sale, or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by such public body, but only when publicity would substantially affect the value.

Trustee Recruitment and Selection Process and Criteria

The Governance Committee will be responsible for identifying qualified candidates to serve on the Board for vacant Trustees positions and presenting these candidates to the Board. We will establish a rigorous selection process to set high expectations for our board members. Our approach is outlined below:

1. The Board of Trustees identifies potential board candidates based on the following criteria:
 - Expertise and skills aligned with the school's needs such as: strategic planning, senior management/leadership, accounting/finance, fundraising, law, marketing/PR, governance, facilities/real estate, education, community representation, human resources, etc.
 - Belief in charter schools and, more specifically, in Forte Prep's mission, vision, and approach.
 - Passion for and commitment to youth and education.
 - Availability and time to participate fully in governance and board activities.
 - Access to personal networks capable of assisting Forte Prep.
 - Ability to work well in groups and to put group goals before personal agenda.
 - Previous experience serving on a Board of Trustees preferred.
 - Familiarity with or interest in the community served.
 - Addition of diversity to the board as defined by age, race, socioeconomic background, or gender.
2. Individual board members may recommend prospective board candidates, who meet the above criteria, to the Governance Committee. However, board members should speak with potential

candidates, discuss the school with them, and assess their suitability and interest in serving on the board before suggesting the candidate to the Governance Committee.

3. Individual board members should forward strong candidates' names, resumes, and contact information to the Governance Committee for review and consideration. A member of the Governance Committee will contact the candidate, facilitate the vetting process, and serve as contact person for the candidate.
4. Candidates who appear to meet the above criteria will be asked to meet with two board members (one of whom should be a member of the Governance Committee) and the Executive Director, typically for breakfast, to further assess their potential to contribute to the Board of Trustees.
5. If a potential board member continues to be interested in joining the board, he/she will be invited to tour the school with a member of the Governance Committee.
6. If the candidate continues to be interested in joining the board, he/she will observe a board meeting. When the potential board member attends the board meeting, he/she will be given a copy of the following documents:
 - Charter application
 - Board member job description
 - Board of Trustees committee job descriptions
 - Board of Trustees meeting minutes from the past calendar year
 - State charter school legislation
7. If after thoroughly vetting a prospective board member through this process, the Governance Committee finds that the candidate is in alignment with the school's mission and possesses critical capacity for the board, the Governance Committee will formally recommend to the full Board of Trustees that he/she be approved as a new member at a subsequent board meeting (not the one the candidate observes).
8. At the meeting where the board votes on whether or not to ask the prospect(s) to join the board, each board member will complete the evaluation form for every board candidate. The board will use the form and the evaluation criteria as a basis for discussion. The Board of Trustees will then vote to accept or reject approval of a new board member based on the threshold of a two thirds majority.
9. Once a new board member is approved, the Governance Committee will provide the new member with: the School's bylaws, schedule of board meetings, and a Trustees Guide.
10. As required by state or local law, new board members will be required to fill out a SUNY Request for Information form within two weeks of becoming a board member. The Governance Committee will forward the ROI form, along with a current resume, to SUNY within the required timeframe.
11. The Governance Committee will schedule an orientation session for new board members to ensure they have the information needed to understand their role and responsibilities and can quickly become effective board members. We plan to onboard 2-3 new board members at the same time so that they may participate in orientation together. Orientation is detailed below.
12. The Governance Committee, along with the Board Chair, should also facilitate Committee assignments for new board members.

New Trustee Orientation Process

New Trustees will participate in a comprehensive orientation program to allow them to engage in Board activities at a high level from the first meeting that they attend. All accepted Trustees will receive the Board bylaws and the charter school application at least two weeks before the next Board meeting, and will engage in a thorough, two to three hour orientation with the Board Chair and Governance Committee to answer any residual questions not answered during the interview process. Specifically:

1. **Overview of Forte Prep (mission, vision, and state of the school):** Go over background material about Forte Prep and bring new members up to date on issues facing the board. Describe the school's mission, vision, and values, who the school serves, and the school design. Review meeting attendance requirements (for both full board and Committees) and Committee assignments and charges. Allow plenty of time for questions and answers.
2. **Introductions to other members:** Introduce new board members to the Board Chair and other officers, and Committee and Task Force members.
3. **Governance training:** Provide training on governance versus management, board manual, school bylaws, minutes of previous board meetings, annual report, annual audits, financial reports, strategic plan, and other key documents.
4. **Assign a board mentor:** The board mentor will check in with the new board member and answer any questions the new board member might have.
5. **Board professional development:** Provide an overview of the board's professional development activities and identify how the Governance Committee will bring new board members up to date on professional development topics.

Board/Trustee Training and Development

The Founding Board will participate in a Founding Board Retreat and Committees will participate in a Committee Action-Planning Retreat, both of which will be implemented with strategic support from Building Excellence Schools' Board governance team, including BES Founder and Chief Executive Officer Linda Brown.

Ongoing support and training for the Board will be provided by Building Excellent Schools, and additional opportunities for professional development will be identified by the Board Chair, with support by the Executive Director as desired. We are currently considering using a tool such as www.boardontrack.com to measure Board effectiveness on a regular basis.

The Board will dedicate time to conduct a formal self-assessment and evaluation of its performance as the governor of the Forte Prep charter, and as individual members of the Board based on their pre-determined roles and job descriptions as committee members and officers. This process will be led by the Governance Committee and the Board Chair. The Governance Committee plans to administer the survey tool in March and report its findings in April each year. An excerpt of the self-assessment tool can be found below:

Figure 1: Self-assessment survey



FORTE PREPARATORY ACADEMY

Individual Board Member Self-Review Form

Name: _____ Date: _____

Part 1 Rate your performance as a board member in each of the following:

	Excellent (4)	Good (3)	Adequate (2)	Poor (1)
Attendance at board meetings				
Input in policy development and decision-making				
Attendance at committee meetings				
Fund development				
Strategic relationship building				
Other (Specify)				
TOTAL SCORE	/20 points			

Part 2 What factors contributed to your performance or lack of performance in the areas above: (please be specific)

Part 3 Here's what I would need from the board to maintain/increase my level of board commitment:

Full Board evaluation would be measured by a rubric across six categories:

- **Leadership Roles**, e.g. working relationship with Executive Director, clear responsibilities for members
- **Composition**, e.g. board size, professional background, expertise
- **Committees**, e.g. clear responsibilities, strong performance thereof
- **Meetings**, e.g. frequency, advance notice, average length, share of meeting focused on school performance, quality of minutes
- **Governance effectiveness**, e.g. bylaw adherence, policies, strategic planning
- **Fundraising**, e.g. giving/raising rates, participation in fundraising activities

We intend to have candid and open conversations about Board performance and effectiveness on an annual basis in service of the students educated at Forte Prep. Additionally, the Governance committee will review the rubric on an annual basis to determine whether the evaluation is effective at diagnosing and improving Board performance each year.

c. Stakeholder Participation

Forte Prep intends to have full collaboration and partnership with a wide range of stakeholders to the school, and will create formal opportunities for families and staff, including teachers, to participate in the governance process for the school.

Public Comment

The Board will dedicate a portion of each meeting to public comments.

Family and Staff Feedback

The Board will receive feedback from families through semi-annual surveys conducted by Forte Prep and feedback from staff through semi-annual satisfaction surveys and exit interviews.

Committee Membership – Standing and Ad Hoc

Families, teachers, and other staff will have the opportunity to participate in both standing and ad hoc committees and task forces that the Board creates to support academic achievement, fundraising, enrollment efforts, and other key activities. All roles will be advisory in nature. All committee opportunities will be communicated by the Executive Director to each stakeholder group through our regular communication processes, including newsletters and meetings.

Forte Prep Task Forces

Additionally, as appropriate, we will invite parents and community members to participate in task forces or focus groups to provide input on school climate, third party partnerships, and other areas as determined by the Board. These task forces will allow us to receive feedback from community members and to ensure that governance decisions are being made with representative feedback.

R-14 – District and School Relations

From its inception, Forte Preparatory Academy Charter School (“Forte Prep”) has been committed to operating as a high performing public school within a district that is diligently working to educate children at high levels. Further, we have remained steadfast in our belief that we can provide an excellent option for students and families in Northwest Queens while maintaining a productive and professional relationship with district and school leaders in the area.

Challenges with district partnership and collaboration are apparent. District 30 is an incredibly crowded district, and there is inherent competition for any available space. Co-location is a challenging and polarizing option, because the co-location of some new schools in other parts of the city have created tension in some isolated but well-documented instances. Community outreach efforts to date and conversations with major stakeholders underscore this, and is detailed in the Letter of Intent as well as in **Response 15e – Evidence of Support**. At a recent Community District Education Council 30 meeting, Lead Founder and proposed Executive Director Graham Browne presented Forte Prep during the public comment section of the meeting to an audience that included the District Superintendent, local families, and supporters of Forte Prep. Several individuals, including the Co-President of the Council, came up to Mr. Browne after the meeting to express that her primary issue is not the model of the school, with which she agrees, but rather the scarcity of physical spaces in which to locate a school. Forte Prep is committed to being creative and thoughtful with any space provided, whether district space or private space should no district space be available.

Charter schools and their representative organizations, however, have been far more supportive of the school. The network of independent charter schools in Queens have established formal and informal ties, and have worked well together to advocate for choice in the district. Founder of the Coalition of Community Charter Schools¹ Steve Zimmerman offered his early support for the School, and provided Mr. Browne with connections to the other charter school leaders in the community, including Growing Up Green, Academy of the City, Our World Neighborhood, VOICE Charter School, and The Renaissance Charter School.

Supporting lower-performing schools

IS 145 is one of the lowest-performing middle schools in the area where Forte Prep proposes to open, as outlined in **Figure 1** on the following page. This school, however, also has some great strengths, among them being recently recognized for its innovative dual-language program.²

¹ The Coalition of Community Charter Schools (C3S) is a group of public charter schools and organizations in New York City that envision a positive and collaborative role for charter schooling as part of our public education system. Learn more about C3S at <http://www.c3s.nyc/>.

² DNAInfo. “Jackson Heights School’s Dual Language Program Selected as Model for City.” December 7, 2015. <https://www.dnainfo.com/new-york/20151207/jackson-heights/queens-schools-dual-language-program-selected-as-model-for-city>.

Figure 1: IS 145 Key statistics

Statistic	Figure
Number of students	2,079
Grades Served	6, 7, 8
% English Language Learners	22%
Students with disabilities	16%
% Free and Reduced Price Lunch	84%
% Black/Hispanic	90%
% Proficient/Advanced in English Language Arts	17%
% Proficient/Advanced in Mathematics	25%

As a new middle school in the community, and building on the best practices in literacy and math instruction from schools such as BES schools Democracy Prep and Liberty Collegiate Academy in Nashville, TN, we will develop robust programming in both Literacy and Math that has been proven to be effective in educating similar student demographics.³ As a public school in the community, we are committed to collaboration and partnership with all local district schools, and intend to maintain a “good neighbor” policy for any school leaders or teachers from other schools that are interested in collaborating with us. We will proactively seek out opportunities to share best practices of what is working in our core instructional areas, and hope to similarly gain insight from the best instructional and operational practices at IS 145 if they are willing to partner.

Further, based on our Admissions Policies detailed in **R-15f**, we hope to be able to admit students new to the district or otherwise learning about Forte Prep after the April 1 application deadline, using our unique re-lottery system that governs our wait list. We believe that this effort to support all students within the district will be welcomed as a positive gesture to the district that we do not operate within a silo but rather as partners.

³ We are also examining the work of excellent schools to inform the growth of our own curriculum and instructional approaches, particularly in literacy, and received a full day of training through Building Excellent Schools in December, 2015 from literacy specialist Arin Lavinia, formerly of Success Academies and co-developer of their teacher and leader training program and leader of the literacy program across Success’ schools. Ms. Lavinia has conducted three trainings this year with Building Excellent Schools and looks forward to additional trainings moving forward. With the hiring of our Director of Curriculum and Instruction, we look forward to continuing to access this strong network on behalf of Forte Prep.

R-15 – Student Demand

Contents

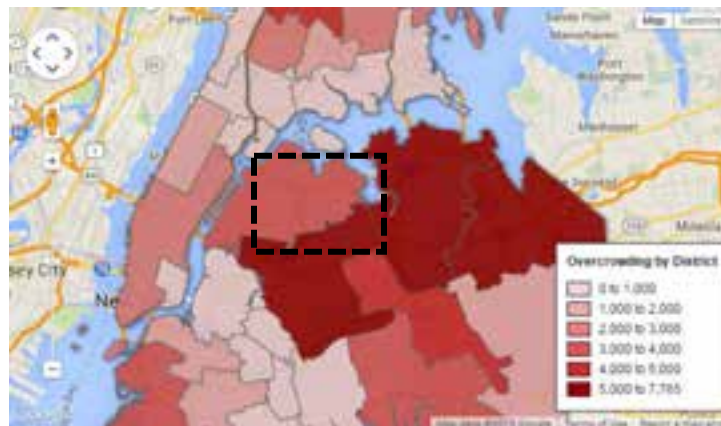
R-15 – Student Demand	1
a. General Student Population	1
b. Target Population Enrollment	3

a. General Student Population

Forte Preparatory Academy Charter School (“Forte Prep”) proposes to open a school to serve students in the communities of Jackson Heights, East Elmhurst, and North Corona. We believe that the ethnic, socioeconomic, and cultural diversity of these communities represent the best of what New York, and America more broadly, has to offer. However, with tremendous overcrowding of district schools, parents and families clamor for new public school options. Further, there is a large and growing demand for public charter schools, evidenced by the district’s high number of families on waiting lists, and incredibly long wait list for one school in our proposed territory.

Community School Districts 24 and 30 have the first- and second-highest overcrowding rates in New York City. Due to growing populations of young families and students in this region, overcrowding of district schools has become a significant challenge for many residents. 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 1** puts the overcrowding situation into stark relief, with District 30 and District 24 buildings overcrowded by 3,401 and 7,252 seats, respectively. We believe that this tremendous need for new schools should be addressed expeditiously.

Figure 1: Overcrowding by district (target region highlighted)¹



Demand for smaller school options, especially at the middle school level, is strong from parents. At a recent community outreach event, 82nd Street Academics “Principals’ Night,” Lead Founder and proposed Executive Director Graham Browne introduced Forte Prep to between 75 and 100 families of

¹ Independent Budget Office of New York. dnainfo.com/new-york/20150310/woodside/map-how-overcrowded-is-your-childs-school-district.

young children (1st grade and younger) who were already expressing interest in identifying high quality middle school options that would set their children up for success.

“I know that the middle school search process is incredibly daunting, and there aren’t very many real options for parents from over here [Jackson Heights], so being able to find another middle school option that was close would be best for us.” - Parent at 82nd Street Academics Principals Night event

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 2** outlines 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 six (6) students vying for each charter school seat in the borough.²

Figure 2: 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 Districts 24 and 30 needs an immediate solution. Locally, there are **3,143 applications for 369 seats in District 30** and **347 applications for 166 seats in District 24**.³ Forte Prep will fill an urgent need by bringing an additional quality public education option to the region. Renaissance Charter School, one of the oldest charter schools in New York City and a local landmark in Jackson Heights, has a waitlist of over 2,500 families, according to school leadership. With many of its pre-K and 5th grade slots reserved for siblings, there is an incredibly low chance that any of the hundreds of newer applying families will be offered a spot at the school. Forte Prep has established a professional relationship with Renaissance Charter School to host information sessions about Forte Prep, to continue to build awareness about the proposed school and to develop a robust and diverse mailing list. Additionally, we have received several letters of support for the school, as well as hundreds of in-person and online signatures of support for the school from community members and families within the community with school-aged children. To directly quote Stacey Gauthier, Principal of The Renaissance Charter School, “*At Renaissance, we have a wait list of over 2,700 students. We could certainly populate another high quality school that has as its mission the preparation of one of those most at-risk grade groups to successfully achieve high school and college readiness, admission and completion.*”⁴

Further, there are no alternative **college preparatory middle school** options within the target communities. No other school, public or charter, has the explicit mission of equipping all students with the skills to succeed in college preparatory high schools, and is committing resources and aligning their programming to achieve these specific ends. We believe that Forte Prep will set a bar of high academic expectations for all students, and establish a supportive and joyful school environment that is truly unique.

² 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 Ibid.

⁴ Please see **R-15e – Evidence of Support** for Stacey Gauthier’s full letter.

b. Target Population Enrollment

Forte Prep will meet all enrollment and retention targets for students with disabilities, ELLs, and FRPL students as mandated by the SUNY Board of Trustees. We believe that our approach to student recruitment, based on best practices of successful school networks, will allow us to exceed our recruitment and enrollment goals. Based on a student population of 90 fifth graders in Year 1, we expect to recruit a student population comprised of at least 83.7% FRPL, 27.2% Limited English Proficient (LEP) students and 10.5% students with disabilities. While these targets establish a baseline for student enrollment, given local demographics and local need, we intend to recruit a higher ELL and SWD population than set by SUNY. **Figure 3** and **Figure 4** detail effective enrollment targets for Forte Prep if we are located in CSD 30.⁵

Figure 3: Enrollment targets Y1 (90 students)⁶

	Free- and Reduced-Price Students		Limited English Proficient Students		Students with Disabilities	
		Forte Prep		Forte Prep		Forte Prep
Gradespan	Unadjusted Target	Effective Target	Unadjusted Target	Effective Target	Unadjusted Target	Effective Target
5 th	90.1%	83.7%	34.9%	27.2%	15.8%	10.5%

Figure 4: Enrollment targets Y4 (360 students)⁷

	Free- and Reduced-Price Students		Limited English Proficient Students		Students with Disabilities	
		Forte Prep		Forte Prep		Forte Prep
Gradespan	Unadjusted Target	Effective Target	Unadjusted Target	Effective Target	Unadjusted Target	Effective Target
5th-8th	92.8%	90.2%	29.6%	25.9%	14.7%	11.9%

Student Recruitment Strategy

Based on best practices of BES schools, as well as in-depth conversations with Holly Saso, Managing Director of Enrollment at Success Academies, our team will take the following approach to attract parents to enroll their children in Forte Prep in the spring of 2017. This work will build on the momentum of our current community outreach, and with a goal of creating a student recruitment pool that is reflective of our community. Our goal is to collect Intent to Enroll and Application forms from at least 270 families (three times the number of seats) by April 1, 2017 to ensure that our first class will be completely populated with a diverse student body representative of the targets above. Per student enrolled in Forte Prep, we have budgeted, for Year 1, \$100 for recruitment costs (e.g. printing, travel). Our outreach will be translated into Spanish, Bengali, Hindi, and Chinese. Our outreach approach will include, but not be limited to, the following organizations and strategies:

- Child serving organizations

⁵ SUNY Enrollment and Retention Targets. <http://www.newyorkcharters.org/enrollment%E2%80%9090retention%E2%80%9090targets/>.

⁶ Ibid.

⁷ Ibid.

- Day cares
 - After-school programs
 - Arts and culture nonprofits
- Local advertisements/articles
 - Jackson Heights Post
 - Queens Gazette
 - Spanish outlets such as QueensLatino.com
 - Bangla outlets such as WeeklyBangalee.com
 - Other foreign-language media channels
- Targeted direct mail outreach
- Outreach to local nonprofits, e.g.
 - Chayya CDC
 - Elmcot
 - Dominico-American Society
 - Latin Women in Action
 - Churches and other places of worship
 - Local libraries
 - Corona Youth Music Project
 - Kiwanis International
 - Jame-e Masjid
 - Jackson Heights-Elmhurst Kehillah
 - Super Soccer Stars' Program for students with special needs
- School fairs
 - 82nd Street Principals' Night
 - Astoria School Symposium
- Feet on the Street outreach
 - Handing out flyers at subway stations, libraries, and public events
 - Table set up near city greenmarkets, parks
- Electronic outreach
 - Building a robust mailing list
 - Advertising the school on local message boards, such as Jackson Heights Families Yahoo group, which has 3500 members
 - Enrolling Forte Prep on the Common Online Charter School Application
 - Facebook, Twitter, Instagram outreach
- Information sessions for parents, with translated materials for families

Student Retention Strategy

Forte Prep's approach for academic success for all students will maximize student retention. Every part of our program, from the work of our Student Supports Coordinator, ELL and SPED staff, and our Response to Intervention approach will establish the supports necessary for students to be successful. Additionally, we believe that by offering performing arts every day, we will provide students another outlet to express themselves creatively, boosting engagement in school and offering students ways to be successful outside of traditional core courses. Though our retention targets recommended by SUNY (**Figure 5** and **Figure 6**) call for 73% retention at the most, we aim to have 90% retention of all student groups. As our school grows we will be able to provide increasingly more comprehensive supports for our students, from additional small group tutoring to expanded enrichment. Finally, Forte Prep's

Response to Intervention program, detailed in **R-07**, is specifically designed to provide differentiated supports to all students and to increase retention.

Figure 5: Retention targets Year 1 (90 students)⁸

Free- and Reduced-Price Students			Limited English Proficient Students		Students with Disabilities	
		Forte Prep		Forte Prep		Forte Prep
Gradespan	Unadjusted Target	Effective Target	Unadjusted Target	Effective Target	Unadjusted Target	Effective Target
5th	81.3%	72.9%	83.9%	68.4%	81.7%	55.1%

Figure 6: Retention targets Year 4 (360 students)⁹

Free- and Reduced-Price Students			Limited English Proficient Students		Students with Disabilities	
		Forte Prep		Forte Prep		Forte Prep
Gradespan	Unadjusted Target	Effective Target	Unadjusted Target	Effective Target	Unadjusted Target	Effective Target
5 th -8 th	89.7%	86.4%	88.2%	81.7%	89.0%	77.9%

The Executive Director and Student Supports Coordinator will also conduct exit interviews with any students who decide not to join us for another school year at Forte Prep. Based on the information we learn from these conversations, we will make adjustments to our model as possible, provide additional support to future cohorts of students as appropriate, or, as applicable, work to better support families and parents in buying into the school model.

⁸ SUNY Enrollment and Retention Targets. <http://www.newyorkcharters.org/enrollment%E2%80%9090retention%E2%80%9090targets/>.

⁹ Ibid.

R-15c – Evidence of Demand

Contents

R-15c – Evidence of Demand	1
c. Evidence of Student Demand	1
Charter school waiting lists from NYC Charter School Center	2

c. Evidence of Student Demand

There is tremendous demand for high quality public school options in Jackson Heights, East Elmhurst and North Corona. These neighborhoods are situated in CSD 24 and CSD 30, where there are nearly 3,500 students on waiting lists for charter schools collectively (please see **Figure 1** for details). In the course of our community outreach, we met other families and community members clamoring for a new, high quality public school option in the community. Please see **15e – Evidence of Support** for aggregated community support and student demand. Community support petitions also explicitly demonstrate student demand from petitioners with school-aged children.

Charter school waiting lists from NYC Charter School Center¹

Figure 1: Ranked CSDs by applicants to local charter schools, with seats {estimated, 2015-16)

Rank	CSD {Neighborhood }	Applicants {est.}	Seats {est.}	Applicants per Seat {est.}
1	CSD 11 (NE Bronx)	5,929	595	10.0
2	CSD 5 (Central Harlem)	5,140	1,633	3.1
3	CSD 7 (South Bronx)	4,730	2,547	1.9
4	CSD 9 (SW Bronx)	4,276	789	5.4
5	CSD 14 (North Brooklyn)	3,488	1,177	3.0
6	CSD 17 (Central Brooklyn)	3,475	1,007	3.5
7	CSD 30 (NW Queens)	3,143	369	8.5
8	CSD 3 (West Harlem)	2,944	733	4.0
9	CSD 4 (East Harlem)	2,848	993	2.9
10	CSD 8 (SE Bronx)	2,790	985	2.8
11	CSD 13	2,597	1,445	1.8
12	CSD 19	2,398	1,084	2.2
13	CSD 15	2,328	860	2.7
14	CSD 18	2,271	819	2.8
15	CSD 32	1,997	521	3.8
16	CSD 6	1,940	644	3.0
17	CSD 10	1,558	1083	1.4
18	CSD 29	1,535	321	4.8
19	CSD 12	1,339	487	2.8
20	CSD 16	1,298	943	1.4
21	CSD 23	1,161	612	1.9
22	CSD 22	1,098	592	1.9
23	CSD 2	1,088	618	1.8
24	CSD 21	803	220	3.6
25	CSD 32	785	357	2.2
26	CSD 27	513	146	3.5
27	CSD 1	467	253	1.8
28	CSD 24	347	166	2.1

¹ NYC Charter School Center. "2015-16 Enrollment Lottery Estimates." Out of 207 charter schools operating in 2015-16, 193 (93%) responded to the NYC Charter School Center's survey about their lottery application rates.

<http://www.nyccharterschools.org/sites/default/files/resources/Lottery-Enrollment-Estimates.pdf>.

R-15e – Evidence of Support

Contents

R-15e – Evidence of Support.....	1
d. Community Support.....	1
e. Evidence of Community Support	3
Signed petitions	5
Online petition signatures.....	24
Letters of support	39
Community feedback survey results.....	54

d. Community Support

Comprehensively, our community engagement and outreach efforts (detailed in full in **R-03 – Proposal History** and **R-03g – Outreach Evidence**) have built significant public support for the school; we will continue and 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 7** below.

Figure 1: Engagement summary

Engagement Element (as of submission date)	Number
Reach of online posting to JH Families	3178
Website (total page views since Dec 1)	891
Signatures (online and paper) ¹	700
Flyers distributed	500+
Organizations visited	60+
Events attended	15
Online survey (number of responses)	14
Letters of Support	13
Presentations given	5
Community conversations	5
Number of articles posted about Forte Prep ²	3

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 Parent/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

¹ Online petition: 518; In-person petition: 171; Community input survey respondents who support Forte Prep: 11

² 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>.

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.

Support for Forte Prep has manifested itself in a variety of ways. There has been an outpouring of online support via our online petition.³ In addition to large numbers voicing their support for the Lead Founder, other individuals from the community have expressed specific support for the school itself:

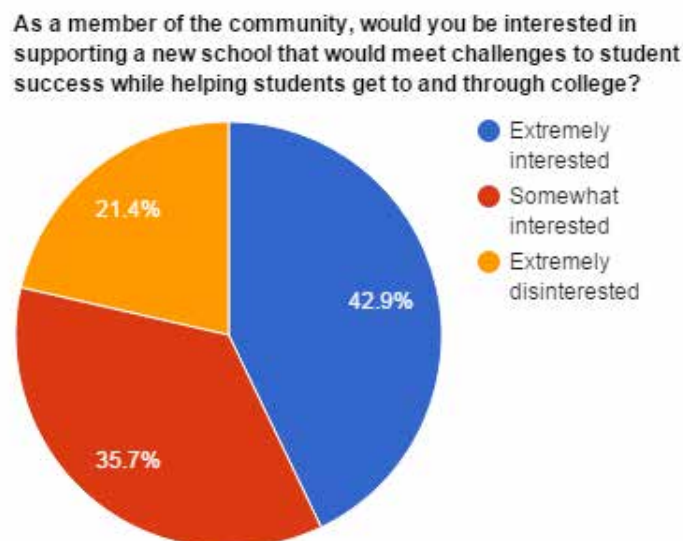
- “Very excited to hear more.” – Jackson Heights resident
- “It would be good to have one of this in East Elmhurst.” – Jackson Heights resident
“Absolutely! Very needed - as a recent resident of the neighborhood, I know it'd be a great asset to the community.” – Former resident
- “I would love a choice in my borough with the same quality in academics as in Manhattan Prep schools without sending my children to another borough.” – Queens resident

Our community feedback survey yielded positive support for the school from local residents, as well:

“There's always room for improvement, and it's exciting to hear of your plan to open a school in Jackson Heights where I grew up, and went to PS69... There are challenges [with some of our neighborhood schools] and what's exciting is that I have no doubt the charter school will benefit our children!” – Jackson Heights Resident

Of the 14 responses from our feedback survey, 78.6% of respondents are interested in supporting a new school that would meet challenges to support student success.

Figure 2: Survey respondents - level of support⁴



While we are encouraged by the positive response to our school proposal, there have also been a small but significant negative response as well. Though not in direct response to this proposal, there are some

³ Forte Prep community petition. <http://www.ipetitions.com/petition/i-support-forte-prep>.

⁴ See additional survey data below.

local elected officials who have publicly gone on record regarding their concern about the growth of charter schools in this city. The Community Education Council in District 30, too, has expressed concerns in the past about new charter schools entering the district, especially those exclusively seeking co-location in the overcrowded district.⁵ However, after Lead Founder’s Graham Browne’s presentation to CEC 30 in December and follow-up conversations with the Co-president and Superintendent, we believe that there is potential support for a high quality independent charter school option that has built the type of support that we have been able to generate this year.

e. Evidence of Community Support

Community Petitions

To date our efforts to collect signatures for the community petition has yielded 171 signatures, of which 43% of which have school-aged children and would be inclined to send their children to Forte Prep. These signatures represent, at the minimum, over 90 students. Further, we received signatures from leaders from respected organizations in the community, including the leadership of Community United Methodist Church and 115th Police Precinct.

Online Survey

To date, our online feedback survey has collected 14 submissions, 12 of which have school-aged children, with 79% (11 people) expressing direct support for Forte Prep and representing, at a minimum, 11 more school-aged children. 93% of submissions came from residents of the target communities. Additional survey results can be found in this section. We have used the feedback sections of the survey to inform our school design, as mentioned in our letter of intent and **R-03 – Proposal History**.

Online Petition

Our online petition demonstrated support for Forte Prep from 518 signatories. Many of the signatories also left additional comments and words of support along with their signatures, all of which is reproduced below.

Letters of Support

To date, we have collected specific evidence of support for Forte Prep from a wide range of sources. We believe that the support for our proposed Executive Director and our school design demonstrate that major stakeholders and influencers are confident in our school’s ability to deliver on its mission. The 13 Letters of Support on behalf of Forte Prep are outlined below and attached thereafter.

Figure 3: Letters of Support

Name	Organization
Eileen Callahan	Boston Preparatory Public Charter School
Frank Headley	VOICE Charter School
Jon Grech	Queens Chamber of Commerce
Lawanna Dean-Davis	Langston Hughes Community Library

⁵ Community District Education Council 30. “RESOLUTION #96: CALLING ON THE SUNY CHARTER SCHOOLS INSTITUTE TO REJECT SUCCESS ACADEMY’S PRELIMINARY PROPOSAL TO OPEN SCHOOLS IN DISTRICT 30 AND CALLING UPON NEW YORK CITY TO REJECT ANY REQUEST BY SUCCESS ACADEMY FOR PUBLIC SCHOOL SPACE IN DISTRICT 30.” APPROVED May 16, 2013.

Linda Brown	Building Excellent Schools
Margaret Marrer	Democracy Prep Endurance
Max Koltuv	Regional Superintendent, Achievement First
Peggy Heeney	Renaissance Charter School
Richard Lee	Academy of the City
Richard Celestin	Richard Celestin Consulting LLC
Senator Jose Peralta	State Senator Jose Peralta
Shelley Brevda	Speech Language Pathologist and local resident
Stacy Gauthier	Renaissance Charter School
Latchmin Raghunauth	VIVA Pharmacy – Jackson Heights

Signed petitions

FORTE PREPARATORY ACADEMY

COMMUNITY PETITION

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.

#	Name (please print)	Street Address (if/so)	Phone	Email	Signature	Volunteer? (Yes/No)
1	Graham Browne				[Signature]	Yes
2	Angel Gonzalez				[Signature]	Yes
3	RUBY CASTILLO				[Signature]	Yes
4	HARLENE GUNTER				[Signature]	Yes
5	NABUCCO WANGUE				[Signature]	Yes
6	Emilio Te				[Signature]	Yes
7	Camille				[Signature]	Yes
8	Maria H. Gomez				[Signature]	Yes
9	Gilene Ramirez				[Signature]	Yes
10	Emilio Te				[Signature]	Yes
11	Kabir Ali				[Signature]	Yes
12	Adrian Lopez				[Signature]	Yes
13	Gustavo Smith				[Signature]	Yes
14					[Signature]	Yes

Forte Prep - Community Support Petition - 2



COMMUNITY SUPPORT PETITION

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.

#	Name (Please print)	Business/Organization Name	Street Address (w/city)	Phone or Email	Signature
1	Graham Browne				
2	Seon-Hyeon	NYC			
3	NEISSA TANK	NYC			
4	Adriane Johnson	NYC			
5	George Henry Remon				
6	MARLEN CASTRO	TRCJ			
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					



COMMUNITY PETITION

As a member of the Jackson Heights, East Elmhurst, or Corona communities which Forté Preparatory Academy attends to primarily serve, I am signing this petition to affirm that I have read Forté Prep's mission; there is a need for this school in our community; and I would like to see Forté Preparatory Academy open as a free, public, charter school in the fall of 2017. Further, if I have school-aged children, I'd be inclined to enroll them in the school.

#	Name (please print)	Zip Code	Phone	Email	School-aged children? (list all ages, N/A if none)	Would I be inclined to sending my children to Forté Prep? (Yes/No)
1	Graham Browne	11370	(347) 709-1197	gbrowne@buildingexcellentschools.org	6, 7	Yes
2	Eliza Conley 11372				3, 4, 5, 6, 7	maybe something
3	→ cte's				approved	
4	Liz Snyder 11372				3, 4	Maybe
5	Sus Bender 11372				4	
6	Violeta Brown 11372				2, 4	yes
7						
8						
9						
10						
11						
12						
13						



COMMUNITY PETITION

As a member of the Jackson Heights, East Elmhurst, or Corona communities which Forte Preparatory Academy intends to primarily serve, I am signing this petition to affirm that I have read Forte Prep's mission; there is a need for this school in our community; and I would like to see Forte Preparatory Academy open as a free, public charter school in the fall of 2017. Further, if I have school-aged children, I'd be inclined to enroll them in the school.

Como miembro de Jackson Heights, East Elmhurst, o comunidades de Corona que Forte Preparatory Academy tiene la intención de servir principalmente, estoy firmando esta petición para afirmar que he leído la misión de Forte Prep; hay una necesidad para esta escuela en nuestra comunidad; y me gustaría ver a la Academia Preparatoria Forte abierta como una escuela pública gratuita en el otoño de 2017. Por otra parte, si tengo hijos en edad escolar, estaría inclinado a inscribirlos en la escuela.

Name (please print) / Nombre	Zip Code / código postal	Phone / Teléfono	Email / correo electrónico	School aged children? List ages / niños en una escuela? Qué edad tienen.	Would I be inclined to send my children to Forte Prep? / ¿Me inclinaría a enviar a mis hijos a Forte Prep? (Yes/No o Sí/No)	Signature / Firma
1. Graham Browne	11370	(347)-709- 5448	graham.browne@gmail.com	6, 7	Yes	
2. Leanne Smith	11369			4, 5, 1	Yes	
3. Ronald Manuel	11369			-3	Yes	
4. Dyanne Galle				grade 7/12		
5. William Jost	11373			6, 8	Maybe	
6. Julie Morcosy	11373			8	Yes	
7. Frank Smith	11368			con	Yes	
8.						

PRITE PREPARATORY ACADEMY COMMUNITY PETITION



As a member of the Jackson Heights, New York community, we strongly support the City of New York's decision to allow the PRITE Preparatory Academy to operate as a public charter school in the fall of 2017. PRITE is a non-profit organization that provides a high-quality education for students in the City of New York. We are proud to be a part of the PRITE community and we are committed to supporting the school in its efforts to provide a world-class education for all students.

Name (Please print) / Address	Do Child / Address	Phone / Address	Email / Current Address	School / Address	Should I be included as a parent / child in the PRITE / address / address	Signature / Name
1. Deborah Brown	11300 34th Ave	718-1234-5678	deborah.brown@gmail.com	PS 11	yes	DB
2. Pedro Garcia	11368			PS 11	yes	Pedro G.
3. Javier Martinez	11368			PS 11	yes	Javier M.
4. Maria Hernandez	11638			PS 11	yes	Maria H.
5. Diego Ramirez	11638			PS 11	yes	Diego R.
6. Ahmad Alkhayyat	11364			PS 11	yes	Ahmad A.
7. Martha Lopez	11338			PS 11	yes	Martha L.
8. J. Lopez	11368			PS 11	yes	J. Lopez
9. David Rodriguez	11368			PS 11	yes	David R.
10. Carmen Diaz	11368			PS 11	yes	Carmen D.
11. Angelica Benitez	11368			PS 11	yes	Angelica B.
12. Maria Garcia	11369			PS 11	yes	Maria G.

FORITE
INTEGRATING
ADVANCEMENT

For more information on the new *Journal of Management Inquiry*, please contact the Editor, Jeffrey Pfeffer, at jm@mcgraw-hill.com.

Student Name	11/20/24 9:00-2:00	Student Name	11/20/24 9:00-2:00	Student Name	11/20/24 9:00-2:00	Student Name	11/20/24 9:00-2:00
56	Lino Lucio	11373					
57							
58							
59							
60							
61							
62							
63							
64							
65							
66							
67							
68							
69							
70							
71							
72							
73							
74							
75							
76							
77							
78							
79							
80							
81							

EXPERTE
PREPARATORI
ACQUEDOTTI

Make (game) great / Make	Be (be) / odds great	Phone / address	land / carry electronic	School / apt religion / let (age) /	Would like (would) to send my address to (send) / also indicate a sister / me / like (age) /	legislation / from 1995

Student (please print) / Number	2019 Code / College prefix	Name / Address	Email / current telephone	School appt relatives last appt. /	Model 184 required to send my children to Syria High? (Yes indicates a review & mtg before Syria High 1/2019)	Signature / Print
1 Christian Brown	11370	3407-709-1187	christian.brown@gmail.com			
2 Karen Burdards	11372			N/A	Yes	
3 SALEM LOTAYLO	11372			N/A	Yes	Joseph Lawrence
4 Mohammad Saiduddin	11373			11/16	Yes	Saiduddin
5 EACI 172	11372			for grade	Yes	
6 Lucy DIAZ	11372			—	—	Lucy Diaz
7 Joseph Lawrence	11372				Yes	Joseph Lawrence
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
26						
27						
28						
29						
30						
31						

**FORNITE
PREPARATOIO
ACADEMICO**

Name (please print) / Number	2g Code / College postal	Phone / telephone	E-mail / e-mail electronic	School	Where I'd like to visit and my college in Fort Pong / address? (We include a service a visit list again / Sign a Fort Pong / Pong 200	Signature / From

[illegible]

FOURTE PREPARATORY ACADEMY COMMUNITY PARTICIPATION



FOURTE
PREPARATORY
ACADEMY

Be a member of the Academy's support team. Our Director, Dr. Christine, and our community of parents, teachers, and students are working together to create a safe, healthy, and successful learning environment for all. We are currently seeking members of our community to join our support team. This is a great opportunity to help us create a safe, healthy, and successful learning environment for all. We are currently seeking members of our community to join our support team. This is a great opportunity to help us create a safe, healthy, and successful learning environment for all.

Student's name / Number	Zip Code / Address	Phone / Website	Email / Contact Information	Age	Gender	Signature / Print
1. Cristian Bence	11130/LMT/708-1130		cristian.bence@gmail.com	11	Yes	[Signature]
2. Kelly B. King	11377			10:8	Yes	[Signature]
3. Albede Fertine	11432			10:8	Yes	[Signature]
4. Kelly D. King	11372			10:8	Yes	[Signature]
5. Deaton	11372			10:8	Yes	[Signature]
6. Tom H. King	11372			10:8	Yes	[Signature]
7. Shant R. King	11372			10:8	Yes	[Signature]
8. Goldsboro				10:8	Yes	[Signature]
9. Rosendo	11372			10:8	Yes	[Signature]
10. V. King	11372			10:8	Yes	[Signature]
11. Christian	11730			10:8	Yes	[Signature]
12. T. King	11372			10:8	Yes	[Signature]
13. Andrew Medina	11372			10:8	Yes	[Signature]
14. R. King	11372			10:8	Yes	[Signature]
15. R. King	11372			10:8	Yes	[Signature]
16. R. King	11372			10:8	Yes	[Signature]
17. R. King	11372			10:8	Yes	[Signature]

FORTE
PREPARATORY
ACADEMY

[illegible]

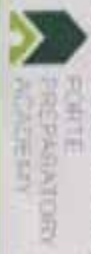
	Name given point / Number	Zip Code / Address point	Phone / extension	Fax / address electronic	School agent address) last agent / Miles & Phone Point / Street	Special (to be indicated by school agent - my children do form Prop? / also indicate a number or mile last agent / Miles & Phone Point / Street)	Signature / Name
1	Graham Brown	ELIOT (HAT) 709-1187		Graham Brown (Personal)	No	Yes	B.P.
2	M.N. Zaman	11372	[REDACTED]			yes	M. Zaman
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							
21							
22							
23							
24							
25							
26							
27							
28							
29							
30							
31							
32							
33							
34							
35							
36							
37							
38							
39							
40							
41							
42							
43							
44							
45							
46							
47							
48							
49							
50							

UNITED PARLIAMENTARY ASSEMBLY CONSTITUTION

[illegible]

Member Name	2016 Code / Address	Phone / Address	Email / Office Phone	Signature / Name
1. Carmen Browne	113702	113702	carmen.browne@gmail.com	Yes
2. Cathy Lee	1102			Yes
3. Patricia Duvall	11369			Yes
4. Jean Mader	11370			Yes
5. Maureen Elmore	11369			Yes
6. Cecilia Browne	11369			Yes
7. Leopoldo Browne	11368			Yes
8. M. J. Brown	11368			Yes
9. Paula Brown	11368			Yes
10. J. C. Brown	11368			Yes
11. M. J. Brown	11368			Yes
12. Harold Lee	11368			Yes
13. R. S. Lee	11368			Yes

PRINCE GEORGE PREPARATORY ACADEMY COMMUNITY REGISTRATION



As a member of the Prince George, BC Education, or Community Education office, Prince George Preparatory Academy is pleased to provide you with an opportunity to register your child for the 2014-2015 school year. Please complete this form and return it to the school by the deadline of 2014-2015. If you have any questions, please contact the school or the Prince George Preparatory Academy office. The deadline for registration is 2014-2015. The school is not responsible for any late registration. The school is not responsible for any late registration. The school is not responsible for any late registration.

Student Name / Address / Phone / E-mail		By Child / Parent / Guardian / Other	Parent / Guardian / Other	Child / Family Information	School / Community Education Office	School / Community Education Office	Signature / Print Name
1	George Brown	113703471, 709-11307	georgebrown@gmail.com				George Brown
2	Cakes	113703471					George Brown
3	George Brown	113703471					George Brown
4	Jessica Paucar	113665				Yes	Jessica Paucar
5	Erika Paucar	113668				Yes	Erika Paucar
6	Danny Paucar	113668				Yes	Danny Paucar
7	Alisha Paucar	113668				Yes	Alisha Paucar
8	Rong Xing Lin	113554				Yes	Rong Xing Lin
9	Anna Paucar	113669				Yes	Anna Paucar
10	David	113668				Yes	David
11	George Brown	113880				Yes	George Brown
12	George Brown	113722				Yes	George Brown
13	George Brown	113669				Yes	George Brown
14	George Brown	113669				Yes	George Brown
15	George Brown	113668				Yes	George Brown
16	George Brown	113668				Yes	George Brown
17	George Brown	113668				Yes	George Brown
18	George Brown	113668				Yes	George Brown
19	George Brown	113668				Yes	George Brown
20	George Brown	113668				Yes	George Brown
21	George Brown	113668				Yes	George Brown
22	George Brown	113668				Yes	George Brown
23	George Brown	113668				Yes	George Brown
24	George Brown	113668				Yes	George Brown
25	George Brown	113668				Yes	George Brown
26	George Brown	113668				Yes	George Brown
27	George Brown	113668				Yes	George Brown
28	George Brown	113668				Yes	George Brown
29	George Brown	113668				Yes	George Brown
30	George Brown	113668				Yes	George Brown
31	George Brown	113668				Yes	George Brown
32	George Brown	113668				Yes	George Brown
33	George Brown	113668				Yes	George Brown
34	George Brown	113668				Yes	George Brown
35	George Brown	113668				Yes	George Brown
36	George Brown	113668				Yes	George Brown
37	George Brown	113668				Yes	George Brown
38	George Brown	113668				Yes	George Brown
39	George Brown	113668				Yes	George Brown
40	George Brown	113668				Yes	George Brown
41	George Brown	113668				Yes	George Brown
42	George Brown	113668				Yes	George Brown
43	George Brown	113668				Yes	George Brown
44	George Brown	113668				Yes	George Brown
45	George Brown	113668				Yes	George Brown
46	George Brown	113668				Yes	George Brown
47	George Brown	113668				Yes	George Brown
48	George Brown	113668				Yes	George Brown
49	George Brown	113668				Yes	George Brown
50	George Brown	113668				Yes	George Brown
51	George Brown	113668				Yes	George Brown
52	George Brown	113668				Yes	George Brown
53	George Brown	113668				Yes	George Brown
54	George Brown	113668				Yes	George Brown
55	George Brown	113668				Yes	George Brown
56	George Brown	113668				Yes	George Brown
57	George Brown	113668				Yes	George Brown
58	George Brown	113668				Yes	George Brown
59	George Brown	113668				Yes	George Brown
60	George Brown	113668				Yes	George Brown
61	George Brown	113668				Yes	George Brown
62	George Brown	113668				Yes	George Brown
63	George Brown	113668				Yes	George Brown
64	George Brown	113668				Yes	George Brown
65	George Brown	113668				Yes	George Brown
66	George Brown	113668				Yes	George Brown
67	George Brown	113668				Yes	George Brown
68	George Brown	113668				Yes	George Brown
69	George Brown	113668				Yes	George Brown
70	George Brown	113668				Yes	George Brown
71	George Brown	113668				Yes	George Brown
72	George Brown	113668				Yes	George Brown
73	George Brown	113668				Yes	George Brown
74	George Brown	113668				Yes	George Brown
75	George Brown	113668				Yes	George Brown
76	George Brown	113668				Yes	George Brown
77	George Brown	113668				Yes	George Brown
78	George Brown	113668				Yes	George Brown
79	George Brown	113668				Yes	George Brown
80	George Brown	113668				Yes	George Brown
81	George Brown	113668				Yes	George Brown
82	George Brown	113668				Yes	George Brown
83	George Brown	113668				Yes	George Brown
84	George Brown	113668				Yes	George Brown
85	George Brown	113668				Yes	George Brown
86	George Brown	113668				Yes	George Brown
87	George Brown	113668				Yes	George Brown
88	George Brown	113668				Yes	George Brown
89	George Brown	113668				Yes	George Brown
90	George Brown	113668				Yes	George Brown
91	George Brown	113668				Yes	George Brown
92	George Brown	113668				Yes	George Brown
93	George Brown	113668				Yes	George Brown
94	George Brown	113668				Yes	George Brown
95	George Brown	113668				Yes	George Brown
96	George Brown	113668				Yes	George Brown
97	George Brown	113668				Yes	George Brown
98	George Brown	113668				Yes	George Brown
99	George Brown	113668				Yes	George Brown
100	George Brown	113668				Yes	George Brown

Copy 1 of 14



ROUTE PREPARATORY ACADEMY

As a member of the Jackson Heights, Sunnyside, or Thomas communities with Route Preparatory Academy, I am responsible for ensuring that my child is prepared for the next steps in their education. I am responsible for ensuring that my child is prepared for the next steps in their education. I am responsible for ensuring that my child is prepared for the next steps in their education.

Student Name	Zip Code / Address	Phone / Mobile	Email / Contact Information	Age	Gender	Signature / Notes
1. Jordan Brown	11372	718-234-709-2187	jordan.brown@gmail.com	11	Yes	[Signature]
2. Belahet	11372			12	Yes	[Signature]
3. [Redacted]	11372					[Signature]
4. Sylvia M.T.	11104				Yes	S.M.T.
5. [Redacted]						
6. [Redacted]	11372				Yes	[Signature]
7. [Redacted]	11372				Yes	[Signature]
8. [Redacted]	11372				Yes	[Signature]
9. [Redacted]	11372				Yes	[Signature]
10. [Redacted]	11372				Yes	[Signature]
11. [Redacted]	11372				Yes	[Signature]
12. [Redacted]	11372				Yes	[Signature]
13. [Redacted]	11372				Yes	[Signature]
14. [Redacted]	11372				Yes	[Signature]
15. [Redacted]	11372				Yes	[Signature]
16. [Redacted]	11372				Yes	[Signature]
17. [Redacted]	11372				Yes	[Signature]
18. [Redacted]	11372				Yes	[Signature]
19. [Redacted]	11372				Yes	[Signature]
20. [Redacted]	11372				Yes	[Signature]
21. [Redacted]	11372				Yes	[Signature]
22. [Redacted]	11372				Yes	[Signature]
23. [Redacted]	11372				Yes	[Signature]
24. [Redacted]	11372				Yes	[Signature]
25. [Redacted]	11372				Yes	[Signature]
26. [Redacted]	11372				Yes	[Signature]
27. [Redacted]	11372				Yes	[Signature]
28. [Redacted]	11372				Yes	[Signature]
29. [Redacted]	11372				Yes	[Signature]
30. [Redacted]	11372				Yes	[Signature]
31. [Redacted]	11372				Yes	[Signature]
32. [Redacted]	11372				Yes	[Signature]
33. [Redacted]	11372				Yes	[Signature]
34. [Redacted]	11372				Yes	[Signature]
35. [Redacted]	11372				Yes	[Signature]
36. [Redacted]	11372				Yes	[Signature]
37. [Redacted]	11372				Yes	[Signature]
38. [Redacted]	11372				Yes	[Signature]
39. [Redacted]	11372				Yes	[Signature]
40. [Redacted]	11372				Yes	[Signature]
41. [Redacted]	11372				Yes	[Signature]
42. [Redacted]	11372				Yes	[Signature]
43. [Redacted]	11372				Yes	[Signature]
44. [Redacted]	11372				Yes	[Signature]
45. [Redacted]	11372				Yes	[Signature]
46. [Redacted]	11372				Yes	[Signature]
47. [Redacted]	11372				Yes	[Signature]
48. [Redacted]	11372				Yes	[Signature]
49. [Redacted]	11372				Yes	[Signature]
50. [Redacted]	11372				Yes	[Signature]
51. [Redacted]	11372				Yes	[Signature]
52. [Redacted]	11372				Yes	[Signature]
53. [Redacted]	11372				Yes	[Signature]
54. [Redacted]	11372				Yes	[Signature]
55. [Redacted]	11372				Yes	[Signature]
56. [Redacted]	11372				Yes	[Signature]
57. [Redacted]	11372				Yes	[Signature]
58. [Redacted]	11372				Yes	[Signature]
59. [Redacted]	11372				Yes	[Signature]
60. [Redacted]	11372				Yes	[Signature]
61. [Redacted]	11372				Yes	[Signature]
62. [Redacted]	11372				Yes	[Signature]
63. [Redacted]	11372				Yes	[Signature]
64. [Redacted]	11372				Yes	[Signature]
65. [Redacted]	11372				Yes	[Signature]
66. [Redacted]	11372				Yes	[Signature]
67. [Redacted]	11372				Yes	[Signature]
68. [Redacted]	11372				Yes	[Signature]
69. [Redacted]	11372				Yes	[Signature]
70. [Redacted]	11372				Yes	[Signature]
71. [Redacted]	11372				Yes	[Signature]
72. [Redacted]	11372				Yes	[Signature]
73. [Redacted]	11372				Yes	[Signature]
74. [Redacted]	11372				Yes	[Signature]
75. [Redacted]	11372				Yes	[Signature]
76. [Redacted]	11372				Yes	[Signature]
77. [Redacted]	11372				Yes	[Signature]
78. [Redacted]	11372				Yes	[Signature]
79. [Redacted]	11372				Yes	[Signature]
80. [Redacted]	11372				Yes	[Signature]
81. [Redacted]	11372				Yes	[Signature]
82. [Redacted]	11372				Yes	[Signature]
83. [Redacted]	11372				Yes	[Signature]
84. [Redacted]	11372				Yes	[Signature]
85. [Redacted]	11372				Yes	[Signature]
86. [Redacted]	11372				Yes	[Signature]
87. [Redacted]	11372				Yes	[Signature]
88. [Redacted]	11372				Yes	[Signature]
89. [Redacted]	11372				Yes	[Signature]
90. [Redacted]	11372				Yes	[Signature]
91. [Redacted]	11372				Yes	[Signature]
92. [Redacted]	11372				Yes	[Signature]
93. [Redacted]	11372				Yes	[Signature]
94. [Redacted]	11372				Yes	[Signature]
95. [Redacted]	11372				Yes	[Signature]
96. [Redacted]	11372				Yes	[Signature]
97. [Redacted]	11372				Yes	[Signature]
98. [Redacted]	11372				Yes	[Signature]
99. [Redacted]	11372				Yes	[Signature]
100. [Redacted]	11372				Yes	[Signature]

Response 15e-18

FLUITE
PULVERISATOR
ACTOFORM

[illegible]

Student Name / Membership	2023 Code / Referral Number	Phone / Address	Email / Contact Information	Student Signed	Parent / Guardian Signed	Signature / Print
1. Graham Brown	11370	11370	11370			
66. Karen Anderson	11330					
67. Sarah Logan	11372					
68. Mohammad Sulaiman	11373					
69. CAC/432	11372					
70. Lucy Diaz	11372					
71. Ibrahim Ibrahim	11372					
72.						
73.						
74.						
75.						
76.						
77.						
78.						
79.						
80.						
81.						

Private Preparatory Academy Community Petition

[illegible]

Student Number	Student (last, first, middle) Name / address	Phone / cell phone number	Email / current e-mail address	Student Signature
1	William Brown	2157013473 709 2197	william.brown@gmail.com	W.B.
24	Daniel Donnelly	71572		Daniel Donnelly
35	ALBERTA WARD	117172		ALBERTA WARD
36	Maurice R. Clayton	11372		Maurice R. Clayton
37				
38				
39				
40				
41				
42				
43				
44				
45				
46				
47				
48				
49				

**PARTE
PREPARATORIO
ACADEMICO**

As a member of the American Institute, Karl F. Kuhlman, an American mathematician who serves the American Mathematical Society, said that it was important to affirm that it had not been the purpose of the American Mathematical Society to "discourage" or "discriminate" against any particular group of people. He said that the American Mathematical Society was a "community" and that it was important to affirm that it was a "community" and that it was important to affirm that it was a "community".

Member (please print) / Member #	Zip Code / Address (print)	Phone / Address	Email / Current Address	School agent checkboxes / List agent /	When I last looked at some my children's "to do" list / checkboxes / List agent /	Signature / Name
3 Graham Browne	11170 (447) 709-1197	graham.browne@gmail.com		6.7	Yes	etp
34 <i>Rebecca Davis</i>						<i>Rebecca Davis</i>
35 <i>Harvey Cross</i>				etp		<i>Harvey Cross</i>
36 <i>Malcolm McNamee</i>				7	Yes	<i>Malcolm McNamee</i>
37						
38						
39						
40						
41						
42						
43						
44						
45						
46						
47						
48						
49						

Signature / Name _____
 Date _____

[illegible]

Online petition signatures

Figure 4: ipetitions.com Forte Prep petition text⁶



This petition has collected
518 signatures
using the online tools at Petitions.com
Printed on 2016-01-20

I support Forte Prep

About this petition

Forte Preparatory Academy is a proposed fifth-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.

Figure 5: ipetition signatures and comments as of January 20, 2016

#	Name	Date	Comments
1	Francisco J Segarra	12/4/2015 20:38	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.
2	Graham Browne	12/4/2015 20:45	
3	Ashley Tucker	12/4/2015 20:51	
4	Eric Rucker	12/4/2015 20:52	
5	Noah Aptekar	12/4/2015 20:55	I believe Graham will be a thoughtful and passionate school leader and fully support Forte Prep!
6	Alexandra Smith	12/4/2015 20:56	
7	Rayyan Kamal	12/4/2015 21:06	
8	Christina Mainero	12/4/2015 21:07	
9	Katie Molteni Muir	12/4/2015 21:17	
10	Anthony Cozart	12/4/2015 21:20	
11	Joan Kim	12/4/2015 21:22	
12	John van der Stricht	12/4/2015 21:56	
13	Jamie Martz	12/4/2015 23:14	I believe in this school and its mission, and I believe it would be a great benefit to the city of New York for its children to attend such an institution.
14	Elisabeth Ward	12/4/2015 23:25	
15	Joseph Bonanni	12/5/2015 0:16	
16	Deshaun Mars	12/5/2015 0:47	
17	David Goodchild	12/5/2015 1:19	

⁶ <http://www.ipetitions.com/petition/i-support-forte-prep>

18	Alison Joseph	12/5/2015 1:45	
19	David Schlenker	12/5/2015 2:02	Graham is going to be an unbelievably effective school leader, I cannot wait to see this school in action!
20	Emre Cilem	12/5/2015 2:39	
21	Eric	12/5/2015 6:12	
22	HeeJin	12/5/2015 6:58	
23	Kalie Pierce	12/5/2015 8:05	Looking forward to seeing the Forte Preparatory Academy realized.
24	Lars Osterberg	12/5/2015 11:53	
25	Megan Keenan	12/5/2015 12:43	
26	Marc Daniels	12/5/2015 15:01	
27	Brett Camarda	12/5/2015 19:34	
28	Gordon Schoenfeld	12/5/2015 21:05	This is an excellent project â€” I fully support it!
29	Nicholas Hernandez	12/6/2015 1:49	
30	Audrey Davis	12/6/2015 17:20	
31	Joyce Lin	12/6/2015 17:40	Forte Prep has the potential to unlock the educational opportunity for so many young lives - and Graham Browne is undoubtedly the leader to execute on this school's laudable mission. I support Forte Prep wholeheartedly.
32	Alexa Allen	12/6/2015 17:44	
33	Desiree Browne	12/6/2015 17:44	
34	Elizabeth Backup	12/6/2015 17:46	I believe in this mission!
35	Ana Maria Chin	12/6/2015 17:52	
36	Reggie Ausby	12/6/2015 17:55	Fully supportive of this initiative to empower students.
37	Laura Peisl	12/6/2015 17:58	
38	Jonathan Chin	12/6/2015 17:58	
39	Katie Mullen	12/6/2015 17:59	
40	Emily Harris	12/6/2015 18:02	Graham Browne is a creative and dedicated leader. I believe in Forte Prep's mission and look forward to seeing how the school planning develops.
41	Kate Roberts	12/6/2015 18:02	
42	Angelina Cardona	12/6/2015 18:03	
43	OliveJoy Wolfe	12/6/2015 18:03	
44	Miriam Altman	12/6/2015 18:05	
45	Reilly Kiernan	12/6/2015 18:11	
46	Sanaa Rahman	12/6/2015 18:16	
47	Fona O.	12/6/2015 18:18	
48	Caroline Goodbody	12/6/2015 18:21	
49	Michael	12/6/2015 18:23	
50	Justin Douglas	12/6/2015 18:23	I believe that this school's mission of developing a positive culture of individual and collective responsibility is one of the most important lessons that we can share with young people.
51	Erin Kelly	12/6/2015 18:31	
52	Chris Fleming	12/6/2015 18:35	
53	Laszlo Syrop	12/6/2015 18:35	

54	Sam	12/6/2015 18:40	
55	Kalen Smith	12/6/2015 18:40	
56	Stephen salinas	12/6/2015 18:42	
57	Gillian Thompson	12/6/2015 18:48	I would love to see this school come to be.
58	Lizzie Horvitz	12/6/2015 18:48	
59	Priya Singh	12/6/2015 18:50	
60	Chantel Whittle	12/6/2015 18:54	
61	Maxwell Fritz	12/6/2015 18:56	
62	Brittany marshall	12/6/2015 19:03	
63	Jeff Hong	12/6/2015 19:17	
64	Jennifer Douglas	12/6/2015 19:17	
65	Pedro Leon de la Barra	12/6/2015 19:20	
66	Karin Dillie	12/6/2015 19:21	Go Graham!!!
67	Elisa del Valle	12/6/2015 19:22	
68	Meaghan McGrath	12/6/2015 19:27	New York needs a school like Forte Prep! Great job Graham
69	Casheif A Belvin	12/6/2015 19:27	Good luck! This is great.
70	Adrielle Jefferson	12/6/2015 19:27	
71	Casheif A Belvin	12/6/2015 19:27	Good luck! This is great.
72	Marina Lvova	12/6/2015 19:29	
73	Taylor Farmer	12/6/2015 19:29	How can I help?
74	Molly McCarthy	12/6/2015 19:29	
75	Nate Wong	12/6/2015 19:31	
76	Vincent Bish	12/6/2015 19:32	
77	William A Packer	12/6/2015 19:32	
78	Andy Suzuki	12/6/2015 19:33	
79	David Sorensen	12/6/2015 19:35	
80	Peggy Admirand	12/6/2015 19:36	
81	Alexandra Van Horn	12/6/2015 19:37	
82	Robert Lee	12/6/2015 19:37	
83	Will Rodd	12/6/2015 19:39	
84	Jeff McHugh	12/6/2015 19:40	The biggest lever for success in a school is a great leader. Forte's got one.
85	Audra McFarland	12/6/2015 19:40	
86	Brittany Harris	12/6/2015 19:42	
87	Jiyun Ouh	12/6/2015 19:42	
88	Hannah Goldman	12/6/2015 19:43	
89	Daphne Hallett Donahue	12/6/2015 19:43	
90	Brian Pierre II	12/6/2015 19:45	
91	Gregory Larsen	12/6/2015 19:45	
92	Bentley Kapten	12/6/2015 19:46	
93	Michael Nkereuwem	12/6/2015 19:47	
94	Evelyn Ramirez	12/6/2015 19:48	

95	Ann Jankie	12/6/2015 19:50	How exciting! Very happy to see our alumni continuing to serve our communities - best of luck!
96	Nathaniel Durant	12/6/2015 19:54	
97	Shanique Kelley	12/6/2015 19:57	
98	Sarah Harvey	12/6/2015 19:59	This is such an important step forward for the community. We need this!
99	David Gillingham	12/6/2015 20:03	
100	Larry T Woody SPS '72	12/6/2015 20:04	
101	Kate Sully	12/6/2015 20:06	
102	Maria Rizo-Vergara	12/6/2015 20:08	Good luck Graham, the website for Forte looks great!!!
103	Nnaemeka Echebiri	12/6/2015 20:10	
104	Stephanie	12/6/2015 20:15	
105	Andrea Altman	12/6/2015 20:23	
106	Vina L. Ruby	12/6/2015 20:26	
107	Latoya Hankey	12/6/2015 20:27	Best of luck in this exciting and commendable adventure!
108	Rachel Levy	12/6/2015 20:31	
109	Stephanie Quaye	12/6/2015 20:32	
110	Bill Popwell	12/6/2015 20:33	
111	Kevin Sherman	12/6/2015 20:42	
112	Emika Abe	12/6/2015 20:54	
113	Elizabeth Cruikshank	12/6/2015 20:54	
114	Rebecca Duerre	12/6/2015 21:14	
115	Kesson Anderson	12/6/2015 21:16	
116	jared newmark	12/6/2015 21:17	
117	Chayanee	12/6/2015 21:23	
118	Vera Udebhulu	12/6/2015 21:26	I am so proud of you! If there is anything I can do to help, please let me know.
119	Katie Cheng	12/6/2015 21:29	Very exciting and best of luck!
120	Zulay Oyarvide	12/6/2015 21:34	
121	Caroline Walsh	12/6/2015 21:35	
122	Elizabeth Gellene	12/6/2015 21:36	
123	Jim Mahoney	12/6/2015 21:40	
124	Hilda Cupeles Nieves	12/6/2015 21:44	
125	Lesley Kwok	12/6/2015 21:49	
126	Tomas Sebastian Seromik	12/6/2015 21:53	
127	Taylor Goodman	12/6/2015 22:02	
128	Evan Hendon	12/6/2015 22:06	I believe in Forte Prep's mission and thr potential it can have for the Queens community.
129	Simone Chan	12/6/2015 22:11	
130	Lisa Perry	12/6/2015 22:11	So proud of this young man. I support him and this amazing opportunity to help transform lives and create agents of change through education! Let me know how I can help further.
131	Ricardo Bustos	12/6/2015 22:19	
132	AJ DeCristino	12/6/2015 22:22	

133	Makibi Takagi	12/6/2015 22:26	
134	Paul Mithun	12/6/2015 22:29	
135	Julen Harris	12/6/2015 22:36	
136	Carl Cornilsen	12/6/2015 22:38	Strong.
137	Ezra Miller	12/6/2015 22:43	Graham Browne is an inspiring, visionary leader who is deeply dedicated to the cause of education. As a public school teacher, I wholeheartedly support him in this venture.
138	Juliette Henry	12/6/2015 22:56	
139	Lauren Sliwinski	12/6/2015 22:58	
140	Rich Littlehale	12/6/2015 22:59	
141	Brenda Maldonado	12/6/2015 22:59	
142	Alexandra Rodriguez	12/6/2015 23:05	Really inspiring! Thank you for sharing. I also believe the biggest legacy you can leave behind is educating others-future leaders in this case. Good luck in getting all of The signatures!
143	Jose Wiltshire	12/6/2015 23:07	Good luck!!
144	Michael Bolds	12/6/2015 23:26	Get em Graham!
145	Jimmy Lowe	12/6/2015 23:48	
146	Laura Rodriguez	12/6/2015 23:54	
147	Lisa Lin	12/6/2015 23:56	I can't wait to see this meaningful venture come to fruition in the near future! Best of luck Graham.
148	Andrew Kane	12/7/2015 0:18	
149	Rebecca Blum	12/7/2015 0:22	I am so excited about this, Graham. I can't wait to visit Forte Prep in 2017.
150	Jonathan Tam	12/7/2015 0:24	
151	Aaron Stelson	12/7/2015 0:26	Graham is a committed educator and strong leader. I have no doubt this school will serve its students well.
152	Salimah Nooruddin	12/7/2015 0:27	
153	Erica Deane	12/7/2015 0:30	
154	Joelle Karlik	12/7/2015 0:35	
155	Theresa Wilson	12/7/2015 0:42	Good luck!
156	Anusha Raturi	12/7/2015 1:04	
157	Rohan Trivedi	12/7/2015 1:28	
158	Brad Braunstein	12/7/2015 1:37	
159	Shantal Chan-Friday	12/7/2015 1:44	Congrats Graham! So excited to see this come to life!
160	David Mowat	12/7/2015 1:46	
161	Caleb Balderston	12/7/2015 1:49	
162	Quentin Youmans	12/7/2015 1:49	
163	Andrea Gompf	12/7/2015 1:49	
164	Emily Caruso	12/7/2015 1:53	Graham has the passion, the drive, and the talent to bring this school into being. I have no doubt that Forte Prep will be life-changing to the students lucky enough to go there.
165	Christopher Cha	12/7/2015 2:08	Sounds like a wonderful plan.
166	Josh Spechler	12/7/2015 2:12	
167	Eleby Washington	12/7/2015 2:22	

168	Chelsea Goding	12/7/2015 2:34	Yes! This kind of thoughtfulness and generosity is urgently needed by NYC students :)
169	Michael Admirand	12/7/2015 2:36	
170	Brittain Stone	12/7/2015 2:42	
171	Miye Takagi	12/7/2015 3:01	Worthy effort that I'm honored to support!
172	Danny Shelton Jr	12/7/2015 3:03	
173	Ellen Winn	12/7/2015 3:04	I have the great pleasure to know this school's founder -- Graham Browne -- and have every confidence in the world he will create an incredible place of learning and art and exploration and curiosity and opportunity.
174	Adriana McDonald	12/7/2015 3:11	
175	Casey Kiernan	12/7/2015 3:15	
176	Emily Ente	12/7/2015 3:20	Such a proud supporter of yours, Graham! Can't wait to see this amazing school come to life.
177	Joseph Lerman	12/7/2015 3:37	Fantastic!
178	Michael Buzzard	12/7/2015 3:42	
179	Eva Schlitz	12/7/2015 4:44	
180	Sara Zuckert	12/7/2015 5:04	
181	Ashley Pandya	12/7/2015 5:12	
182	Mark Lewis	12/7/2015 6:45	
183	Emanuel Powell III	12/7/2015 7:09	Proud New York City resident in support of Forte Preparatory Academy's mission!
184	Isis Klein	12/7/2015 9:33	
185	Angela Romans	12/7/2015 11:53	
186	Disha Patel	12/7/2015 11:55	Yes!!!!
187	Darrell Trusty Jr	12/7/2015 12:50	
188	James Perry	12/7/2015 13:04	
189	Alex Chen	12/7/2015 13:40	
190	Natasha Go	12/7/2015 13:51	
191	Thano Chaltas	12/7/2015 14:18	
192	David Johnson	12/7/2015 14:21	Congrats on the milestones!
193	Kathryn Olivarius	12/7/2015 14:27	
194	Drew Camarda	12/7/2015 15:04	
195	Carol Rosenfeld	12/7/2015 15:16	
196	Gordon Wright	12/7/2015 15:22	
197	Katie Tenney	12/7/2015 15:32	
198	Soyini Driskell	12/7/2015 15:39	
199	Eitan Hochster	12/7/2015 15:54	
200	Ayanna Berry	12/7/2015 16:08	
201	David Ritchie	12/7/2015 16:10	
202	P. Darius Vaillancourt	12/7/2015 16:13	Good luck!
203	Margaret Farquharson	12/7/2015 16:17	I am unbelievably excited to support Forte Preparatory Academy in it's mission to shape the next generation of leaders!
204	Allison Krause	12/7/2015 17:10	

205	Clifford Emmanuel	12/7/2015 17:16	As a long time Queens resident and former New York City public school student, I would have loved having an educational option like Forte Preparatory Academy in my community.
206	Jane Clunie	12/7/2015 17:26	What a wonderful endeavor!
207	Nick Clifford	12/7/2015 18:48	Always happy to support a fellow brown alum, and what's most this seems like such a great project!
208	Hyuga Takagi	12/7/2015 19:06	
209	Elisa Yoshioka	12/7/2015 19:28	
210	Emily B	12/7/2015 19:46	
211	John Tobin	12/7/2015 19:50	Best of luck.
212	Dan Ostermueller	12/7/2015 19:52	
213	Cindy Pineda	12/7/2015 19:54	
214	David Chery	12/7/2015 19:55	
215	Tara Anderson	12/7/2015 20:52	All students deserve a high quality education and opportunities for enrichment. Graham is a dedicated and passionate leader who will make this vision come to life at Forte.
216	Sivan Hong	12/7/2015 21:02	
217	Gabrielle Fong	12/7/2015 21:25	
218	tamara davila	12/7/2015 22:31	excellent project! I know a lot of people in Queens that will sign this petition.
219	Neha govil	12/7/2015 22:34	
220	Rafe	12/7/2015 23:22	I support Forte. This will be a wonderful school.
221	Charles Nelson	12/8/2015 0:07	
222	Valerie Ho	12/8/2015 1:27	
223	Thomas Selby	12/8/2015 1:30	go graham!
224	Ashlee Tran	12/8/2015 1:30	
225	Marita	12/8/2015 1:32	
226	Rachel Key	12/8/2015 3:09	
227	Steve Bodow	12/8/2015 3:40	Absolutely! Very needed - as a recent resident of the neighborhood, I know it'd be a great asset to the community.
228	Matthew Slen	12/8/2015 4:33	
229	Kimberly Ueyama	12/8/2015 4:45	
230	Susan Lieu	12/8/2015 4:53	YES!
231	Zach Phillips	12/8/2015 5:29	
232	Jonathan Leung	12/8/2015 9:00	
233	Liza Van Gundy	12/8/2015 13:12	
234	Laura Huober	12/8/2015 13:39	
235	Karla Martinez	12/8/2015 13:41	
236	Abby Cobb	12/8/2015 14:16	
237	Donna Meredith	12/8/2015 15:00	
238	Sam Brill	12/8/2015 15:41	
239	Kyle Robinson	12/8/2015 15:43	I am a founding board member and fully support this effort. Forte Preparatory Academy will add value to the

			Queens community by providing top notch education for fifth through eighth grade students. - Kyle
240	Will Joyce	12/8/2015 15:53	
241	Anthony Dong	12/8/2015 16:28	
242	Queenie Tong	12/8/2015 16:47	
243	Rio	12/8/2015 16:52	
244	Rajiv Chegu	12/8/2015 18:15	
245	Kate Mullins	12/8/2015 18:26	
246	Megan Murphy	12/8/2015 18:28	
247	Lucy Price	12/8/2015 18:48	
248	Christopher Zappi	12/8/2015 22:28	
249	Victoria Chen	12/9/2015 1:22	
250	Bernier Lauredan	12/9/2015 4:48	Support from one SOM brother to another!
251	Kim Jackson	12/9/2015 6:40	So excited to see the wonderful things Forte Preparatory Academy is going to do!
252	monique peot	12/9/2015 9:29	good luck though you won't need it!!!! ;)
253	Devyn Harris	12/9/2015 9:32	
254	Alexandra Mumbauer	12/9/2015 10:53	
255	Jessica Lanney	12/9/2015 11:01	
256	Jerry Phelps	12/9/2015 11:16	
257	Nora Gross	12/9/2015 12:39	Sounds like a much needed school with a lot of promise!
258	Jeremiah Peterson	12/9/2015 13:06	Good luck Graham. You're changing the world!
259	Chris Gentile	12/9/2015 13:29	
260	Margaret Marrer	12/9/2015 13:56	
261	Michele Browne	12/9/2015 15:11	Forte Prep will do great things given its great leadership!
262	Jennifer Graham	12/9/2015 15:43	
263	Anthony F	12/9/2015 16:10	
264	Ivan Watanabe	12/9/2015 16:11	
265	Jennifer Tan	12/9/2015 16:28	
266	Johanna Ortiz	12/9/2015 23:17	Forte = Strength! A legacy to build and many lives to transform!
267	Brian Sargenti	12/9/2015 23:24	
268	Robert Kimball	12/10/2015 3:45	
269	Peter Grunert	12/10/2015 4:36	Can't wait to see this come to fruition!
270	Neelay Patil	12/10/2015 12:56	
271	Mariah Collins	12/10/2015 13:43	
272	Rachel Dickens	12/10/2015 14:00	
273	Fernanda Dobal	12/10/2015 15:14	Supporting this great mission!
274	Sam Lilja	12/10/2015 15:21	
275	Shirin Hashim	12/10/2015 15:41	
276	Adam Behrens	12/10/2015 15:45	
277	ariella chivil	12/10/2015 15:56	
278	Sam Carmichael	12/10/2015 17:06	

279	George Lin	12/10/2015 17:27	
280	Connor Skelly	12/10/2015 17:40	Good luck!
281	Neha Anand	12/10/2015 17:42	
282	Adam Smith	12/10/2015 17:55	
283	Michaela Rpss	12/10/2015 18:22	
284	Stephen Zerfas	12/10/2015 18:22	
285	Will Howerton	12/10/2015 18:50	
286	Calvin Alunkal	12/10/2015 19:45	
287	Wendy Pan	12/10/2015 19:47	
288	Alex Sauter	12/10/2015 19:58	Good luck!
289	David Walters	12/10/2015 20:04	Every student deserves a quality education!!! Glad to support!
290	Matt Plummer	12/10/2015 21:08	
291	Lily Fu	12/10/2015 21:29	Very exciting and good luck!
292	Alexander C Donovan	12/10/2015 21:46	
293	Pippa Bianco	12/10/2015 21:59	
294	Gwen Maurello	12/10/2015 22:47	
295	Olivia Peoples	12/10/2015 23:07	Thank you for taking on this important work.
296	Patrick Elyas	12/11/2015 0:49	
297	Patrick Senat	12/11/2015 3:04	Graham is a good friend and a man of great character.
298	Melissa Kyle	12/11/2015 3:38	
299	Emma Pelzner	12/11/2015 5:23	
300	Karen Anahory	12/11/2015 14:18	Strong mission. Good luck!
301	Sonali Patel	12/11/2015 14:19	
302	Alexandra Casper	12/11/2015 14:27	Good luck!
303	Lauren Hult	12/11/2015 14:36	
304	Benjamin King	12/11/2015 14:39	
305	Sara Glazer	12/11/2015 15:00	
306	Sam Swartz	12/11/2015 15:37	
307	Peter Kim	12/11/2015 15:42	Strongly endorse Graham Browne as an outstanding leader
308	Leslie MacKrell	12/11/2015 15:44	Can attest to Mr. Browne's leadership capabilities and commitment.
309	Eliza Loomis	12/11/2015 15:48	
310	Daniel Pike	12/11/2015 15:51	
311	Vincent McPhillip	12/11/2015 20:25	
312	Michael Ciccarone	12/11/2015 20:57	Big believer in what Graham applies himself to!
313	Annie Chor	12/11/2015 23:21	I fully support! Good luck! -Annie
314	Michael Andolina	12/12/2015 1:10	
315	Charlotte Neuhaus	12/12/2015 8:21	
316	Jean Browne	12/12/2015 15:17	This is an awesome undertaking. I am very proud of you. You have my full support.
317	Sarah Lockridge-Steckel	12/13/2015 2:25	I'm so excited for this! 100% in support :D
318	Alexandra Rothman	12/13/2015 13:28	

319	John-Paul Julien	12/13/2015 16:35	
320	Kiersten abate	12/13/2015 16:46	Great work!
321	Derek Wang	12/13/2015 16:46	
322	Elliot	12/13/2015 16:48	
323	Elliot	12/13/2015 16:49	
324	Sam Sturm	12/13/2015 17:59	
325	Susan Farshidi	12/13/2015 18:21	
326	Vivi Vasudevan	12/13/2015 20:55	
327	Amanda Gewirtz	12/13/2015 21:13	
328	Denise Williams	12/14/2015 4:48	
329	Jeremiah S. Pam	12/14/2015 4:50	
330	Alexis Banschick	12/14/2015 13:21	
331	Ophelia Hu	12/14/2015 14:47	
332	Farhana Ahmed	12/14/2015 15:06	
333	Amie Sugarman	12/14/2015 15:48	
334	Khara Gresham	12/14/2015 16:01	this is dope! I'd love to support as much as I can
335	Amar Rajwani	12/14/2015 17:36	
336	Juliet Kaye	12/14/2015 17:45	
337	Lauren Boros	12/14/2015 19:48	
338	Kayla Ringelheim	12/14/2015 22:09	
339	Pratima Neti	12/15/2015 1:54	
340	Thomas Craven	12/15/2015 15:51	Great work so far!
341	Christine Goding	12/15/2015 15:51	
342	Michele Browne	12/15/2015 15:56	
343	Charlotte Wong	12/15/2015 15:57	
344	Mark Malacapay	12/15/2015 15:59	This looks amazing!
345	Benjamin M Saper	12/15/2015 16:33	Would love or this school to happen. Great leaders make great schools!
346	Derek Lipscomb	12/15/2015 16:52	Keep it up!
347	Sarah Kay	12/15/2015 17:43	Graham Browne is such a passionate and hard-working leader. I'm so excited to cheer him on in this important mission!
348	Anne Suzuki	12/15/2015 17:57	
349	Austin E. Purnell	12/15/2015 18:38	This is exactly the kind of initiative that will make our education system stronger, and I know first hand that no one is better equipped to lead the charge than Mr. Browne and his team. Here's to Forte Prep! Sincerely, Austin E. Purnell MA, New York University, BA, Wesleyan University National Cathedral School for Boys
350	Stuart Gibbs	12/15/2015 18:39	go Graham, go
351	Sydney	12/15/2015 18:43	
352	Julia Goldner	12/15/2015 18:46	
353	Brett Weinstock	12/15/2015 19:38	
354	Kathleen Lavery	12/15/2015 19:50	

355	Margaret Perkins	12/15/2015 20:12	
356	Aaron Powers	12/15/2015 20:31	
357	Allyson Chung	12/15/2015 21:24	
358	Jason	12/15/2015 21:33	
359	Adit Basheer	12/15/2015 22:27	
360	Matthew Akamatsu	12/15/2015 23:06	
361	Tawana Purnell	12/16/2015 1:28	Good for.you!!
362	Robert Smith III	12/16/2015 3:42	
363	Cecil Apostol	12/16/2015 6:30	
364	Jan Kay	12/16/2015 17:37	
365	Paul Raymond	12/18/2015 18:21	
366	Nicole Prince	12/18/2015 20:54	
367	Tasha Kersey Aoaeh	12/20/2015 19:57	I'm sitting here reading through the comments of this petition with a huge smile. Why? As a member of the Founding Board of Forte Prep, I am thrilled to be doing such meaningful work with someone like Graham Browne. The comments reinforce my belief in Graham and his ability to work with the community of Northwest Queens to prepare their children to be leaders of the present and the future! Born and raised in Queens, I am excited to know that people like Graham care about how our students are educated. Opening (and sustaining!) a school is not easy work. That being said, with support such as what I am seeing here, we will get it done -- together!
368	Malcolm Dunbar	12/20/2015 21:33	
369	Diane Dalzell	12/21/2015 0:21	I am happy to support prepping our youth for college!
370	Madifing Kaba	12/21/2015 2:22	
371	Irene Chung	12/21/2015 2:32	
372	karen rheuban md	12/21/2015 3:00	As a graduate of Queens public schools, I wish you all the best in this effort!
373	Anthony - JuQuan Bennett	12/21/2015 23:11	
374	Matt de la PeÑa	12/22/2015 19:59	Exciting!
375	James Jadotte	12/23/2015 12:30	Building the foundational structure for tomorrow. I support!
376	Alex Chittim	12/23/2015 15:16	
377	Laura Onelio	12/23/2015 16:27	
378	John Rocklin	12/23/2015 16:42	Folks, you know this will be a huge success. Leadership with a vision to ensure happy, healthy, and successful lives of countless children. Please do what you can to make this a reality!
379	Sarah Ferguson	12/23/2015 16:43	
380	Michelle Tran	12/23/2015 16:47	Keep up the great work!
381	Manjula Raman	12/23/2015 16:49	
382	Eric Gershman	12/23/2015 16:55	
383	Hannah Goldstein	12/23/2015 17:04	
384	Stefan Smith	12/23/2015 17:22	
385	Thea Aguiar	12/23/2015 17:23	

386	Nate Scott	12/23/2015 17:25	
387	Shaena McPadden	12/23/2015 17:26	
388	Alec Tierney	12/23/2015 17:44	
389	Damian Ramsey	12/23/2015 17:44	More options for children and families. How could I not sign.
390	Jonas Clark	12/23/2015 17:48	Way to go Graham! -Jonas
391	Sarah Greenwalt	12/23/2015 17:49	
392	Caroline Washington	12/23/2015 17:59	
393	Lindsay Southworth	12/23/2015 18:11	
394	Eli Gelb	12/23/2015 18:25	The future could not be in better hands. Graham Browne is a born leader, and an incredible role model for these kids.
395	David Valdes	12/23/2015 18:35	Bravo!!
396	Shayna Keller	12/23/2015 18:36	
397	Chris Yergan	12/23/2015 19:10	
398	Julie Andress	12/23/2015 19:53	
399	Matthew Adam	12/23/2015 20:13	
400	Leah Karlins	12/23/2015 22:54	Graham will be a fantastic school leader!
401	Deacon Chapin	12/23/2015 23:12	Good luck!
402	Cyn Morgan	12/23/2015 23:15	
403	Mark Sliwinski	12/23/2015 23:20	
404	Lindsey Larson	12/24/2015 0:19	
405	Zoie Blackwood	12/24/2015 0:28	
406	Julia Schwartz	12/24/2015 0:30	
407	Pieter A Biersteker	12/24/2015 2:30	
408	Talia Bennick	12/24/2015 2:40	
409	Natalie Willens	12/24/2015 2:48	
410	Martina Jones	12/24/2015 3:21	
411	Tess Hart	12/24/2015 4:36	Go Graham!!
412	Bladi Duran	12/24/2015 18:54	
413	James Williams	12/24/2015 21:39	
414	Tracy H. Evans	12/27/2015 4:24	
415	Stephanie Browne	12/27/2015 20:46	Graham was raised to value education and he has succeeded in all aspects of his life. He will be an exceptional role model and protect his students at all costs giving them a nurturing environment to be hug achievers.
416	Emily Myerson	12/28/2015 12:49	
417	Phillip Gara	12/28/2015 16:07	Graham has the experience and training uniquely suited to create educational programs that allow students to succeed in the 21st century.
418	Tori Hines	12/28/2015 19:10	
419	Elizabeth Host	12/28/2015 23:39	I
420	Yvonne D. Jackson	12/29/2015 18:30	This city is in great need of more college preparatory charter schools! This is a great idea for the Queens , NY area. I support this effort 100%.
421	Jacqueline E. Mann	12/30/2015 3:13	

422	Rachel Schilowitz	12/30/2015 15:20	
423	Mario Antwine	12/30/2015 16:22	
424	Michael Gacek	12/30/2015 16:57	
425	Jessica Silliman	12/30/2015 18:14	
426	Russell Bailey	12/30/2015 19:24	
427	Nicole Jordan	12/30/2015 19:37	
428	Evonne Antwine	12/31/2015 1:07	You have my support! Good Luck!
429	Becca Gong Sharp	12/31/2015 3:03	Good luck and godspeed, Graham!!
430	Hugo Santillan	12/31/2015 15:25	Onward - best of luck in 2016!
431	irina santillan	12/31/2015 16:19	
432	Will Joyce	12/31/2015 18:08	
433	LaDonna Lee	1/1/2016 7:18	
434	Brenen Blair	1/2/2016 19:57	
435	Patrick Briaud	1/3/2016 7:35	Yes!
436	Chelsea Petrenko	1/4/2016 15:01	
437	Daniel Marcy	1/5/2016 14:00	
438	Denise	1/5/2016 14:52	
439	Tamicka Marcy	1/5/2016 15:22	
440	Julie Hurwitz	1/5/2016 19:44	
441	Neil Samen	1/6/2016 0:47	
442	Brian Leacock	1/6/2016 2:20	
443	Clau	1/6/2016 14:40	It would be good to have one of this in East Elmhurst
444	diane shaw	1/7/2016 3:16	
445	Kerrie Smith Campbell	1/7/2016 12:54	Very excited to hear more.
446	Emma Carmichael	1/7/2016 17:21	
447	Richard Celestin	1/8/2016 20:41	
448	Mikaela Moore	1/14/2016 21:35	
449	Ray Sultan	1/14/2016 22:55	Yay!!
450	Ben friedman	1/15/2016 0:54	I believe in Graham.
451	Jennifer Milikowsky	1/15/2016 3:41	This is wonderful! Great work by great people.
452	Teresa Rodriguez	1/15/2016 10:10	
453	Nick Kramer	1/15/2016 14:07	
454	Ilinda Ponce de Leon	1/15/2016 15:04	
455	Madifing Kaba	1/15/2016 17:15	
456	Terri Belkas-Mitchell	1/15/2016 17:22	
457	Melissa Strouth	1/15/2016 18:29	
458	Daniel Moskowitz	1/15/2016 20:58	
459	Doreen Attard	1/15/2016 22:11	
460	Marissa Agin	1/15/2016 22:57	
461	Nya Holder	1/15/2016 23:40	Let's make quality education accessible to all!
462	Norma Lopez	1/15/2016 23:49	

463	Franklin Rosado	1/16/2016 1:30	
464	Allison Burkett	1/16/2016 1:42	I fully support this endeavor!
465	Leslie Randazzo	1/16/2016 2:36	
466	Helen Cox	1/16/2016 2:37	
467	Leonora Dodge	1/16/2016 3:01	A great education is the best hope for our communities.
468	Karyl Duverge	1/16/2016 4:50	Charlotte will be a great asset.
469	Johnell King	1/16/2016 11:12	
470	Lisa LaBarca	1/16/2016 11:57	
471	Arelys Duverge	1/16/2016 16:28	Charlotte, congratulations on this beautiful and helpful mission!
472	marcela	1/16/2016 18:53	
473	Gail hobson	1/16/2016 21:37	
474	Nicole D Mason-Parks	1/16/2016 23:43	
475	Jennifer Russell	1/17/2016 1:22	
476	Jahi Wise	1/17/2016 19:00	Congrats!
477	Ola	1/17/2016 19:00	
478	Elaine Dang	1/17/2016 19:00	I support Forte Prep Academy and their mission!
479	Michael Linares	1/17/2016 20:20	
480	Tommy Day	1/17/2016 20:29	
481	Emma	1/17/2016 21:17	Fortunate for the children! Best of luck.
482	Jose De Anda	1/17/2016 21:47	
483	Peter Neuhaus	1/17/2016 23:37	
484	Shraddha Sawardekar	1/18/2016 0:29	Graham is a great educator and will do a wonderful job :)
485	Frederick Kukelhaus	1/18/2016 1:04	
486	Mauricio Giron	1/18/2016 6:04	
487	Karen Chen	1/18/2016 14:27	
488	Brian Kim	1/18/2016 22:38	
489	Carlos Urena	1/18/2016 23:20	I support Forte Prep Academy and their mission!
490	Patrick McLaughlin	1/18/2016 23:24	
491	Ryan Schaefer	1/18/2016 23:31	
492	Sam Green	1/18/2016 23:31	
493	Helene Beauchemin	1/18/2016 23:56	
494	Erika Thompsen	1/19/2016 0:14	
495	Michael Harsch	1/19/2016 1:23	I can think of no one better to establish a free, public charter school than Graham Browne. His commitment to improving the education system is admirable!
496	Keiko Rose	1/19/2016 1:28	
497	Dominique Grant	1/19/2016 1:38	
498	Frank Farsi	1/19/2016 1:45	
499	Ben Perry	1/19/2016 1:59	
500	Erika Pena	1/19/2016 2:46	
501	Julia Etchin	1/19/2016 4:11	
502	Ben Freedman	1/19/2016 4:50	

503	William G Young	1/19/2016 5:54	
504	Chris Harnisch	1/19/2016 8:36	
505	Myron Henry	1/19/2016 12:25	
506	Suzy Baker	1/19/2016 14:47	
507	Kelle Allen	1/19/2016 15:03	
508	Emanuel Rios	1/19/2016 17:33	
509	Scott Farray	1/19/2016 18:18	
510	Glenda Edwards	1/19/2016 18:52	This is an awesome idea and I wish you all the best of luck!.
511	Mark Lee	1/19/2016 19:03	
512	Jamie Carmon	1/19/2016 19:48	
513	Jamaal Smith	1/19/2016 20:54	
514	Matthew King	1/19/2016 23:32	
515	Zach Cohen	1/19/2016 23:38	
516	Dwyane Thomas	1/20/2016 1:07	
517	Keona Rivers	1/20/2016 2:20	
518	Miguel Pinto	1/20/2016 12:35	

Letters of support

Figure 6: VOICE Charter School LOS



Franklin Headley
Principal
VOICE Charter School
36-24 12th St.
LIC, NY 11106

To Whom It May Concern,

I am writing this letter in strong support of Forte Preparatory Academy Charter School, a proposed 5-8, college preparatory middle school to serve students from Jackson Heights, East Elmhurst and Corona.

The mission of Forte Prep is to equip all students with the skills to succeed in college preparatory high schools and to use their leadership and voice to change the world. I believe that we need this type of school to bring those opportunities to families and students in our community. The community needs more high quality options for our children, and with issues of overcrowding in Community School District 3Q, the need for more schools- more opportunities- is dire. I think Forte Prep will be a welcome addition to our small but strong network of independent charter schools in Queens that produce quality outcomes for children.

Further, I support the leadership of Graham Browne, proposed Executive Director. We have met on multiple occasions at VOICE as well as at 82nd Street Academics Principals' Night in November. I believe he has what it takes to build a new school, and his passion and enthusiasm for the work will take Forte Prep very far.

On behalf of VOICE Charter School, please accept my full support for Forte Preparatory Academy Charter School. I hope that your office will grant a charter to open in the fall of 2017. If you have any questions or concerns, please contact my office at info@voicecharterschool.org.

Sincerely,

Franklin Headley
Principal
VOICE Charter School

36-24 12th Street • Long Island City, New York 11106
Phone Number: 718.361.1684 • Fax Number: 646.537.1703
Email: info@voicecharterschool.org • Webpage: www.voicecharterschool.org

Figure 7: Academy of the City LOS



Susan Miller Barker
Executive Director
SUNY Charter Schools Institute
41 State St.
Albany, NY 12207

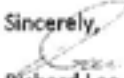
Dear Ms. Miller Barker,

I am writing this letter in strong support of Forte Preparatory Academy Charter School, a proposed 5-8, college preparatory middle school to serve students from Jackson Heights, East Elmhurst and Corona.

As you may be aware, I am the founding principal of Academy of the City Charter School and we now served over 400 children. We have continued to work on behalf of students and their academic success. I support the leadership of Graham Browne, proposed Executive Director. We met earlier this fall when he visited the school as well as during the 82nd Street Academics Principals' Night. He is sharp and thoughtful, and I think that he will develop a great school that is built to last.

With tremendous overcrowding and high levels of demand for high quality charter schools in the district, I believe that Forte Prep will be a welcome addition for families who seek a college preparatory middle school option. Further, the school's commitment to serving all students regardless of background, educational needs and languages spoken at home drives at the true purpose of public education.

On behalf of Academy of the City Charter School, please accept my full support for Forte Preparatory Academy Charter School. If you have any questions, please contact me at rlae@academyofthecity.org.

Sincerely,

Richard Lee
Principal

31-29 60th Street
Woodside, NY 11377
718-487-9857
www.academyofthecity.org

Figure 8: VIVA Pharmacy and Wellness LOS



Figure 9: Max Koltuv (Achievement First) LOS

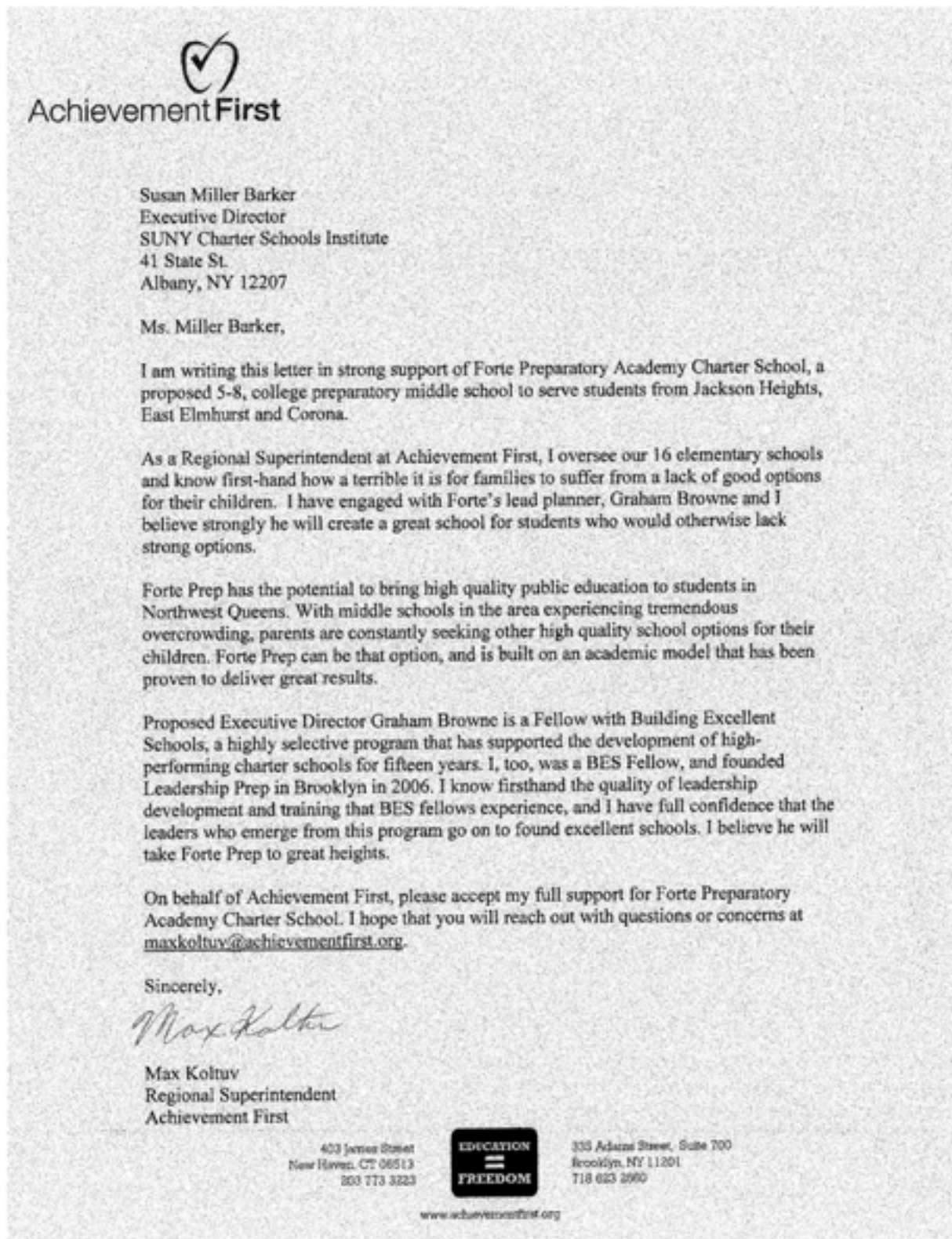


Figure 10: Democracy Prep Endurance LOS



DEMOCRACY PREP ENDURANCE CHARTER SCHOOL

Work Hard. Go to College. Change the World!

Susan Miller Barker
Executive Director
SUNY Charter Schools Institute
41 State St.
Albany, NY 12207

Ms. Miller Barker,

I am writing this letter to support Forte Preparatory Academy Charter School, a proposed 5-8, college preparatory middle school to serve students from Jackson Heights, East Elmhurst and Corona.

As the Executive Director of Democracy Prep Endurance Charter School, a charter school serving grades 6-9 in Central Harlem, I cannot speak highly enough of the training that Building Excellent Schools provides. With this training, Democracy Prep Endurance has been able to surpass NYC and NYS state average exam scores at all grade levels in math and by the time scholars are in 8th grade they are surpassing the NYC and the NYS average in ELA as well.

Forte Prep has the potential to bring high quality public education to students in Northwest Queens. With middle schools over capacity, parents yearn for more options. Forte Prep can be that option, and is built on an academic model that has been proven to deliver great results.

Proposed Executive Director Graham Browne is a Fellow with Building Excellent Schools and I have gotten to know him quite well over the past two years. Through the BES Summer Leaders Internship, Mr. Browne completed a month-long residency at Democracy Prep Endurance Middle School in 2014, and was an exemplary contributor to our school during that time. In the year that has followed, Mr. Browne has continued to be an active and supportive member of our school community, earning the respect of myself, teachers and scholars. Having completed the Emerging Leader program through Building Excellent Schools, I know how well prepared Mr. Browne will be in founding and leading Forte Prep.

On behalf of Democracy Prep Endurance, please accept my full support for Forte Preparatory Academy Charter School. I hope that you will reach out with questions or concerns at mmarrer@democracyprep.org

Sincerely,

Margaret Marrer

Executive Director

Democracy Prep Endurance Charter School

Figure 11: Woodside on the Move LOS



Serving the Community since 1976

Services & Programs

Youth Cultural
Housing Business

January 14, 2016

To Whom It May Concern,

Woodside On The Move Inc. a grassroots organizations serving Western Queens is in support of the Forte Preparatory Academy Charter School. As advocates for our communities, with a long track record in Jackson Heights, we look forward to the educational opportunities provided by the Academy. We believe that following the Building Excellent Schools Model and with the leadership of Graham Browne our residents will access a welcoming school with a creative STEM curriculum.

If you need any other information please feel free to contact me at 718-476-8449

Sincerely,

Bob Piazza, Board President

Woodside On The Move Inc

39-42 59th St., 2nd Fl., Ste. 5, Woodside, NY 11377 Tel: 718-476-8449 Fax: 718-476-6946
email: info@woodsideonthemove.org website: www.woodsideonthemove.org

Figure 12: Building Excellent Schools LOS



January 14, 2016

To Whom It May Concern:

Building Excellent Schools ("BES") is proud to support the charter application for Forte Preparatory Academy Charter School ("Forte Prep") and the leadership of Graham Browne as Lead Founder and Proposed Executive Director.

Building Excellent Schools (BES) is a highly selective, nationally recognized non-profit whose flagship program, the BES Fellowship, prepares outstanding candidates for urban charter school leadership. We are confident that Graham has the capacity and the competencies that are indispensable to the creation and leadership of a high achieving charter school. Graham came to the BES Fellowship with a deep commitment to quality urban education and he has developed into a leader that has both the professional experiences and unabashed determination to be a strong school leader. In his visits to high performing schools, his thoughtfulness shines through, as does his keen mind to break down how and why schools function at the high level that they do. We have full confidence that Graham will lead a high quality, high performing 5-8 charter school for the families and students of Queens.

Graham continues to expand his school leadership through completion of extended leadership residencies, first at Democracy Prep Endurance, a BES school and a high quality, well-respected 6-8 charter middle school in Harlem. Graham began working with the school's Director, Margaret Marrer, in the summer of 2015 as BES Summer Leader Intern, and continues with the school in a leadership training role this winter. Graham will also be leveraging leadership residencies at other BES schools including Excel Academy in Boston, MA and Liberty Collegiate Academy in Nashville TN – both among the highest performing schools in their respective states and both nationally recognized models of quality public education. These schools and their leadership, along with others across the BES network, will provide continuing resources to Graham and his team at Forte Prep.

Lastly, Graham will benefit from the depth of support which BES provides its BES Fellows. Through BES Follow-on Support, BES will help the leadership team at Forte Prep operationalize the lessons of the BES Fellowship - lessons in leadership, culture and rigor –through high-touch coaching from a BES Director of Leadership Development. Moreover, as members of the BES portfolio of schools, the founding team has full access to a trusted partner of BES, Charter School Support Services, which has helped find facilities – and secure the requisite financing of those facilities – for the vast majority of BES schools to recently come out of the BES Fellowship.

We are honored to work with Graham and have strong confidence that his school leadership and the well-researched components of the public charter school design for Forte Prep will lead to strong student achievement for the children of Queens.

Respectfully,

Linda Brown

Linda Brown
Founder and Chief Executive Officer

Susan L. Walsh

Susan L. Walsh
Senior Director, Fellowship and Leadership Development

Figure 13: Shelley Brevda LOS

Shelley Brevda
35-11 85th Street
Jackson Heights, NY 11372

January 15, 2016

To Whom It May Concern:

I am writing this letter in strong support of Forte Preparatory Academy Charter School, a proposed 5-8, college preparatory middle school to serve students from Jackson Heights, East Elmhurst and Corona.

The mission of Forte Prep is to equip all students with the skills to succeed in college preparatory high schools, college and to use their leadership to create their individual space in this world. As one of the founders of The Renaissance Charter School, I can attest that our children need this foundation in order to succeed in life. I am a retired Speech/Language Pathologist and have over 30 years of experience working with school aged children with learning issues. The small school teacher/student relationships that a charter school can offer to the student is essential in their educational experience.

Community School District 30 is a densely populated area with a critical shortage of school seats. The middle schools in this area are over capacity. I believe that we need this type of school to bring those opportunities to families and students in our community. The community needs more high quality options for our children. As a community member I think Forte Prep will be a welcome addition to the network of public schools, charter schools, private schools and religion schools. Thus giving the families of CSD 30 choices for their children. I am a product of the NYC DOE and my son is an product of a charter school education. These different experiences leads me to believe that there must be choices to reach the individual needs of the student and family.

Further, I support the leadership of Graham Browne, proposed Executive Director. I have read his resume and have various digital conversations with Mr. Browne. He clearly demonstrates the vision, goals and skills that I believe a charter school leader needs.

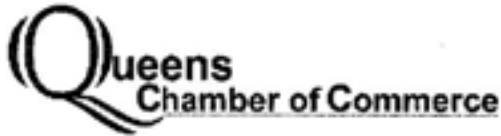
Forte Prep is needed in the Jackson Heights, East Elmhurst and Corona area. Please give our families another choice for the education of our middle school students.

Thank you,

Shelley Brevda, CCC/SLP

Shelley Brevda, CCC/SLP

Figure 14: Queens Chamber of Commerce LOS



January 19, 2016

Susan Miller-Barker
Executive Director
SUNY Charter Schools Institute
41 State St.
Albany, NY 12207

To Whom It May Concern,

The Queens Chamber of Commerce supports Forte Preparatory Academy Charter School, a proposed 5-8, college preparatory middle school to serve students from Jackson Heights, East Elmhurst and Corona.

The Queens Chamber supports economic growth and prosperity in the most diverse community in the country by promoting the interests of business through advocacy, networking and education. As the Executive Director of the Queens Chamber, I work to expand membership of the chamber and increase programs and supports for anything related to business in Queens. In 2016, we launched several new committees, including a not-for-profit committee to support organizations doing great work in our communities. We know that the next generation of business owners and leaders need a strong educational foundation, especially one that prepares them to college, which is why I believe that Forte Prep will be a great addition to the schools in the community.

I had the opportunity to meet the lead founder, Mr. Browne, at a Queens Chamber of Commerce event in the fall, and I was so excited that he wanted to bring the vision for this school to a community where I live and work. I think he is passionate and smart and wish him nothing but the best in putting together what I think will be a successful school.

I hope that you will strongly consider this application for approval. If you have any questions or concerns, please contact my office at tjgrech@queenschamber.org

Sincerely,

A handwritten signature in black ink, appearing to read 'Thomas J. Grech'.

Thomas J. Grech, Executive Director

Queens Chamber of Commerce
75-20 Astoria Boulevard, Suite 140
Jackson Heights, NY 11370

Figure 15: Boston Prep LOS



Susan Miller Barker
Executive Director
SUNY Charter Schools Institute
41 State St.
Albany, NY 12207

Ms. Miller Barker,

I am writing this letter to support Forte Preparatory Academy Charter School, a proposed 5-8, college preparatory middle school to serve students from Jackson Heights, East Elmhurst and Corona.

After teaching and leading at Boston Collegiate Charter School since its founding in 1998, I currently serve as Chief Academic Officer at Boston Preparatory Charter School, a 6 – 12 college preparatory charter school. Boston Prep, a school founded in 2005 through Building Excellent Schools, provides a high quality middle and high school option for families in the City of Boston. Boston Prep students have consistently achieved strong academic results on state assessments, college acceptance and now, college persistence.

Forte Prep has the potential to bring high quality public education to students in Northwest Queens. Families deserve high quality, college preparatory middle school options and I'm certain that Forte Prep can bring this option, built on an academic model that has been proven to deliver great results.

Proposed Executive Director Graham Browne is a Fellow with Building Excellent Schools. I had the privilege of knowing and working with Mr. Browne through the BES Summer Leaders Internship in 2014. During the month-long program, Mr. Browne was an extraordinary contributor, providing rich insight into the details of leading a high quality school program grounded in academic results for students, and was an exemplary contributor to the school's program in which he was placed.

On behalf of Boston Prep Charter School, please accept my full support for Forte Preparatory Academy Charter School. I hope that you will reach out with questions or concerns at ecallahan@bostonprep.org.

Sincerely,

Eileen Callahan
Chief Academic Officer, Boston Prep Charter School

Figure 16: Richard Celestin Consulting Group LLC LOS



RICHARD CELESTIN CONSULTING GROUP LLC

January 19, 2016

Susan Miller-Barker
Executive Director
SUNY Charter Schools Institute
41 State Street
Albany, NY 12207

To Whom It May Concern:

Without hesitation, I support Graham Browne, the lead founder, and his efforts to develop the Forte Preparatory Academy Charter School, a proposed fifth to eighth grade college preparatory middle school aimed at serving students from Jackson Heights, Corona, and East Elmhurst.

As an attorney, I greatly value education and the tremendous impact it can play in the life of an individual, particularly in a young person with sights set on college and a professional career. It is for this reason that I have dedicated my career towards not only the practice of law but also empowering, motivating, and supporting students with limited access to strive for greatness and to consistently set the bar high. Under my consulting group, Richard Celestin Consulting Group LLC, I have dedicated the last six years as a vendor with the Department of Education developing supplemental skill development programming targeting schools and communities in need. It is with this passion and desire that I can confidently say that Forte Prep will play a tremendous role in alleviating the needs of the communities it seeks to serve, as they currently suffer from overcrowding, limited academic support, and a strong need for new and challenging academic institutions.

The passion and dedication that Mr. Browne possesses and emits are not only contagious but are also the necessary ingredients in what makes a successful leader and visionary. I have no doubt that Mr. Browne will be successful in making a tremendous impact in my community and to the parents and young people within it. It is for this reason that I provide my unconditional and unwavering support of his efforts as well as the goals and values of Forte Prep.

I greatly appreciate your strong consideration of this application. If you have any questions or need any additional information, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read 'Richard Celestin', with a stylized flourish at the end.

Richard Celestin
Sole Proprietor / Attorney-at-Law
Richard Celestin Consulting Group LLC
3220 91st Street, Apt. 109
East Elmhurst, NY 11369
Cell: (917) 226-0184
E-Mail: RCelestinLLC@gmail.com
www.RichardCelestinLLC.com

Figure 17: Renaissance Charter School - Principal Stacey Gauthier LOS

The Renaissance

35-59 81st Street, Jackson Heights, NY 11372
www.renaissancecharter.org • 718-803-0060 • 718-803-3785 (fax) Charter School

January 18, 2016

To Whom It May Concern:

I am writing this letter in support of Forte Preparatory Academy Charter School, a proposed 5-8 middle school in Community School District 30.

Graham Browne met with me in the early stages of his application process. We have also communicated during the process. Throughout our conversations, I have come to the conclusion that he is a very thoughtful, committed and dedicated school leader. He has done a tremendous amount of work researching best practices and building expertise on how students learn best, what is needed to build a strong school culture and what type of school design will best serve the students in our community.

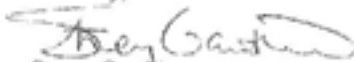
It is my understanding that he has been reaching out to various constituents in the community including the CEC, the district superintendent, elected officials and other community leaders and families. He has put in the time and effort to ensure that the community is both informed about his school and has the opportunity to provide input into the process.

Additionally, Forte Prep will serve all students, have an admissions' policy that allows for late applicants to be able to attend, will backfill in all grades and will have a discipline policy that is focused more on rewards, restorative practice and culture building rather than punishment.

Community School District 30 is extremely over crowded. The independent charter schools all have wait lists. At Renaissance, we have a wait list of over 2,700 students. We could certainly populate another high quality school that has as its mission the preparation of one of the most at-risk grade groups to successfully achieve high school and college readiness, admission and completion.

I am therefore submitting this letter in support of Mr. Browne's application. If you would like to discuss this further, please do not hesitate to contact me.

Sincerely,



Stacey Gauthier
Principal

"Developing Leaders for the Renaissance of New York"

Figure 18: Langston Hughes Community Library - Lawanna Dean-Davis

Executive Director
SUNY Charter Schools Institute
41 State Street
Albany, NY 12207

January 20, 2016

Dear Sir or Madam:

My name is Lawanna Dean-Davis and I am writing to support Forte Preparatory Academy Charter School; a middle school for East Elmhurst, Corona, and Jackson Heights.

As a Customer Service Specialist for Langston Hughes Community Library and Cultural Center at Queens Library, I meet all types of people from culturally diverse backgrounds. I engage with many children and parents in the community and the most important thing that I have observed is that parents are involved in their child's education. As a parent myself, quality education is very important to me.

The community grows constantly, and Corona is one the most overcrowded school districts in NYC, and we need not just more schools, but quality schools. The schools in this area are extremely overcrowded, and we would welcome a quality school like Forte Preparatory Academy Charter School to be available to the growing community.

As a resident of this community as well, I have a unique position. The need for quality schooling is very necessary and much needed. I believe in Forte Preparatory Academy's mission statement:

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

This community needs to be paid attention to. I support Mr. Graham Browne as the Leader of Forte Preparatory Academy Charter School. His vision for a quality school for all students regardless of race, ethnicity, home language, or social economic status is refreshing. He believes all students deserve the opportunity to build and transform their lives through access to a world-class education. I believe that too. I also believe in the schools mission of Literacy and math, striving for high-quality teachers, and to have a structured and joyful school environment, small group classrooms and enrichment in the arts and technology.

I have faith in Mr. Browne's mission-driven promise to the community of East Elmhurst, Corona, and Jackson Heights. I feel confident in his abilities to transform this community of learners to become all they can be today and for the future.

I wholeheartedly hope that Forte Preparatory Academy Charter School is approved to open in 2017.

Sincerely,

Lawanna Dean Davis

Figure 19: State Senator Jose Peralta - 13th District LOS

ALBANY OFFICE LEGISLATIVE OFFICE BUILDING, ROOM 415 ALBANY, NEW YORK 12247 T: (518) 455-2529 F: (518) 426-6000 DISTRICT OFFICE 31-37 JUNCTION BOULEVARD EAST ELMHURST, NEW YORK 11369 T: (718) 205-3881 F: (718) 205-8145	NEW YORK STATE SENATE ALBANY, NEW YORK 12247  SENATOR JOSE PERALTA 13TH DISTRICT	DEMOCRATIC WHIP RANKING MINORITY MEMBER ON LABOR COMMITTEES: CITIES CONSUMER PROTECTION CRIME VICTIMS, CRIME & CORRECTION EDUCATION FINANCE HIGHER EDUCATION MEMBER NYS BLACK, PUERTO RICAN, HISPANIC & ARAB CAUCUS NYS ASSEMBLY/SENATE NYS PUERTO RICAN HISPANIC TASK FORCE

January 20, 2016

Susan Miller Barker
Executive Director
SUNY Charter Schools Institute
41 State Street
Albany, NY 12207

Ms. Miller Barker,

I am writing this letter in strong support of Forte Preparatory Academy Charter School, a proposed 5-8, college preparatory middle school to serve students from Jackson Heights, East Elmhurst and Corona.

The mission of Forte Prep is to equip all students with the skills to succeed in college preparatory high schools and to use their leadership and voice to change the world. I believe that we need this type of school to bring those opportunities to families and students in our community.

As my district is overcrowded, we continually search for solutions for that issue. I believe that this school will provide students with an outstanding foundation of the academic and interpersonal skills needed to succeed in college and to compete in the 21st century economy.

Further, I support the leadership of Graham Browne, proposed Executive Director. He has quickly integrated himself into our community and is deeply committed to creating a long-lasting organization. He has a clear vision for the school and has impressed me with his passion and drive to build Forte Prep.

On behalf of my office, please accept my full support for Forte Preparatory Academy Charter School. I hope that your office will grant a charter to open in the fall of 2017. If you have any questions or concerns, please contact my office at 718-205-3881.

Sincerely,



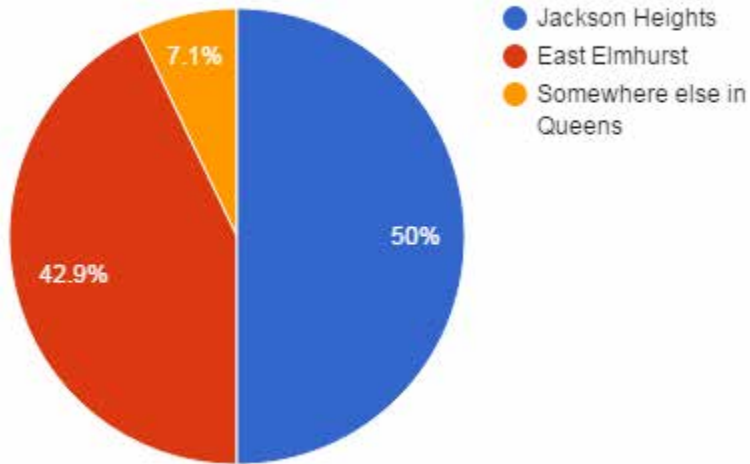
Jose Peralta
New York State Senator, 13th District

Community feedback survey results

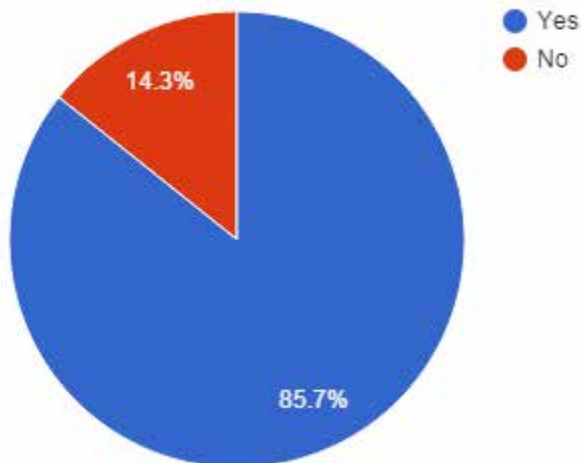
Feedback survey results from Community Input Survey hosted online

at: https://docs.google.com/forms/d/1qgx8q4G3PLVHCdPKmwAZ_DvCG07TBS1q6O7ocGeW2h4/

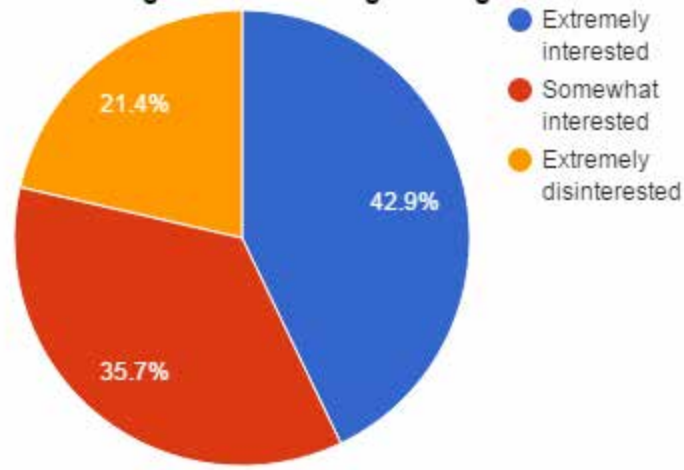
Where do you live?



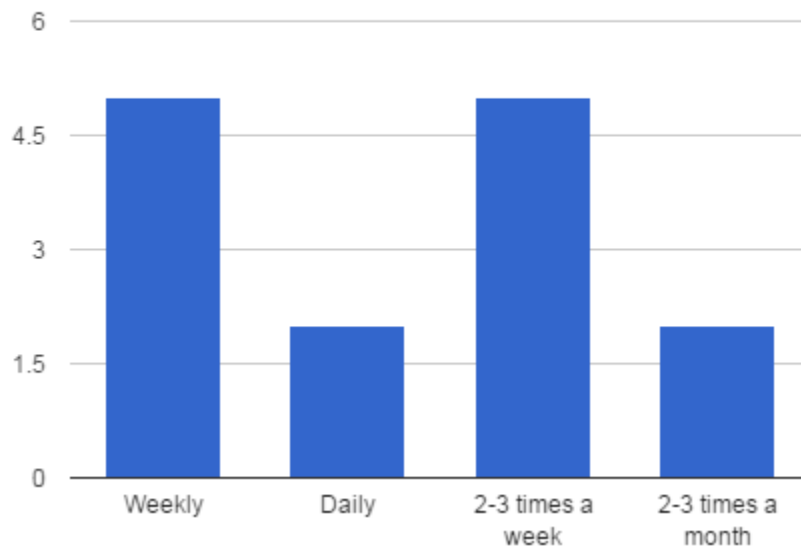
Are you a parent or guardian of a school-aged child?



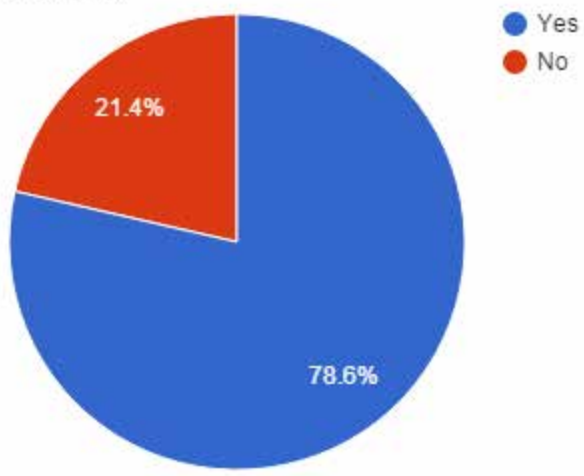
As a member of the community, would you be interested in supporting a new school that would meet challenges to student success while helping students get to and through college?



How often should teachers communicate with parents?



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



R-15f – Admissions Policy

Contents

R-15f – Admissions Policy	1
Application requirements	2
Application period.....	3
Student preferences	3
Language translations	3
Application format	3
Confirmation procedure	4
Lottery	4
Waitlist	4
Backfill	5
Recording process.....	5

Forte Preparatory Academy Charter School Admission Policy

Forte Preparatory Academy Charter School (“Forte Prep”) is a tuition-free, open enrollment public charter school serving students in grades five through eight. **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.

Our admission policy adheres to the following Non-Discrimination Statement:

Non-Discrimination Statement: A charter school shall not discriminate against or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, national origin, gender, disability, intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, gender, national origin, religion or ancestry. A school may not require any action by a student or family (such as an admissions test, interview, essay, attendance at an information session, etc.) in order for an applicant to either receive or submit an application for admission to that school.

Forte Preparatory will be open to all students within New York City, but is specifically designed to provide an expanded middle school and 5-8 academic program for the students of Northwest Queens and which prepares all students to excel in college preparatory high schools on a path to college access and success. These preferences have been approved by the school’s authorizer and are thus permissible.

Forte Prep’s admission policy is designed to achieve three distinct goals: (a) to admit a student body that is representative of the broader community in which Forte Prep is located, (b) provide expanded learning opportunities for students at-risk of academic failure and, (c) provide expanded learning opportunities for students with disabilities and English Language Learners. Our admission process will

adhere to all laws related to charter school admissions, Title VI of the Civil Rights Act and § 2854(2) of New York Education Law.

Application requirements

Parents or guardians interested in submitting an application to enroll in Forte Prep must provide the following **required** information in the application:

- Applicant Student Information
 - Name (First, Last)
 - Date of Birth (MM/DD/YYYY)
 - Gender (circle one): Male / Female
 - Home Address (street address, city, state, zip code)
 - School District (or New York City Community School District), if known
 - Grade Applying for
 - Does the applicant student have a sibling(s) who is currently enrolled in this charter school? (circle one Yes/No). If yes, list at least one sibling's name, current grade and date of birth.
- Parent/Guardian Information:
 - Name (First, Last)
 - Relationship to Student
 - Phone Number(s), if available

Additionally, Forte Prep will ask the following **optional** information about the student. These additional items may be used to consider a student's preferential status in our lottery, but are not required in order to apply to Forte Prep:

- Parent/Guardian information
 - Home Address (street address, city, state, zip code)
 - Email address
 - Does the student currently receive ELL (English Language Learner) services in school? Circle one Yes/No
 - Does the student primarily speak a language other than English at home? Circle one: Yes/No
 - Does the student have a sibling who is also applying to Forte Prep?
 - How did you learn about our school?

All applicants must be a resident of New York State by the admission lottery date and admission to the school. Two forms of proof of residency are required for all students, with the exception of homeless students. Acceptable forms of proof of residency are:

- Original signed lease, deed, mortgage agreement
- Water bill

- Utility bill
- Paystub or other proof of payroll including mailing address
- Official documentation (e.g. USPS change of address form) with name and mailing address, dated no later than 60 days from application submission date.
- Credit card statement

Application period

Applications for the 2017-2018 school year will be made available to families from December 1, 2016 to 4:59PM on April 3, 2017. Parents and guardians may only submit one application per student applicant. Additional applications will be voided and removed from consideration. We intend to enroll students in grade 5 only for the 2017-2018 school year. In Year 2 (2018-2019), we intend to admit another cohort of fifth grade students, as well as admit students for any available school seats.

Student preferences

All children residing in New York State are eligible to attend Forte Preparatory Academy Charter School. Our enrollment preferences are the following:

- After Year 1, any student returning to Forte Prep for another year of school
- Preference will be given to students residing in the community school district in which Forte Prep is located.
- Preference will be given to siblings of existing students. Siblings are defined as having the same parent(s) and living in the same home.

If an applicant seeks to apply for any of the preferential applicant statuses, they must provide all proof (e.g. guardianship, residency, siblings) with the application or no later than April 1st. If a family is unable to provide proof before the application deadline, they will be still eligible to participate in the random selection process, but will forgo any admissions preferences.

Language translations

The Forte Prep application form will be made available in languages predominantly spoken in our local community. The language translation will be available in both the written and online forms of the application. Predominantly spoken languages will be determined based on the approved location of Forte Prep.

Application format

Our application will be available in paper and online. Applicants may submit materials through our online system, via mail, fax, hand delivery, or email.

Confirmation procedure

Within 24 hours of application submission, Forte Prep will process a confirmation of receipt to the applicant, including date and time stamp. If the applicant applies through our online system, they will receive an email confirmation of receipt. If the applicant applies via paper or mail, we will process a written confirmation postcard to the applicant's stated address on the application. While we will process this request within 24 hours of receipt, applicants can expect standard postal delivery time for the written confirmation.

Lottery

In the event that the number of applicants exceeds the number of available seats, Forte Prep will hold a random public lottery no later than ten (10) business days after the application deadline. The lottery will be audited by licensed auditing professionals, in an effort to adhere to Charter Law that states that random selection is conducted in a transparent and equitable manner and be open to the public, according to Public Officers Law §104. Families are not required to attend and receive no preferential status through attendance at the lottery.

Forte Prep will use technology such as a random number generator, to select students during the lottery. Random selection method will be determined during the Planning Year.

Waitlist

Forte Prep will maintain a waitlist year-round to ensure that all families that want an opportunity to send their children to Forte Prep have an opportunity to do so. While the application for the 2017-2018 school year will officially close in April 2017, applications submitted after this day until November 1st will be entered directly to our waitlist. Further, our policy will allow families who have recently moved to the community an opportunity to be considered for a spot at Forte Prep within the same school year. This requires Forte Prep to establish a "Re-Lottery" process.

To determine the order of the waitlist in the fall, Forte Prep will hold three re-lotteries of the waitlist at the beginning of September, October, and November to establish a new randomized order from which to draw names for available seats. Any family that is contacted will have 48 hours from the phone call notification to accept the offer for a seat at Forte Prep or their space will be relinquished to the next student on the list.

Between April and September, the waitlist order will be established based on the initial April Lottery. Any family who submits an application before April 1 will be included in this initial list, and any family applying after April 1 will be added in order to the end of the list. Available seats will be filled according to the order of families on the waitlist.

On September 1st, the entire remaining waitlist will be "re-lotteried," and each student on the list will be assigned a new number. Available seats will be filled according to the new order of families on the waitlist. Any family who submits an application between the September 1st re-lottery and September 30th will be added in order of application receipt to the end of the new list.

On October 1st and November 1st, respectively, the process will repeat itself, with the order established in November serving as the waitlist order for the remainder of the school year. Parents must re-apply for a seat in subsequent grades before the April 1st deadline. This waitlist does not provide admission to a subsequent grade.

Backfill

Forte Prep will fill every available seat, grades 5 through 8, at any time, using our lottery and Re-Lottery process.

Recording process

Forte Prep staff will maintain detailed documentation of the lottery, wait list, and re-lottery procedures and will be prepared to provide all records to the Board of Regents, SUNY Charter Schools Institute, the New York City DOE if requested.

R-16 – Facility

Contents

R-16 – Facility.....	1
a. Facility Needs	1
b. Facility Selection	2
c. Facility Related Conflicts of Interest.....	2

a. Facility Needs

Building Excellent Schools has retained Charter School Support Services (CSSS) to assist Forte Preparatory Academy Charter School (“Forte Prep”) in the location and development of a facility for opening in August 2017. CSSS is a national nonprofit that has developed three facilities in New York City and many more across the country. CSSS has also assisted charter schools in New York City apply for colocation space. CSSS provides facility financing, construction management and other support services.

Forte Prep proposes to locate in Northwest Queens. We will prioritize outreach to students living in Community District 3 which includes CSD 30 and 24. Community outreach will be conducted specifically in the zip codes of 11369, 11370, 11371, and 11372, which encompasses the neighborhoods of Jackson Heights, East Elmhurst, and North Corona. The proposed zip code for the school is 11372.

Forte Prep will open with 90 fifth grade students in 2017, adding 90 students each year. **Figure 1** details the number of students and space needed each year for the first term of the charter.

Figure 1: Space requirements

Years	Sq. Ft.	Students	Grades
Year 1	9,968	90	5
Year 2	15,337	180	5, 6
Year 3	21,147	270	5, 6, 7
Year 4	28,833	360	5, 6, 7, 8
Year 5	28,833	360	5, 6, 7, 8

Based upon local demographics, the enrollment assumes 10-12% Students with Disabilities and 25-27% ELL students based on year. The facility will meet ADA and life safety requirements.

Forte Prep 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 Lead Founder and proposed Executive Director and a letter has been sent to their office (please see **R-23b – Supplemental Attachments**).

Should co-location space not be available, Forte Prep will seek to lease private space. CSSS has developed a five-year space plan for Forte Prep to guide the search. General facility requirements are as follows:

- Classrooms are 750 square feet

- o Year 1 - 3 classrooms
- o Year 2 - 6 classrooms
- o Year 3 - 9 classrooms
- o Year 4 - 12 classrooms
- o Year 5 - 12 classrooms
- A multiple purpose room with 1,800 square feet, used for physical education, food services and assembly; second MPR in years 3-5
- One office (250 sq. ft.); staff work room (200 sq. ft.)
- Two Adult restrooms in year one and additional restrooms in years 3-5
- Two Student restrooms in year one and additional restrooms in years 3-5
- Additional classrooms for special education
- Additional classrooms for ELL pull out instruction
- Small tutorial room (250 sq. ft.); additional tutorial rooms in years 3-5
- Additional classroom for performing arts (900 sq. ft.) in years 3-5

CSSS is currently working with a local realtor with extensive charter school experience (Maureen Coughlin from IGUA Group, Inc.) to locate private space options. We had an initial meeting in December 2015 to review facility needs and to identify potential options. Forte Prep will seek a five-year lease with options to renew. The budget assumes a rental rate \$30.00 / square foot on a triple net basis. The rent assumes that any upfit work will be covered by the landlord. The budget also assumes approximately \$155,000 for the purchase of FFE over the term of the lease and approximately \$15 / square foot for cleaning and maintenance per year. The leased premises will be ADA accessible and meet all life safety requirements.

b. Facility Selection

As detailed in part (a), Forte Prep is working with Charter School Support Services (CSSS) to identify a facility that meets the needs of the school throughout the growth phase of the first four years of the school. We are still in the process of identifying a facility within our target geographic region. We intend to seek rental assistance through the NYC Department of Education. Given the large overcrowding in the district, we do not anticipate receiving a suitable colocation option, so we have built into our budget assumptions the receipt of rental assistance to cover the cost of a private facility. We anticipate receiving 20% of our per pupil funding to cover rent. We will work closely with CSSS to develop a detailed work plan to ensure that our facility is compliant with all federal requirements, including ADA, and meets all NYC Department of Buildings and NYCDOE codes and state sanitary specifications.

c. Facility Related Conflicts of Interest

Any facility lease signed by Forte Prep will be an arm's length transaction. No Board member, or employee, will have an economic interest in the lease. Any proposed lease will be reviewed by legal counsel prior to Board approval. The fair market value of the lease will be determined through comparison with other local charter school leases.

R-16d – Facility Documents

Request is not applicable.

R-17 – Food Services

Forte Preparatory Academy Charter School (“Forte Prep”) will provide healthy and timely nutrition to our students to ensure that all students are properly nourished and ready to take on our academically rigorous school day. We will follow all nutrition guidelines as outlined by the federal government.

We are currently considering options such as SchoolFood, Red Rabbit, and Revolution Foods as our food provider and plan to apply to become a Local School Food Authority to manage the process of meal counting and broader administration of our school food program. To determine our food service provider, we will develop a comprehensive request for proposal process and collect bids from multiple organizations before making a decision. We will base our determination on cost, efficiency of service delivery, compliance with New York City and State regulations, and alignment to our organizational needs.

Based on National School Lunch Program requirements, we will provide breakfast, lunch and snacks. In early years, we are likely to offer breakfast in the classroom to ensure that all students start the school day consistently. We see schoolwide breakfast as a first opportunity to build community within the day in addition to the nutritional benefits, especially for those students who arrive to school hungry. Breakfast in the classroom will coincide with our Brainwork activities in the morning, where students will work on worksheets and brain teasers to get their minds energized for a full day of school.

We intend to participate in Free and Reduced Price Lunch programs and will follow all applicable regulations regarding eligibility and reporting. The subsidies received by the USDA will be used to pay for our food program only. Because we anticipate having up to 84% FRL students, we do not plan to collect money from those students who can pay full price for their lunch; breakfast, lunch and snack will be offered to all students regardless of ability to pay and socioeconomic status. If families choose to send snacks and meals with their children, we will strongly encourage healthy, low-fat and low-sugar options. These recommendations will be included in our Student and Family Handbook, which every family will review before student orientation.

We will keep a detailed list with our Office Manager about all food allergies in our school, and will be diligent in ensuring that all allergies or food restrictions are addressed in the best way possible and ensure safety. For example, based on menu options, we will notify parents to bring alternative lunch options in the event that an item associated with a food allergy is being served that day.

R-18 – Health Services

Forte Preparatory Academy Charter School (“Forte Prep”) will comply with all health service regulations in accordance with Education Law Article 19, Public Health Law, and will provide similar health service provisions as in district schools. We will outsource school nursing services to a licensed professional who will administer daily medication to students who need it, aid students who are sick, and maintain student health records, including immunization records. We have allocated funds per student to support this expense, and believe that our school nurse program will meet the highest standards of quality and efficiency. Further, we plan to identify other outsourced programs to deliver quality medical screenings to students, such as NYU College of Dentistry’s Mobile Dental Van *Smiling Faces, Going Places*. In the event that we are co-located with a district school, we will collaborate with that school’s health service program, and coordinate to manage our school health records and service delivery through that organization.

Staff will be educated on health policies during our Summer Staff Summit, including the use of an automated external defibrillator (AED) and how to administer CPR, per Education Law.

Provision of Medication to Students who Require it on a Daily Basis

Our contracted school nurse service will be responsible for the administration of any prescribed daily medication required by our students. Families will need to provide proper documentation (e.g. notices and prescriptions from child’s pediatrician) for medication to be administered by our on-site health professionals.

School Immunization Program

In accordance with Education Law Article 19, we will establish a school immunization program that has “all students adequately immunized unless they have been exempted for medical or religious reasons.”¹ Our staff will establish a written immunization policy that details Forte Prep staff member roles and responsibilities in the collection of immunization information, process for education and outreach to families about immunization responsibilities, and annual reporting to the Department of Health. This process will be overseen by the Office Manager, with support by the Operations Manager. The Office Manager will maintain a list of susceptible students [10NYCRR 66- 1.10(c)], identify all students who lack required immunizations, refer all students to their medical providers or DOH, and report all students who fail to meet requirements within 14 days of attendance. The minimum immunization requirements for school attendance can be found in **Figure 1**. We will establish channels of communications to parents and families in their home languages, especially regarding age-specific vaccination requirements. The full communication policies and guidelines will be established during the Planning Year.

¹ 2015-16 School Immunization Program Guidelines.

Figure 1: 2015-16 NYS Immunization Requirements for School Entrance/Attendance²

2015-16 School Year New York State Immunization Requirements for School Entrance/Attendance¹

NOTES: Children in a prekindergarten setting should be age appropriately immunized. The number of doses depends on the schedule recommended by the Advisory Committee for Immunization Practices (ACIP).

For grades Pre-K through 7, intervals between doses of vaccine should be in accordance with the ACIP-recommended immunization schedule for persons 0 through 18 years of age. (Exception: intervals between doses of polio vaccine need to be reviewed only for grades kindergarten, 1, 6 and 12.) Doses received before the minimum age or intervals are not valid and do not count toward the number of doses listed below. Intervals between doses of vaccine DO NOT need to be reviewed for grades 8 through 12. See footnotes for specific information for each vaccine. Children who are enrolling in grade-less classes should meet the immunization requirements of the grades for which they are age equivalent.

Dose requirements MUST be read with the footnotes of this schedule.

Vaccines	Prekindergarten (Day Care, Head Start, Nursery or Pre-K)	Kindergarten through Grade 1	Grades 2 through 5	Grades 6 through 7	Grades 8 through 12
Diphtheria and Tetanus toxoid-containing vaccine and Pertussis vaccine (DTaP/DTTP/Tdap) ¹	4 doses	5 doses or 4 doses if the 4th dose was received at 4 years of age or older or 3 doses if the series is started at 7 years of age or older		3 doses	
Tetanus and Diphtheria toxoid-containing vaccine and Pertussis vaccine booster (Tdap) ¹	Not applicable			1 dose	
Polio vaccine (IPV/OPV) ²	3 doses	4 doses or 3 doses if the 3rd dose was received at 4 years of age or older	3 doses	4 doses or 3 doses if the 3rd dose was received at 4 years of age or older	3 doses
Measles, Mumps and Rubella vaccine (MMR) ³	1 dose	2 doses			
Hepatitis B vaccine ⁴	3 doses	3 doses or 2 doses of adult hepatitis B vaccine (Recombivax) for children who received the doses at least 4 months apart between the ages of 11 through 15 years of age			
Varicella (Chickenpox) vaccine ¹	1 dose	2 doses	1 dose	2 doses	1 dose
Haemophilus influenzae type b conjugate vaccine (Hib) ⁴	1 to 4 doses	Not applicable			
Pneumococcal Conjugate vaccine (PCV) ⁴	1 to 4 doses	Not applicable			

New York State Immunization Requirements for School Entrance/Attendance 2015-16

New York State Immunization Requirements for School Entrance/Attendance 2015-16

Collection of Immunization Records

Families will be required to provide original copies of all immunization records during student orientation before the school year begins. All requirements for vaccinations must be met within 14 days of the first day of orientation or the student's first day at the school. Homeless students are not required to present proof of immunity according to the McKinney-Vento Act. Immunization records will be stored in a locked file cabinet, with access limited to school leadership and authorized per accordance to FERPA guidelines and will be kept for a minimum of six (6) years. The child's Cumulative Health Record (CHR) will be maintained by the school as a collection of original medical history documents, and passed on to the child's high school upon graduation. We will make copies of all documents before passing to the next school.

² NYS Immunization Requirements for School Attendance 2015-16 <http://www.health.ny.gov/publications/2370.pdf>.

R-19 – Transportation

Forte Preparatory Academy Charter School (“Forte Prep”) will ensure that all students receive transportation services, per §2853(4)(b) and §3635 of Education Law. Based on the distance and the grade of our students, NYCDOE provides half-fare and full-fare MetroCards and/or stop-to-school transportation. We will also coordinate door-to-door transportation for any student with an IEP that requires it. We will partner with the CSE to ensure that all documentation for this request is updated.

Our Office Manager will be responsible for the following tasks associated with transportation services:

- Determining eligibility of students for half-fare or full-fare cards
- Distributing MetroCards to students
- Assigning MetroCard serial numbers to student records
- Deactivating and replacing lost or stolen cards
- Reviewing MetroCard inventory upon receipt
- Coordinating with Office of Pupil Transportation about additional bus stops
- Communicating with yellow bus drivers (if applicable) about route changes and timing
- Documenting how all students are transported to and from school and updating parental preferences accordingly

We have budgeted \$25 per student per year for field trip transportation, as reflected in our financial projections. We will have a valid Certificate of Occupancy for our school facility to ensure that we can receive NYCDOE transportation services.

Before the beginning of the school enrollment process for the year (April 1st), parents will be required to notify the DOE about transportation needs, in order for the OPT to coordinate and organize its bus routes for the year. Forte Prep will stay in close contact with the OPT to ensure that the best transportation options for every parent are met. Based on feedback from community members, we recognize the importance of effective transportation options for young children, and are committed to accommodating all student needs through the OPT.

R-20 – Insurance

Forte Prep has spoken to several insurance brokers including First Fidelity Brokerage about structuring an insurance portfolio to protect key assets and employees at our school. We anticipate applying for the following coverage and negotiating with our insurance provider for competitive rates. Estimated costs for insurance coverage are reflected in our budget.

Figure 1: Anticipated insurance items

COVERAGE	LIMITS OF LIABILITY		RETENTION	COVERAGE COMMENTS
Workers' Comp & Employers Liability	<u>WC:</u>	-	NIL	Final premium will be computed upon audit.
	Statutory			Based on payroll of \$2,000,000
	<u>Employer's Liability:</u>	-		
	BI Per Accident	\$1,000,000		
	BI Each Employee Disease	\$1,000,000		
	BI Policy Limit Disease	\$1,000,000		
General Liability	<u>Liability:</u>		<u>Liability:</u>	-
	Each Occurrence	\$1,000,000	Nil except:	Based on estimated 90 Students
	Personal and Advertising Injury	\$1,000,000	\$1,000 Employee Benefits Liability	
	General Aggregate	\$3,000,000		
	Fire Legal Liability	\$100,000		
	Medical Payments, per person	\$5,000		
	Hired and Non Owned Liability	\$1,000,000		
	Employee Benefits Liability	\$1,000,000		
	Abuse & Molestation Limit	\$1,000,000		
	Abuse & Molestation Agg. Limit	\$2,000,000		
	Products Agg Limit	\$3,000,000		
Educators Legal Liability	Educators Legal Liability	\$1,000,000	\$2,500 Educators Legal Liability	Includes "Wrongful Act"/D&O
	Educators Legal Liability Aggregate	\$1,000,000	\$5,000 EPL	
Property	<u>Property:</u>		<u>Property:</u>	
	Contents	\$250,000	\$2,500	
	EDP	\$250,000		
	Business Income / Extra Expense	ALS		
	Cause of Loss Form	Special		
Excess Liability	Each Occurrence	\$10,000,000	\$10,000 SIR if no underlier	Includes GL, Auto, EBL, ELL
	Aggregate	\$10,000,000		
Crime	Employee Theft	\$1,000,000	\$25,000	
	Depositors Forgery or Alteration	\$1,000,000		

	Theft, Disappearance & Destruction - Money, Securities, and Other Property	\$1,000,000		
	Computer and Funds Transfer Fraud	\$1,000,000		
Accident Insurance	AD&D:	\$250,000	Nil	
Special Risk	Accident Medical Expense:	\$250,000		
Cyber Liability	Aggregate Limit	\$1,000,000	\$2,500	
Special Risk	Ransom	\$1,000,000	Nil	
Side A D&O	Limit	\$1,000,000		
Fiduciary Liability	Limit	\$2,000,000	\$10,000	
	Aggregate	\$2,000,000		

R-21 – Fiscal Soundness

Contents

R-21 – Fiscal Soundness	1
a. Budget Narrative	1
b. Financial Planning	5
c. Fiscal Audits	5
d. Dissolution Procedures	6

a. Budget Narrative

Forte Preparatory Academy Charter School (“Forte Prep”) will build a high-quality education program that achieves its mission of equipping all students with the skills to be successful in college preparatory high schools, while establishing a fiscally sustainable nonprofit organization that can support its program on public funding.

We have built a conservative budget model that is not overly optimized – revenues are based on a hedged enrollment, whereas expenses are based on our full enrollment. We have also leveraged the help of experts in the charter school budgeting and financial management field to assist with and vet our plan. We do not include any additional sources of revenue that are not highly likely to be received during the charter period. In every year of operation, we anticipate having a budget surplus to accommodate any unforeseen circumstances and build a reserve for future endeavors of our school.

Figure 1: High level snapshot of Five Year Budget

	Startup	Year 1	Year 2	Year 3	Year 4	Year 5
Total Revenue	350,000	2,084,495	3,480,706	5,068,845	6,756,021	6,756,138
Total Expenses	243,192	2,072,884	3,469,831	5,067,339	6,577,031	6,683,670
Operating Income (EBIDA)	106,808	11,611	10,875	1,506	178,990	72,468
Beginning Fund Balance	-	106,808	118,419	129,294	130,800	309,790
Ending Fund Balance	106,808	118,419	129,294	130,800	309,790	382,258
Operating Income as % of Total Revenues	30.52%	0.56%	0.31%	0.03%	2.65%	1.07%
Fund Balance as % of Total Revenues	30.52%	5.68%	3.71%	2.58%	4.59%	5.66%
Total Revenue	N/A	\$23,161	\$19,337	\$18,774	\$18,767	\$18,767

Per Student						
Total Spending Per Student	N/A	\$23,032	\$19,277	\$18,768	\$18,270	\$18,566

Our operating income is projected to be positive in every year, with the school's fund balance anticipated to hit 5.6% by Year 5, low but not far off from other observed reserve trends with charter schools. Our operating income during Years 0 through 3 are more modest because of the sub-scale of the organization and the presence of large expenses in early years such as furniture and technology. Further, this is an all-in budget, with carefully researched assumptions with conservative estimates for revenues and expenses. By Year 5, when the school reaches scale, Forte Prep projects that the operating income will see a sizeable jump indicative of the school at full growth.

Revenue Planning

We have conservatively estimated our revenue over time by setting year over year growth at 0%. Further, we have set an attainable goal of 90 students per grade level, which, in the context of an overcrowded district with high demand for new public charter school options, we will confidently meet in Year 1.

As discussed earlier, we do not rely on any non-public and non-recurring revenues sources with the exception of an anticipated Walton Family Foundation (WFF) Start-Up Grant of \$250,000, disbursed through Building Excellent Schools (please see **R-21F – Letters of Commitment** for WFF Commitment Letter) and a prospective Charter School Program Grant of \$500,000. And while we anticipate our Board of Trustees will give and/or raise money on behalf of the school each year, we have not included those funds here. We have thoughtfully structured our budget so that we can scale back or eliminate proposed grant spending with as little disruption to the proposed educational model, in the event these grant opportunities do not materialize.

All of our recurring public revenues are tied to the most recent funding assumptions available to charter applicants from NYCDOE and NYSED, and when otherwise unavailable, the assumptions being used for schools operating during FY 2016. Our per pupil enhancements for students receiving a certain level of special education services are tied to special education populations observed in local schools. Of the 12% of student enrollment assumed to have an IEP, Forte Prep has assumed that only about half of these students will actually receive services that trigger the 20-60% and greater than 60% funding enhancements.

The facility reimbursement has been assumed at 20% of the Per Pupil amount, and Forte Prep understands this is otherwise not received if it were to be co-located. Forte Prep also understands that a co-location would in most cases be more financially advantageous than a market rate facility and the facility reimbursement.

Other funding sources include Title I and Title II allocations, which we have tied to an assumption of free and reduced lunch students, based on the observed neighborhood school profiles, which is estimated at approximately 84%. We also expect to receive IDEA funding for students with IEPs. Forte Prep has also included NYSTL, NYSSL, and NYSLIB allocations, and we have included offsetting expenses to reflect that this funding is only accessible through FAMIS. We have budgeted a one-time DYCD allocation in our 1st

year to support initial furniture and equipment purchasing, based on a fixed award of \$51K plus \$444 per each middle school student. We have also included a 75% reimbursement of telecommunication services through the E-Rate program.

Forte Prep has budgeted NSLP revenues and offsetting costs (10% excess) of implementing the National School Lunch Program to reflect the intent to participate in the NSLP program managed by NYCDOE. In practice, we know charters participating in the NYCDOE NSLP program pay the unreimbursed amount, so we wanted to reflect the net impact to our budget. We are also not anticipating to collect money for paid students or the modest amounts passed on usually to reduced students; this is for fiscal conservancy and to eliminate any differentiation between socioeconomic statuses and to strengthen our community.

For all revenue assumptions, Forte Prep did not incorporate any sort of increase year over year to revenue streams. We believe this to be prudent in the absence of any definitive information on funding rates beyond FY 2016, but we are confident there should be upward movement of funding rates based on recent trends in funding rates and changes to federal legislation and programs. Further, from a cash flow perspective in Year 1, we maintain a healthy, positive ending cash balance each month to cover our anticipated expenses as well as any unforeseen operating expenses.

Expense Planning

Staff and associated benefit and employer liability costs range somewhere between 55% and 60% of anticipated spending during the first 5 years for Forte Prep, or about an average of \$11K in spending per student per year. Our budgeted staffing plan ties to our proposed personnel plan and the phase-in of those positions over time, including part-time positions. For pay assumptions, we looked at other charter school budgets and job postings to get reliable market indicators. Our average starting teacher salary is anticipated to be just over \$59K, which is considerably above the NYCDOE starting salary of approximately \$50K in FY 2016. Our plan includes both a robust instructional team and an administrative and support team. Forte Prep will open its doors with 14.25 FTEs in Year 1 and end with 48.5 FTEs in Year 5, with two thirds of staff serving in instructional roles. We will invest \$500 per new staff member to our recruitment efforts, in an effort to find high quality and high potential teachers with at least two years of teaching experience and a proven track record of student growth.

We know we must be competitive with not just pay, but also fringe benefits. To that end, we have included a 2% bonus pool to be awarded to staff on a merit basis and a 1.5% annual increase to salaries and wages to account for both cost of living and additional reward and promotion opportunities for staff. We have included a 3% assumption for employer contributions to retirement, as well as a competitive assumption of Forte Prep contributing \$6,500 per employee toward medical, dental, and vision benefits. We have also included assumptions for standard items such as Social Security, Medicare, and state unemployment insurance. As the budget allows and new funding sources become available, we plan to target these resources to further enhance compensation and benefits to continue to attract and retain high quality teachers and staff.

Our budget for contracted services and school operations have been developed either through dialogue with prospective vendors or consultation with other existing charter schools and charter school support organizations. We have applied a 2% Cost of Living Adjustment (COLA) to expenses after the Pre-OP Period (note sections 7-9 in **R-21e – Budget Template**). These expenses include a variety of items, most

notably resources for our annual audit, legal advice and counsel, back office support for our financial operations, as well as assessment costs, instructional materials, performing arts materials,¹ classroom technology materials,² textbooks, contracted instructional services, and other mission-critical expenses. Forte Prep will spend about a quarter of its budget towards these two areas in Year 1, but we expect it will decrease to 20% once we are at full size. We will spend on average about \$4,000 per student in these areas.

Facility costs have been difficult to define in the absence of a contemplated space, however Forte Prep has developed a plan that can fit a number of different space arrangements and parameters. \$30 per square foot has been assumed for an operating lease, with \$10 per square foot assumption for tenant improvement costs to be amortized within the lease structure, a common industry practice. Janitorial services and utilities have been both budgeted at \$5 per square foot, respectively, based on different quotes and observed facility setup. Forte Prep has been fortunate to rely on Charter School Support Services for their facility consulting and planning around this.

The spending that has been earmarked for Walton Family Foundation and CSP funds in the budget reflect approximately \$750,000 in one-time funding. If these funds were not to materialize at all or in their full amount, we understand we would need to otherwise revise our spending plan. Between years 0 and 2, we are anticipating to generate between \$100-150K fund balance, which gives us some flexibility to still spend on those items and just carry forward a smaller reserve and focus on about \$600K of reductions. Some of those reductions might include revising our staffing plan in the first couple of years, including eliminating or delaying the Dean of Students role, with a consolidation or transfer of responsibilities to other staff and leveraged contracted services.

Mitigation Strategies

If the financial model for Forte Prep comes under duress for any series of reasons (e.g. higher than expected rental costs, drop in enrollment, unexpected medical insurance increase), there are many strategies that we can implement to address this, including:

- **Headcount reduction:** Outside of our core instructional staff, we may consider reducing some of our administrative staff (e.g. Office Manager) to part-time status. Additionally, digital literacy teacher responsibilities may be managed by a science teacher or a combination of classroom teachers to reduce headcount. While non-instructional staff is already quite conservative, we could consider employing consultants for special education and ELL administration and for operational support.
- **Salary reduction:** Staff salaries are based on estimates and averages from publicly available sources and could be reduced by 5-10% and still retain competitiveness and cost of living.
- **Benefits reduction:** We may consider reducing or eliminating the retirement contributions.

¹ We anticipate purchasing a light percussion instrument such as a practice snare pad and sticks and/or a light woodwind instrument such as a recorder for each student, in addition to sheet music and other instructional materials.

² Classroom tech per student supports delivery of Digital Literacy program as well as other operations. Includes software licenses, Chromebook and associated peripheral expenses for one classroom's worth of technology.

- Instructional materials and other expenses: We plan to employ crowdfunding sources such as www.donorschoose.org to supplement any instructional materials gaps for those items that are not deemed to be “essential” to our budget.

b. Financial Planning

The annual budget for the school will be developed by the Forte Prep’s Executive Director and Operations Manager, in conjunction with EdTec, the proposed back-office provider. The Executive Director will solicit school staff for budget input and engage them in a strategic planning exercise each year to ensure budgeting is aligned to mission and intended outcomes. EdTec will conduct analysis and provide knowledge and expertise around charter school funding, observed spending trends, and other industry benchmarks. EdTec will help to bring the technical work together of the budget pro forma.

The budget cycle will start in January with a working draft developed by the Executive Director, with the support of the Operations Manager and EdTec, and then brought to the Finance Committee of the Board of Trustees for their review in February. The Finance Committee will analyze the budget draft and provide a recommendation to the broader Board of Trustees for presentation in March or April, and then approval in May at a publicized and open board meeting. Per SUNY’s Model Charter Agreement, Forte Prep “shall prepare and provide to the [SUNY Board of] Trustees a copy of its annual budgets and cash flow projections for (i) the Education Corporation as a whole, (ii) each school and (iii) each program or other activity, each fiscal year by no later than June 30 of the immediately preceding fiscal year.”³

Throughout the course of the budget development process, staff, EdTec, and Board members will evaluate the budget to ensure Forte Prep is working towards charter goals and advancing student outcomes. In addition, they will also ensure that all compliance related to restricted grants and budgeting is in place.

At monthly Board meetings and Finance Committee meetings, the Executive Director and the Board of Trustees will review a suite of financial documents prepared by EdTec, including but not limited to, budget versus actuals report, chart of accounts, as well as a set of projections updated monthly. As variances become material between the approved budget and actuals and the projections suggest a new set of circumstances or needs, the Executive Director, Finance Committee, and the Board of Trustees will revisit the approved budget and determine if the budget should be amended or if corrective action is required to align activity back within the approved budget.

For at least the inaugural years of operation, Forte Prep plans to contract with EdTec and leverage their expertise in budgeting, forecasting, and ongoing budget developments. This will also allow the Forte Prep team to develop its own internal expertise and work towards an eventual plan of bringing financial management functions in-house. Forte Prep will have the additional support of EdTec in the areas of ongoing financial reporting, compliance, payroll, accounting, accounts payable, financial policy and procedure development, etc.

c. Fiscal Audits

Forte Prep will annually engage a state-approved audit firm with New York charter school experience and expertise. The annual audit will be conducted by a certified public accountant or certified public accounting firm licensed in New York State. The Board of Trustees, with the Executive Director’s

³ From SUNY Model Charter Agreement, updated August 2015. <http://www.newyorkcharters.org/model-charter-agreement/>.

assistance, will request proposals for audit and select the audit firm, which will report directly to the School's Board of Trustees. The annual audit will be done in accordance with all federal, state, and local auditing requirements and standards, including those required by public charter schools in New York State, in addition to any other conditions or criteria required by the SUNY Charter School Institute. In addition, Forte Prep will use the selected firm for any other required reporting, including but not limited to, the CSP agreed upon procedures reporting, A-133 audit, and the filing of its annual 990 with IRS. We have included the cost of the audit based on initial conversations with a prominent CPA firm in New York.

d. Dissolution Procedures

In case of dissolution of Forte Prep, the Board of Trustees will delegate to the Executive Director the responsibility of managing the dissolution process in accordance with Education Law §2851(2)(t). The process will include notification to parents of children enrolled at Forte Prep. Additionally, an enrollment roster will be sent to NYCDOE, with Forte Prep transferring student records to NYCDOE and notifying parents and/or legal guardians. Unrestricted assets of Forte Prep, after satisfactory resolution of outstanding debts and liabilities, pursuant to §220 of the Education Law, shall be transferred to another charter school within the school district or directly to NYCDOE.

Forte Prep has included a line item of \$25,000 each year, in Years 1 through 3, to be set aside and maintained in an escrow fund with the expressed purpose of dissolution proceedings. These funds will be set aside in perpetuity, and they will only be used in the event of dissolution or closure, specifically to pay legal and audit expenses associated with dissolution, along with unpaid financial obligations and liabilities.

5-YEAR FISCAL IMPACT REPORT

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%
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:			http://schools.nyc.gov/AboutUs/funding/overview/default.htm as accessed on January 12th, 2016 for FY 2016 operating budget.				
OTHER NOTES:							

Second Largest Enrollment District: N/A							
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 Select from drop-down list → School District	Projected Impact (% of District's Total Budget)
Year 1 (2017-18)	-	-	-	-	-	-	#DIV/0!
Year 2 (2018-19)	-	-	-	-	-	-	#DIV/0!
Year 3 (2019-20)	-	-	-	-	-	-	#DIV/0!
Year 4 (2020-21)	-	-	-	-	-	-	#DIV/0!
Year 5 (2021-22)	-	-	-	-	-	-	#DIV/0!
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:							
OTHER NOTES:							

R-21 – Letters of Commitment

Building Excellent Schools Commitment Letter



January 14, 2016

SUNY Charter Schools Institute

Re: Commitment of Start-Up Funds to Forte Preparatory Academy Charter School

To Whom It May Concern:

I am pleased to inform you that the Building Excellent Schools Post Authorization Fund, infused through funding provided by the Walton Family Foundation to Building Excellent Schools, will make available \$250,000 of start-up funds to Forte Preparatory Academy Charter School for the start-up year (fiscal year 2016-2017) upon charter authorization. These funds will be characterized as a \$250,000 grant.

The grant is given in support of the start-up needs of Forte Preparatory Academy Charter School and will be contingent upon authorization of Forte Preparatory Academy Charter School.

Sincerely,

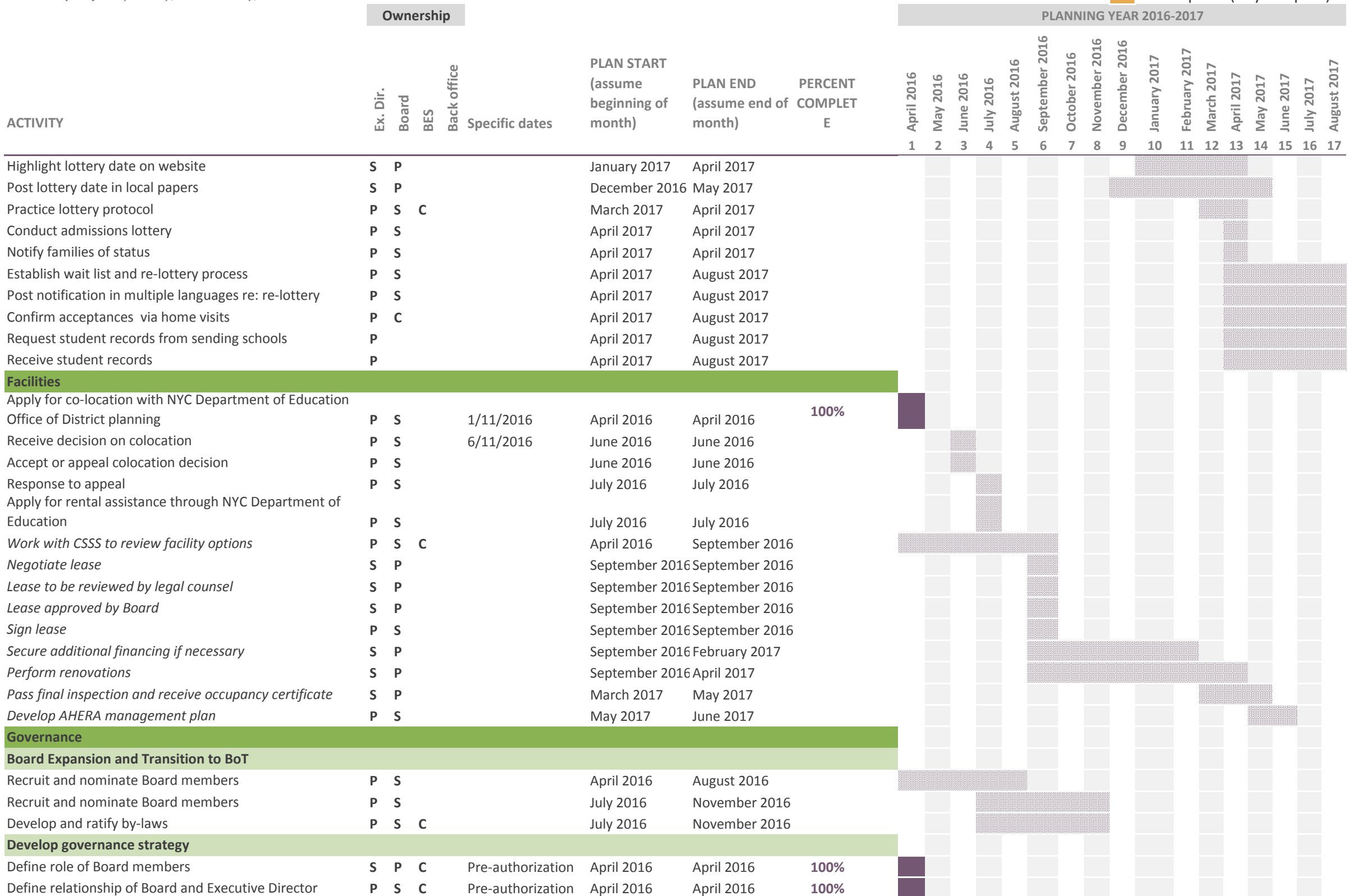
A handwritten signature in cursive script that reads "Susan L. Walsh".

Susan L. Walsh
Senior Director, Fellowship and Leadership Development
Building Excellent Schools

R-21g – Non-SUNY Financials

Request is not applicable.

Ownership key: P=primary, S=secondary, C=consultant



Forte Prep Action Plan - April 2016 through August 2017

Ownership key: P=primary, S=secondary, C=consultant

Ownership

PLANNING YEAR 2016-2017

 Plan
  Actual

 Actual (beyond plan)

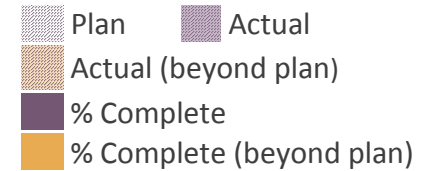
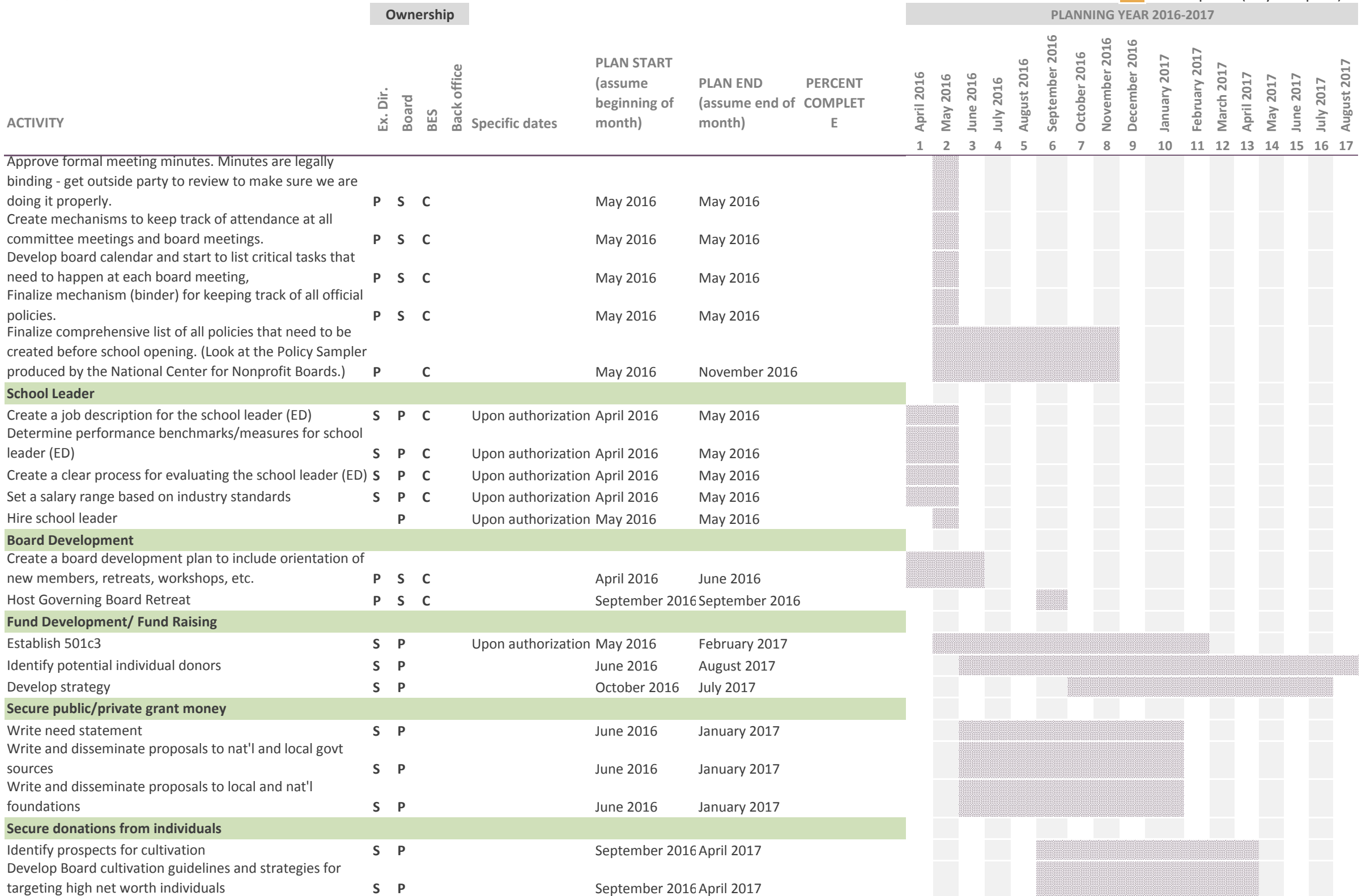
 % Complete

 % Complete (beyond plan)

[illegible]

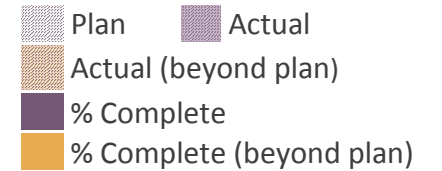
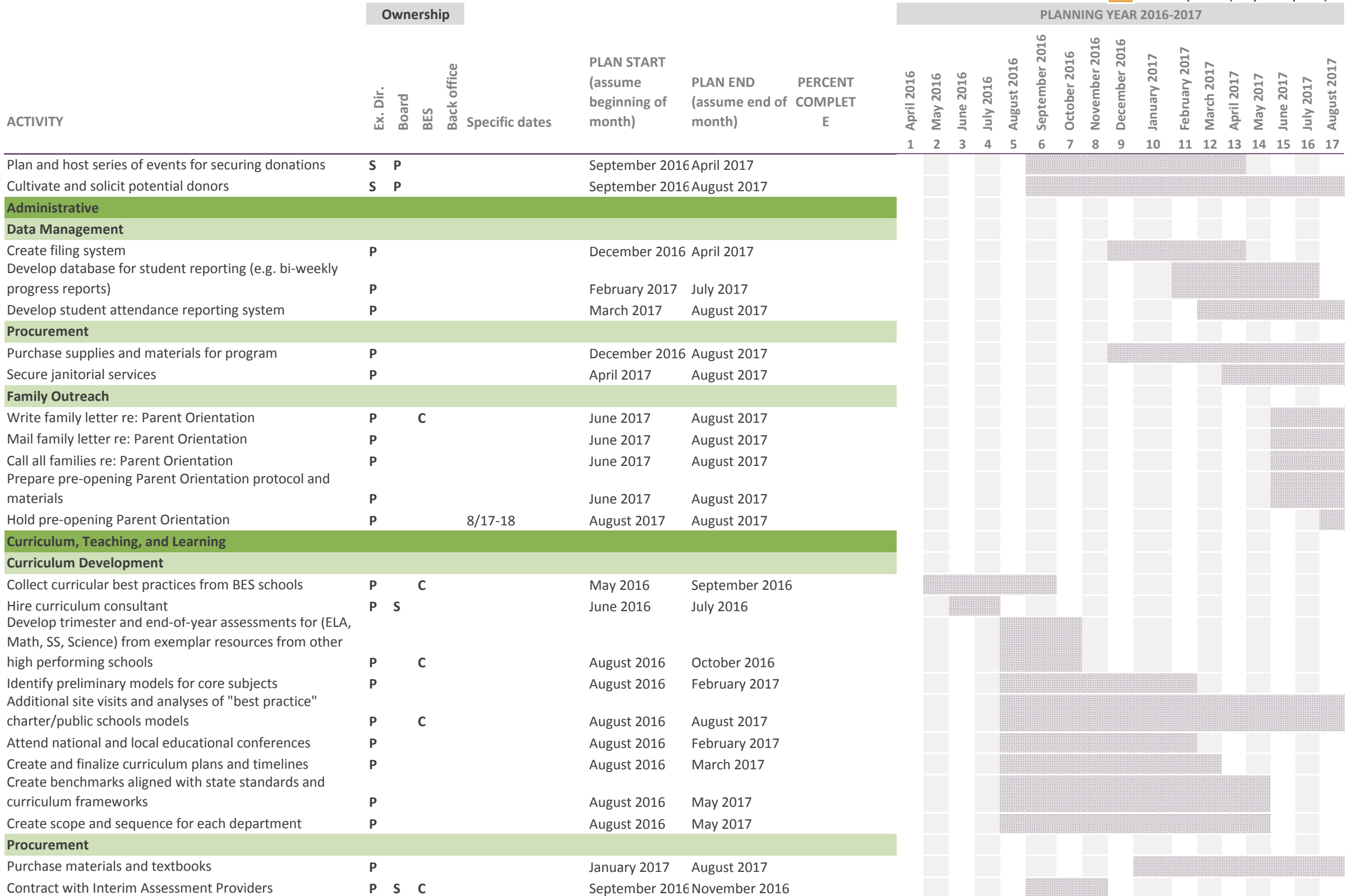
Forte Prep Action Plan - April 2016 through August 2017

Ownership key: P=primary, S=secondary, C=consultant



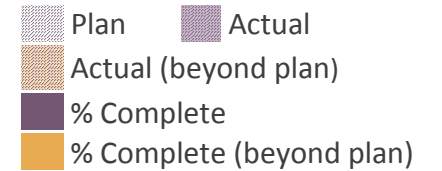
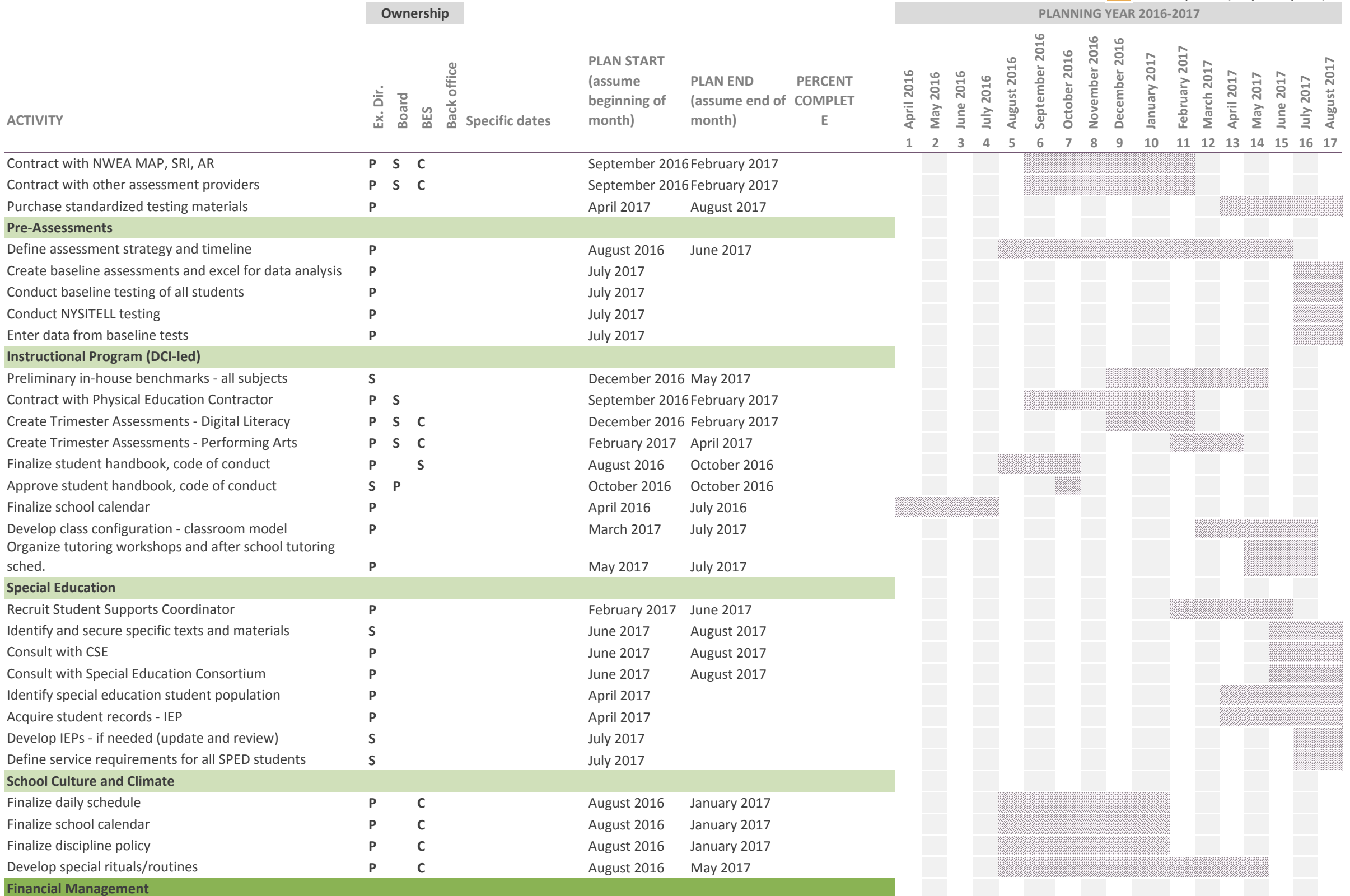
Forte Prep Action Plan - April 2016 through August 2017

Ownership key: P=primary, S=secondary, C=consultant



Forte Prep Action Plan - April 2016 through August 2017

Ownership key: P=primary, S=secondary, C=consultant



Ownership key: P=primary, S=secondary, C=consultant

 Plan
  Actual

 Actual (beyond plan)

 % Complete

 % Complete (beyond plan)

PLANNING YEAR 2016-2017

ACTIVITY	Ex. Dir.	Board	BES	Back office	Specific dates	PLAN START	PLAN END	PERCENT																	
						(assume beginning of month)	(assume end of month)	COMPLET E	April 2016	May 2016	June 2016	July 2016	August 2016	September 2016	October 2016	November 2016	December 2016	January 2017	February 2017	March 2017	April 2017	May 2017	June 2017	July 2017	August 2017
									1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Codify the fiscal controls and financial policies the school will employ to track daily operational finances		P				April 2016	September 2016																		
Identify check signers	S	P				May 2016	September 2016																		
Identify check writers	S	P				May 2016	September 2016																		
Define signature policies	S	P	C			May 2016	October 2016																		
Develop financial reporting templates (budget vs. actual) and policy	S	P	C	C		May 2016	October 2016																		
Design process forms (purchase orders, expense forms) & policy	S	P	C	C		May 2016	October 2016																		
Appoint Treasurer	S	P			Pre-authorization	April 2016	April 2016	100%																	
Develop segregation of funds policy (public/private)	S	P		C		May 2016	September 2016																		
Establish payroll	S	P		C		May 2016	September 2016																		
Develop schedule of Board financial reviews	S	P		C		May 2016	September 2016																		
Approve fiscal policy manual	S	P		C		May 2016	September 2016																		
Develop chart of accounts to track income, expenses, assets, liabilities, cash flows	S	S		P		December 2016	May 2017																		
Set up bank account(s)	P	S		C		October 2016	February 2017																		
Define investment/savings strategy (where will excess funds be placed)	S	P		C		February 2017	June 2017																		
Finalize cash flow plan	S	P		C		May 2016	September 2016																		
Personnel																									
Develop org chart and job descriptions	P	S	C		Pre-authorization	April 2016	April 2016	100%																	
Develop staff handbook	P	S	C		Pre-authorization	April 2016	April 2016	100%																	
Put together a literature packet on the school with information on: 1. Teaching calendar; 2. Professional development opportunities; 3. School mission																									
Design the interview process (look at models)	P	S	C			October 2016	July 2017																		
Finalize compensation and benefits packages	P	S	C			October 2016	July 2017																		
Design a filing/documentation process.	P	S	C			October 2016	July 2017																		
Identify potential recruitment opportunities	P	S	C			October 2016	July 2017																		
Advertise/spread job descriptions through local and online channels	P	S	C			November 2016	June 2017																		
Recruit and hire Dean of Curriculum and Instruction	P	S	C			November 2016	March 2017																		
Develop professional development plans	P	S	C			November 2016	January 2017																		
Block out days for interviews on a calendar	P	S	C			December 2016	July 2017																		
Recruit and hire Operations Manager	P	S	C			December 2016	July 2017																		

Forte Prep Action Plan - April 2016 through August 2017

Ownership key: P=primary, S=secondary, C=consultant

Ownership

PLANNING YEAR 2016-2017

Plan Actual

Actual (beyond plan)

% Complete

% Complete (beyond plan)

ACTIVITY	Ex. Dir.	Board	BES	Back office	Specific dates	PLAN START	PLAN END	PERCENT	April 2016	May 2016	June 2016	July 2016	August 2016	September 2016	October 2016	November 2016	December 2016	January 2017	February 2017	March 2017	April 2017	May 2017	June 2017	July 2017	August 2017
						(assume beginning of month)	(assume end of month)	COMPLET E	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Develop a system for record-keeping	S	S				February 2017	July 2017																		
Develop policy for non-compliance by parents	S	S				February 2017	July 2017																		
Acquire medical forms - from parents (included in application)	S	S				April 2017	August 2017																		
Check for completeness	S	S				April 2017	August 2017																		
Staff first aid training	P	S				August 2017	August 2017																		
Create and distribute health and safety handbook	P	S	C			April 2017	July 2017																		
Purchase first aid resources	P	S	C			April 2017	August 2017																		
Contact police and fire departments	P	S	C			November 2016	March 2017																		
Undergo fire inspection	P	S	C			November 2016	March 2017																		
Undergo building inspection	P	S	C			November 2016	March 2017																		
Contact Board of Health	P	S	C			November 2016	March 2017																		
Develop fire drill policy, schedule, route	P	S	C			November 2016	March 2017																		
Community Partnerships																									
(continuous)	S	P				August 2016	August 2017																		
Meet with potential partner organizations - e.g. after-school programming	P	S				August 2016	August 2017																		
Devise performance measures for each strategic alliance (continuous)	S	P				August 2016	August 2017																		
Parents and Community																									
Parent/Student Handbook(s)																									
Contract for translation (Spanish, Bengali, Hindi)	P	S				November 2016	February 2017																		
Secure a printer	P	S	C			January 2017	April 2017																		
Submit edited copy to printer	P	S	C			February 2017	April 2017																		
Distribute final copies to parents/students.	P	S	C			April 2017	August 2017																		
Communication																									
Design school logo	P	S	C		Pre-Authorization	April 2016	April 2016	100%																	
Work with a pro-bono graphic designer to create website	P	S				April 2016	April 2016	75%																	
Set up nonprofit mailing status with Post Office	P	S				September 2016	January 2017																		
Develop filing system to store student academic, disciplinary & health records	P					February 2017	June 2017																		
Define how information will flow within school (ie. who's called when kid is sick, who's contacted about discipline infractions)	P					February 2017	June 2017																		
Define procedure for visitors entering building	P					March 2017	July 2017																		
Develop forms necessary to track and monitor visitors	P					March 2017	July 2017																		

Forte Prep Action Plan - April 2016 through August 2017

Ownership key: P=primary, S=secondary, C=consultant

Ownership

PLANNING YEAR 2016-2017

Plan Actual

Actual (beyond plan)

% Complete

% Complete (beyond plan)

[illegible]

R-23a – Supplemental Narrative

The Forte Preparatory Academy Charter School Founding Team is proud to submit this proposal for review by the SUNY Charter Schools Institute.

Through the process of defining and developing the vision for Forte Prep, we are even more resolute that this is the school that students in Northwest Queens have been waiting for. We intend to create, by design, and through diligence, thoughtfulness, and joy, a high quality public education for students that too many of our students receive by privilege or by chance. For members of our Founding Team, this narrative of quality education by chance resonates loudly through various vignettes: a mother, curious about an advertisement of a scholarship that seemed too good to be true; a young student who was in the right place (and was the right age) at the right time; a teacher who was able to finally connect with a randomly-assigned student who was slipping through the cracks; a second chance to attend an excellent school afforded due to a clerical error; a French African immigrant willing to risk an uncertain transatlantic journey for the prospect of better educational opportunities in the U.S.; a young college graduate in post-Katrina New Orleans witnessing the devastation of a city's public education system and the lucky few who were able to find refuge in good schools. We are driven by the potential that we, as a team, can work to change the odds of a high-quality education for a generation of students and, by extension, a community.

Forte, derived from the Latin *fortis*, means "one's strong point." We believe that all students at Forte Prep will find their strengths after the four years of their middle school experience: strength in critical thinking, strength in reading, strength in interpersonal dynamics, strength in algebraic thinking, strength in advocacy, strength in moving an audience. But most importantly, students will find their strength in and through their school community. A class of middle school graduates who believe in the power of community building and a collective responsibility for excellence will be tremendously beneficial to any future academic or social institution fortunate enough to receive them. Certainly, Queens, a borough of tremendous diversity and great potential, will be better for it, and we cannot wait for the opportunity to build it.

R-23b – Supplemental Attachments

Contents

R-23b – Supplemental Attachments	1
Colocation request letter	2
Paul Adler (BES Director of Leadership Development) resume.....	5

This section includes the text and shipment receipt of the colocation request letter to the NYC DOE and the resume of Paul Adler, BES Director of Leadership Development, who will be working closely with Lead Founder Graham Browne to support the launch of Forte Prep upon authorization.

Colocation request letter

Figure 1: Official request letter



Figure 2: Colocation Letter Shipment Confirmation

1/19/2016 UPS: Tracking Information

United States [View User](#) [Logout](#) [Contact UPS](#) [The UPS Store](#)

[My UPS](#) [Shipping](#) **[Tracking](#)** [Freight](#) [Locations](#) [Support](#) [UPS Solutions](#)

Save up to 18% on UPS shipping for your business. Sign up and start saving in your first week of shipping. [Sign Up Now](#)

Tracking Number: [Track](#) [Log in](#) for additional tracking details. [Other Tracking Options](#) ▼

Tracking Detail [Like](#) [1.5m](#) [Share](#) [Print](#) [Help](#) [A A A](#)

1Z8W1F320392801040 Updated: 01/19/2016 9:49 A.M. Eastern Time

Delivered

Delivered On: Tuesday, 01/12/2016 at 10:37 A.M.

Left At: Mail Room

Signed By: SOLOMON

[Proof of Delivery](#)

What time will your package be delivered to your home? Get **FREE** estimated Delivery Windows on most UPS packages. [I am already a UPS My Choice® Member](#)

[Notify me with Updates »](#)

[Need more information?](#) [Get Help](#)

Shipping Information

To: NEW YORK, NY, US

Service

UPS Ground

Get top packages for FREE at the 50% Store and UPS Access Point locations. [Sign up for UPS My Choice »](#)

Shipment Progress [What's This?](#)

Additional Information

Shipment Category: Package

Shipped/Billed On: 01/11/2016

Weight: 1.00 lb

Subscribe to UPS E-mail: [Sign Up »](#) [View Examples](#)

Contact UPS

[Browse Online Support](#)

[Email UPS](#)

[Live Chat](#)

[Call Customer Service](#)

Support

[Get Started](#)

[Register](#)

[Create a Shipping Account](#)

[Change Your Delivery](#)

Solutions for:

[Healthcare](#)

[Small Business](#)

[High Tech](#)

[More...](#)

Other UPS Sites:

[Select a website](#) ▼

Follow us:

[f](#) [t](#) [y](#) [g](#) [in](#)

100% UNITED PROBLEM SOLVER™

[Home](#) [About UPS](#) [Site Map](#) [Privacy](#) [Careers](#) [Partners](#) [UPS Store](#) [UPS Store](#) [UPS Store](#)

[Service Terms and Conditions](#) [Website Terms of Use](#) [Privacy Notice](#) [Your California Privacy Rights](#) [Product Against Theft](#)

Copyright © 1994-2016 United Parcel Service of America, Inc. All rights reserved.

Figure 3: Proof of Delivery

1/20/2016

UPS: Tracking Information



Proof of Delivery

[Close Window](#)

Dear Customer,

This notice serves as proof of delivery for the shipment listed below:

Tracking Number:	1Z8W1F320362801040
Service:	UPS Ground
Weight:	1.00 lb
Shipped/Billed On:	01/11/2016
Delivered On:	01/12/2016 10:37 A.M.
Delivered To:	NEW YORK, NY, US
Signed By:	SOLOMON
Left At:	Mail Room

Thank you for giving us this opportunity to serve you.

Sincerely,

UPS

Tracking results provided by UPS: 01/20/2016 12:42 A.M. ET

[Print This Page](#)

[Close Window](#)

https://rwnapps.ups.com/WebTracking/processPOD?Requester=&tracknum=1Z8W1F320362801040&refNumbers=&loc=en_US

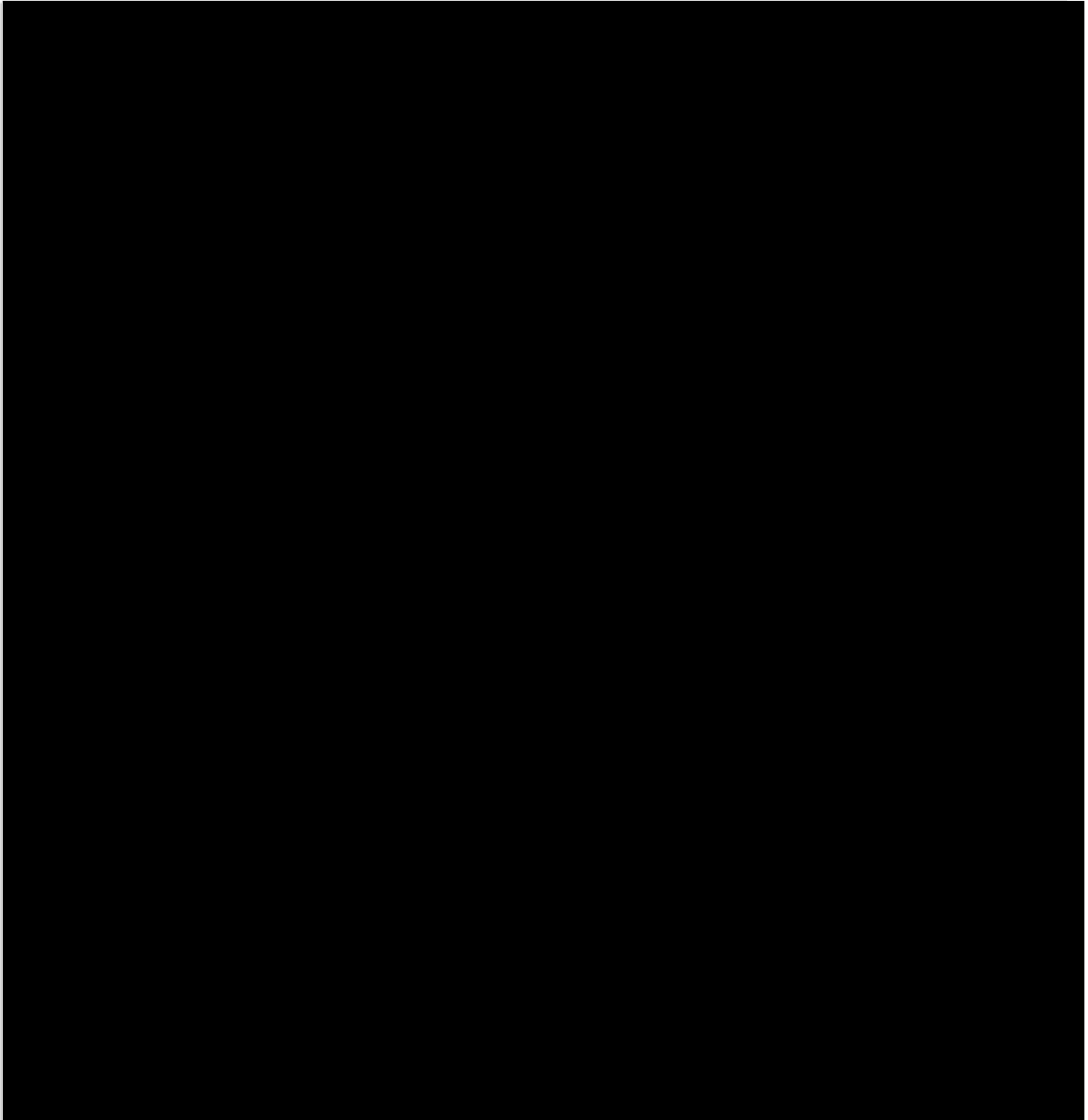
1/1

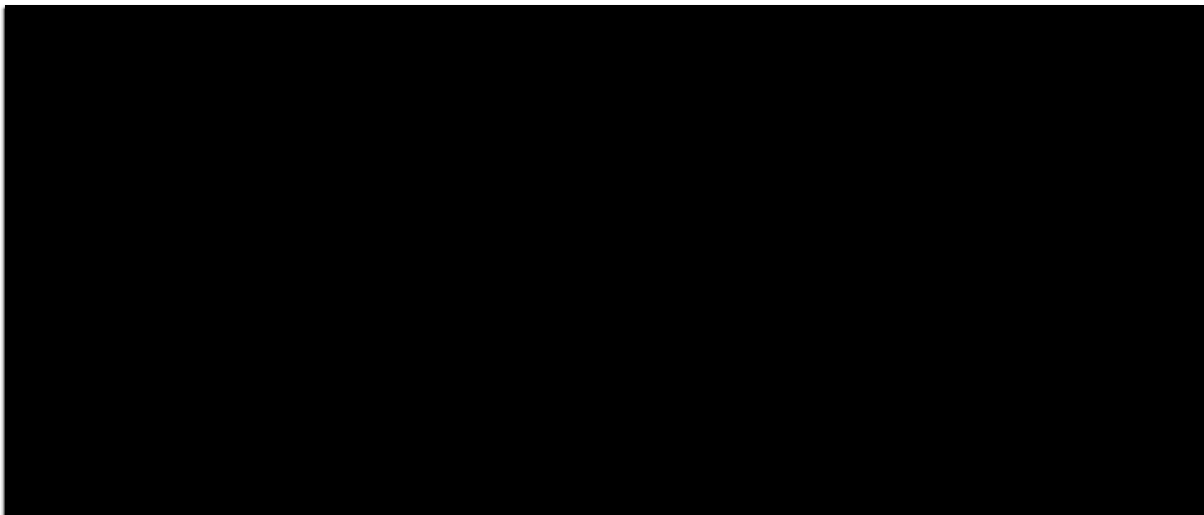
Paul Adler (BES Director of Leadership Development) resume

Paul Adler



WORK EXPERIENCE





EDUCATION

TEACHERS COLLEGE, COLUMBIA UNIVERSITY New York, NY Masters in Educational Leadership, Summer Principals' Academy	2006-2007

- GPA: 4.0
- School Building Leader Certification for State of New York
- Served as an administrative intern at school site; duties included formally observing humanities instruction, shadowing district principals, implementing curricular initiatives, conducting action research, and codifying systems and policies
- Performed 450 hours of educational research

HARVARD UNIVERSITY, Cambridge, MA M.A.T. in Mathematics Education	2003-2004

- GPA: 3.7
- Researched urban educational issues at Edwards Middle School in Boston, Massachusetts

TUFTS UNIVERSITY Bachelor of Arts in Quantitative Economics	1996-2000

- Cum Laude; GPA of 3.58/3.7 in major
- Dean's List, 1997-2000

OTHER AWARDS, SKILLS & INTERESTS

-
- Founder of young men's group for at-risk youth, Achievement First Brooklyn High School, 20012 – present
 - Men's basketball coach, Brooklyn Preparatory High School, 2004- 2006