

## INTENT TO APPLY FORM

Proposed School Information			
Charter School Name:	Family Life Academy Charter School IV		
Education Corp. Name:	Family Life Academy Charter Schools		
Education Corp. Status:	Currently Exists	Proposal Type:	Standard
School District (or NYC CSD):	CSD 9	Opening Date:	September 8, 2020

Proposed Grades and Enrollment			Proposed Affiliations (if any)	
Charter Year	Grades	Enrollment	Charter Management Company ("CMO"):	
Year 1	K-1	156	CMO Public Contact Info (Name, Phone):	N/A
Year 2	K-2	234	Partner Organization:	Latino Pastoral Action Center
Year 3	K-3, 6	390	Partner Public Contact Info (Name, Phone):	Susana Rivera-Leon [REDACTED]
Year 4	K-4, 6-7	546		
Year 5	K-8	702		

Lead Applicant Contact Information				
Lead Applicant Name:	Marilyn Calo			
Applicant is a (check all that apply):	<input type="checkbox"/> Parent <input type="checkbox"/> Teacher <input type="checkbox"/> School Administrator <input type="checkbox"/> District Resident <input checked="" type="checkbox"/> Education Corp./Charter School			
Organization Name:	Family Life Academy Charter Schools			
Applicant Mailing Address:	[REDACTED]			
Primary Phone #:	[REDACTED]	Secondary Phone #:	[REDACTED]	Email: [REDACTED]
Secondary Applicant Name (If Applicable):	Miguel Peña			
Applicant is a (check all that apply):	<input type="checkbox"/> Parent <input type="checkbox"/> Teacher <input type="checkbox"/> School Administrator <input type="checkbox"/> District Resident <input checked="" type="checkbox"/> Education Corp./Charter School			
Organization Name:	Family Life Academy Charter Schools Board of Trustees			
Applicant Mailing Address:	[REDACTED]			
Primary Phone #:	[REDACTED]	Secondary Phone #:	[REDACTED]	Email: [REDACTED]

List additional lead applicants below in the "Other" section.

Media/Public Contact Information (required)			
Name:	Marilyn Calo	Phone #:	(718) 410-8100
Email:	mcalo@flacsny.com		

### Program Design

Provide the proposed school's mission statement in the space below. **(Maximum 250 words)**

Family Life Academy Charter School IV (FLACS IV) will share the mission statement of all schools operated by Family Life Academy Charter Schools (FLACS).

Family Life Academy Charter Schools, in partnership with the Latino Pastoral Action Center and parents, seeks to create the conditions for self-empowerment for all its K-8 students to achieve high academic standards, help them take responsibility for their own learning, and encourage them to explore and affirm human values. Like a family – and in collaboration with each family – the school will create an orderly, nurturing and dynamic environment where learning is engaging, meaningful, and joyful. All members of the school community (students, parents, and teachers) will develop the knowledge, skills, and enthusiasm to continue throughout their lives, expand their understanding of what is possible for themselves and their world, and lead productive and satisfying lives.

Provide the proposed school's key design elements in the space below. **(Maximum 250 words)**

FLACS IV will share the twelve key design elements of all FLACS schools. These elements are:

- Active school leadership
- A rigorous academic curriculum with a focus on literacy
- An extended school day and year
- Data-driven planning fueled by a rigorous system of assessment and accountability
- Intentional approaches to the instruction of English language learners
- A commitment to meeting the needs of all learners
- Professional development and professional learning communities that enrich teaching
- Consistent and caring discipline
- Family involvement and shared responsibility for learning
- A shared school culture, traditions and core values focused on excellence
- A focus on preparation for high school and beyond
- A continued use of community resources

Provide a brief overview of the proposed school's academic program in the space below. **(Maximum 500 words)**

FLACS IV will create the conditions for self-empowerment for all of its students to achieve high academic standards by providing a rigorous curriculum in which students are actively engaged in their own learning. FLACS IV will adopt the same academic program used at all FLACS schools. FLACS IV will implement a curriculum that reflects a balance between teacher- and student-guided learning. The approach will emphasize student engagement; students will build excitement about, ownership of, and independence in learning. The academic program will be engaging, meaningful, and joyful. The curriculum will allow differentiation to meet the needs of all students. Teachers will integrate literacy instruction through every subject area, including explicit vocabulary development and infusion of literacy standards.

FLACS IV will take a balanced approach to teaching literacy, including instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension, writing process, and grammar conventions. The curriculum will be aligned with the NYS Next Generation Learning Standards. In elementary grades, FLACS IV will use the network-developed units of study built around authentic texts incorporating read-aloud, direct instruction, and close reading opportunities. FLACS IV will use Curriculum Associates Ready NY to support the development of reading comprehension. Open Court will be used for explicit phonics instruction. The elementary grades will use the Heinemann Units of Study in Opinion, Information and Narrative Writing for writing. In the middle school, FLACS IV will use EngageNY for reading and writing instruction. All grades will use level libraries of authentic texts for independent reading and small group strategy lessons.

Students will gain a deep conceptual understanding of math through a curriculum that has problem solving at its core. Concepts will be taught with a learning progression through concrete, pictorial, and abstract representations. There will be an emphasis on real-world, hands-on experiences and problems and the interconnection between mathematics and real world applications. FLACS IV will adopt Math in Focus. Houghton-Mifflin Harcourt's Everyday Counts will also be used to reinforce core concepts and provides additional learning opportunities. Teachers will also incorporate Number Talks to help build mental math and computation strategies. The curriculum addresses all

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**NYS Learning Standards.**

FLACS IV will use Amplify Science which is aligned to the NYS Next Generation Science Standards. The curriculum is phenomenon based, not topic based. In each unit, there is a science phenomenon which serves as the anchor for the unit and students engage in scientific inquiry and research to understand why this phenomenon happens. In this inquiry-based approach, students will engage in experimentation, modeling and reading about science in order to fully understand the phenomenon.

In social studies, students will learn about how they are part of many different communities, how these communities function today, and how these communities have grown and changed throughout history. An emphasis will be placed on analyzing primary source documents such as historical documents, journals, letters, political cartoons, and photographs. Students will participate in project-based and inquiry learning. FLACS IV will use a network-developed curriculum based on the state standards and the C3 Framework for Social Studies.

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### School Management

Provide a brief overview of the school's management structure, including overall governance as well as the proposed leadership structure within the school. **(Maximum 500 words)**

The board of trustees is the policy-making body of FLACS. Their primary role is to select and hire the chief executive officer and school principals; to monitor school and network academic performance; to monitor school and network fiscal performance; and to evaluate the CEO and school principals and holding them accountable for achievement of the school's mission and goals.

The day-to-day operations of the FLACS network are entrusted to the CEO and COO by the board of trustees. These two network leaders hire and oversee the activities of each school's administrators and the hiring and dismissal of all network staff. The CEO and COO oversee the network's budgeting, facilities, operations, curriculum, data professional development and community outreach.

The school principal is the instructional leader in his or her building. The principal hires school based staff, including assistant principals, teachers and teaching assistants and oversees the day-to-day operations and instruction of each school. The principals are responsible for ensuring that the school environment and FLACS/LPAC culture of community, family and excellence is inherent in all aspects of the school. The principals are also responsible to ensure that the network curriculum, which is developed together with all of the school principals, is executed efficiently. School staff reports directly to assistant principals and the principal. The principal reports to the COO and CEO. This structure allows each principal autonomy over the day-to-day decision making in the school, while ensuring that all principals are in sync with the overall FLACS vision, mission, and educational program.

Any key organizational decision is made with input from the schools and network, with final approval by the CEO. Decisions around curriculum, instruction, and assessment are made by each principal with executive director of academics. Decisions around operational structures, procedures and policies are made by these network department heads with the school principals.

If you are working with a CMO or partner organization, please provide a description of the nature of that partnership below. Include a description of the type and frequency of the services that the partner would provide to the school, and any financial relationship between the proposed school and the partner organization or CMO. **(Maximum 500 words)**

FLACS IV will not work with a CMO.

FLACS IV will work with the Latino Pastoral Action Center (LPAC). LPAC's founder and president, Reverend Rivera, is also the founder and visionary of the FLACS schools. LPAC is the community sponsor for all FLACS schools. The two organizations are distinct and separate, but share a common mission of supporting and strengthening the local community. LPAC provides direct services to families through offering after-school homework help and recreational program in each of the FLACS schools, and a summer camp at the FLACS I site. LPAC also offers direct support services to the community at large, and especially FLACS families, such as mentoring programs, fatherhood programs, and offering information about other community resources. LPAC is a support to FLACS staff in the student recruitment process and in establishing positive ties between FLACS schools and the community. LPAC also leases space in its facility to FLACS I. LPAC representatives sit on the board of trustees; though as per the board by-laws will not represent a majority on the board. LPAC works to help ensure that the FLACS schools remain committed to the original vision and mission of serving all children in the South Bronx.

### School Facility Plans

Provide a brief overview of the proposed school's facility plans below. **(Maximum 250 words)**

During its first two years of operation, FLACS IV will co-locate with the FLACS II middle school building, on 316 165th Street, in CSD 9, which will only be using its building at about two-thirds capacity during this time. This building is new construction that will be completed in Winter 2019. This facility is 54,000 square feet, with 30 classrooms, a full-size gymnasium and cafeteria. Over the next 42 months, FLACS will look for space available for rental or funding to support the construction of a new facility to house FLACS IV for 2022-2023 and beyond. This timeline is more than adequate to find, renovate, and/or construct a new school that the building meets New York City Department of Buildings School Use and state sanitary specifications by 2022-23. The board has formed an ad hoc committee, New Facilities, to support this effort. FLACS will work with its community partner to potentially find

space to construct a new school, as FLACS recently did with the property in 316 165th Street for the middle school facility.

### Proposed Board Members

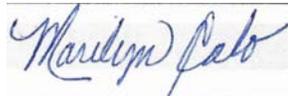
Provide a list of all proposed board members below, along with a brief biographical statement for each proposed trustee. If a proposed trustee is to hold an officer position within the board, please include that information. **(Maximum 500 words)**

The FLACS IV board will be the same as the board for all other schools. The current trustees are listed here.

- Miguel Peña is board chairperson. He was PA President and a founding member of the Board of Trustees for FLACS I. He currently works for FedEx where his responsibilities include staff training, evaluation and role of floor supervisor.
- Susana Rivera-Leon is the board vice-chairperson. She is the current LPAC CEO and oversees the day-to-day program operations, including contract management, program administration, partnerships and sub-contracts.
- Pedro Alvarez is the board secretary. He founded the company P. Alvarez & Associates, which serves over 7,000 clients throughout the Bronx. He provides consulting and tax services to individuals and local small community businesses.
- Hilda Sanchez is the board Treasurer. She has been an educator for over 30 years in the NYCDOE. She has been a teacher, director of funded programs, director of program development and school restructuring, and director of special projects and consultant.
- Marvin Dutton is a long-time resident of the Bronx and a businessman and entrepreneur.
- Kevin Kearns is the CFO for LPAC. He has experience in finance, including as an investment banker and director at Wertheim Schroder & Co.
- Joseph Holland is the CEO of a real estate development company and has over 35 years of experience as a developer and attorney.
- Dr. Janet M. Lerner has held positions in the mental health field for over 38 years. She is currently the executive director of Damon House New York.
- Francisco Lugoviña was a founding member and former board chairman of FLACS I. He is an entrepreneur, launching several successful businesses since 1968. He has a long history as a community organizer and civil rights activist.
- Bryan Rivera has over 25 years of management experience. He is currently the President of Learn Enterprises, LLC, a consultancy firm.
- Rev. Raymond Rivera led a team to develop FLACS I. He has a long history of community activism. In 1992, he founded LPAC and has provided leadership development and technical assistance to hundreds of churches, faith-based and secular organizations, and dozens have developed holistic community-based ministries.
- Wanda Torres-Mercado has 27 years of experience in management and supervision of youth educational programs.
- Florence G. Wolpoff has been an educator for 54 years. Currently, she provides technical assistance for Teach for America students at Fordham University.
- Kelly Nuñez, Raphael McDonald, Marina Salazar, and Jorge Torres are current ex-officio voting members who are PA presidents of their respective campuses.

### Lead Applicant Signature

Signature:



*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 with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.*



**PROPOSAL TRANSMITTAL AND SUMMARY FORM**

**Proposed School Information**

<b>Charter School Name:</b>			
Education Corp. Name:			
Education Corp. Status:		Proposal Type:	
School District (or NYC CSD):		Opening Date:	

**Proposed Grades and Enrollment**

Charter Year	Grades	Enrollment
Year 1		
Year 2		
Year 3		
Year 4		
Year 5		

**Proposed Affiliations (if any)**

Charter Management Company ("CMO"):	
CMO Public Contact Info (Name, Phone):	
Partner Organization:	
Partner Public Contact Info (Name, Phone):	

**Lead Applicant Contact Information**

<b>First Lead Applicant Name:</b>					
Applicant is a:	Parent	Teacher	School Administrator	District Resident	Education Corp./Charter School
Organization Name:					
Applicant Mailing Address:					
Primary Phone #:		Secondary Phone #:		Email:	
<b>Second Lead Applicant Name:</b>					
Applicant is a:	Parent	Teacher	School Administrator	District Resident	Education Corp./Charter School
Organization Name:					
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:		Phone #:		Email:	
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**Lead Applicant Signature**

Signature:		Date:	
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*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 with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.*

**Program Design**

MISSION STATEMENT (IF DIFFERENT FROM INTENT TO APPLY FORM)

KEY DESIGN ELEMENTS (IF DIFFERENT FROM INTENT TO APPLY FORM)

BRIEF OVERVIEW OF ACADEMIC PROGRAM (IF DIFFERENT FROM INTENT TO APPLY FORM)

**School Management**

MANAGEMENT STRUCTURE (IF DIFFERENT FROM INTENT TO APPLY FORM)

ROLE OF CMO OR PARTNER(S) (IF DIFFERENT FROM INTENT TO APPLY FORM)

**School Facility Plans (If different from Intent to Apply Form)**

**Board Member Names and Biographical Summaries (If different from Intent to Apply Form)**

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**Other**



## GENERAL INSTRUCTIONS FOR COMPLETING THE STATISTICAL OVERVIEW FORM

*Applicants with currently operating public or private schools should complete this form.*

### **1- General Information**

Complete the form on the following tab for all academic years in the current charter term. Be sure to include the school name at the top.

Complete a separate form for each school in the education corporation (or network) for replicated schools.

### **2- Enrollment**

All students who received mandated services at some point of enrollment in the school should be included in the Students with Disabilities count even if they no longer receive services.

Any student identified as an English language learner at any point of enrollment in the school should be included in the English Language Learners count regardless of their current English language proficiency status.

### **3- Retention**

All retention data should reflect students enrolled in school on previous BEDS day who remained in the school the following BEDS day.

### **4- Discipline**

Distinguish the total number of suspensions (occurrences) from the total number of students that were suspended at least once (unique students).

# SCHOOL STATISTICAL OVERVIEW

**SCHOOL NAME: Family Life Academy Charter School I**

	2014-15	2015-16	2016-17	2017-18	2018-19
<b>Enrollment<sup>[1]</sup></b>					
Total Enrollment	467	464	470	303	266
Number of Students with Disabilities	61	55	50	23	21
Number of English language learners	187	183	172	110	92
Number of Economically Disadvantaged Students	411	412	409	272	245
<b>Retention<sup>[2]</sup></b>					
Total Number of Students <b>Eligible</b> to Return from Previous Year <sup>[3]</sup>	411	417	416	273	251
Total Number of Eligible Students Who Returned from Previous Year	390	394	392	249	226
Number of Students with Disabilities Eligible to Return from Previous Year <sup>[4]</sup>	58	51	47	19	19
Number of Students with Disabilities Who Returned from Previous Year	52	47	44	19	16
Number of English language learners Eligible to Return from Previous Year <sup>[5]</sup>	173	166	161	98	92
Number of English language learners Who Returned from Previous Year	168	164	161	92	80
Number of Economically Disadvantaged Students Eligible to Return from Previous Year	367	367	371	244	226
Number of Economically Disadvantaged Students Who Returned from Previous Year	348	347	350	220	203
Average Daily Attendance Rate	95%	95%	95%	95%	N/A
<b>Discipline</b>					
Number of In-School Suspensions (Occurrences)	13	10	7	7	N/A
Number of Out of School Suspensions (Occurrences)	13	10	7	7	N/A
Number of In-School Suspensions (unique students)	8	11	11	1	N/A
Number of Out of School Suspensions (unique students)	8	9	11	1	N/A
Number of Expulsions	0	0	0	0	N/A

# SCHOOL STATISTICAL OVERVIEW

**SCHOOL NAME: Family Life Academy Charter School II**

	2014-15	2015-16	2016-17	2017-18	2018-19
<b>Enrollment<sup>[1]</sup></b>					
Total Enrollment	205	257	291	483	576
Number of Students with Disabilities	27	30	31	66	77
Number of English language learners	36	45	39	137	158
Number of Economically Disadvantaged Students	205	238	272	444	522
<b>Retention<sup>[2]</sup></b>					
Total Number of Students <b>Eligible</b> to Return from Previous Year <sup>[3]</sup>	145	205	257	536	533
Total Number of Eligible Students Who Returned from Previous Year	130	189	230	498	491
Number of Students with Disabilities Eligible to Return from Previous Year <sup>[4]</sup>	21	27	30	73	77
Number of Students with Disabilities Who Returned from Previous Year	18	24	28	70	72
Number of English language learners Eligible to Return from Previous Year <sup>[5]</sup>	23	36	45	150	144
Number of English language learners Who Returned from Previous Year	22	34	38	143	138
Number of Economically Disadvantaged Students Eligible to Return from Previous Year	142	205	238	489	488
Number of Economically Disadvantaged Students Who Returned from Previous Year	127	189	212	454	453
Average Daily Attendance Rate	97%	92%	92%	93%	N/A
<b>Discipline</b>					
Number of In-School Suspensions (Occurrences)	2	3	6	6	N/A
Number of Out of School Suspensions (Occurrences)	2	3	5	6	N/A
Number of In-School Suspensions (unique students)	0	0	0	3	N/A
Number of Out of School Suspensions (unique students)	0	0	0	3	N/A
Number of Expulsions	0	0	0	0	N/A

# SCHOOL STATISTICAL OVERVIEW

**SCHOOL NAME: Family Life Academy Charter School III**

	2014-15	2015-16	2016-17	2017-18	2018-19
<b>Enrollment<sup>[1]</sup></b>					
Total Enrollment	82	154	197	252	255
Number of Students with Disabilities	16	23	31	33	26
Number of English language learners	24	32	42	55	52
Number of Economically Disadvantaged Students	73	153	192	234	225
<b>Retention<sup>[2]</sup></b>					
Total Number of Students <b>Eligible</b> to Return from Previous Year <sup>[3]</sup>	N/A	82	154	197	204
Total Number of Eligible Students Who Returned from Previous Year	N/A	68	129	183	178
Number of Students with Disabilities Eligible to Return from Previous Year <sup>[4]</sup>	N/A	16	23	30	21
Number of Students with Disabilities Who Returned from Previous Year	N/A	12	18	28	20
Number of English language learners Eligible to Return from Previous Year <sup>[5]</sup>	N/A	24	32	42	44
Number of English language learners Who Returned from Previous Year	N/A	21	29	38	38
Number of Economically Disadvantaged Students Eligible to Return from Previous Year	N/A	73	153	192	188
Number of Economically Disadvantaged Students Who Returned from Previous Year	N/A	60	125	178	164
Average Daily Attendance Rate	90%	92%	93%	94%	N/A
<b>Discipline</b>					
Number of In-School Suspensions (Occurrences)	3	3	12	3	N/A
Number of Out of School Suspensions (Occurrences)	3	3	12	3	N/A
Number of In-School Suspensions (unique students)	2	3	0	0	N/A
Number of Out of School Suspensions (unique students)	2	3	0	0	N/A
Number of Expulsions	0	0	0	0	N/A

**Response 01a - Community Description and Need**

Family Life Academy Charter Schools (FLACS) is applying to open a fourth charter, FLACS IV, in the South Bronx, in New York State’s 15th congressional district. There are 781,143 people living in the district; 212,107, or 27.1%, are children under the age of 18. This district has the highest percent of people living in poverty of all congressional districts in the United States; the median income is \$28,042. Only 64.7% of the population has obtained a high school degree or higher; only 13.7% have a bachelor’s degree or higher. The population identifies as predominantly Black or African American (36.1%) and Hispanic or Latino (66.6%). There is a high immigrant population; 37.4% of the population is foreign born.<sup>1</sup>

There are five school districts that serve this congressional district: New York City’s community school district (CSD) 7, 8, 9, 12 and the southern portion of 10. Currently FLACS operates two schools in CSD 7 and one school in CSD 9. FLACS IV plans to be located in CSD 9. FLACS IV plans to draw its students from the local community. Table 1-1 summarizes the demographics of the students enrolled in CSD 9. There is a high percentage of English language learners (ELLs), which is unsurprising given the large immigrant population. In 2017-18, 91.7% of students qualified for free and reduced lunch.

<b>Table 1-1: Selected Demographics of CSD 9<sup>2</sup></b>					
<b>Year</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>% Asian</b>	1.3%	1.4%	1.4%	1.4%	1.5%
<b>% Black</b>	30.5%	30.0%	29.4%	28.6%	27.8%
<b>% Hispanic</b>	66.6%	66.6%	67.3%	68.0%	68.6%
<b>% Multiple Race</b>	0.7%	0.7%	0.8%	0.8%	0.8%
<b>% White</b>	0.9%	1.2%	1.1%	1.2%	1.3%
<b>% Students with Disabilities</b>	20.0%	20.4%	21.1%	21.7%	21.6%
<b>% English Language Learners</b>	22.9%	22.0%	22.0%	23.3%	22.9%
<b>% Poverty</b>	91.7%	90.7%	89.7%	88.9%	91.7%

CSD 9 has long struggled with low academic achievement. Tables 1-2 and 1-3 summarize the most recent New York State test results in English language arts (ELA) and mathematics, respectively. Only 30% of students were proficient in ELA and 26% were proficient in mathematics on the 2018 tests. Additionally, 36% of students in ELA and 47% of students in mathematics performed at a level 1, far below grade level standards.

<sup>1</sup> Source: 2017 American Community Survey 1-Year Estimates, retrieved on 11/20/2018.

<sup>2</sup> Source: NYCDOE school snapshot, retrieved on 11/20/2018.

Proposal for Family Life Academy Charter School IV  
Response 01 - Community Need and Proposed School Impact

Table 1-2: % of CSD 9 Students at Each Proficiency Level in ELA (2018)						
Grade	# Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Level 3+4 (Proficient)
3	2,484	27	37	33	3	35
4	2,600	31	38	23	8	31
5	2,565	46	32	16	7	22
6	2,594	42	26	19	14	32
7	2,582	38	37	19	5	24
8	2,474	28	40	23	9	32
<b>3-8</b>	<b>15,299</b>	<b>36</b>	<b>35</b>	<b>22</b>	<b>8</b>	<b>30</b>

Table 1-3: % of CSD 9 Students at Each Proficiency Level in Math (2018)						
Grade	# Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Level 3+4 (% Proficient)
3	2,563	39	25	24	12	37
4	2,678	43	29	16	12	28
5	2,635	48	25	17	10	26
6	2,643	51	27	15	7	22
7	2,631	53	28	13	6	20
8	2,258	50	30	14	7	21
<b>3-8</b>	<b>15,689</b>	<b>47</b>	<b>27</b>	<b>17</b>	<b>9</b>	<b>26</b>

FLACS, and its community sponsor, the Latino Pastoral Action Center (LPAC) have a long history in the South Bronx, and specifically in CSD 9. FLACS has selected this community to open an additional school because of public schools remain underperforming and, despite the existing charter schools, there is still demand from the community for more quality school options. In 2017-2018, FLACS received applications far in excess of the slots available; at FLACS I, there were 912 applicants for 26 kindergarten spots, at FLACS II there were 638 applicants for 52 kindergarten spots and at FLACS III there were 474 applicants for 52 kindergarten spots. FLACS schools maintain long waitlists of families in this community who are seeking alternative educational opportunities. *Response 04c - Description and Analysis of Student Demand* analyzes this demand more thoroughly. By adding additional seats in kindergarten through grade eight, FLACS IV would be providing a needed school alternative in this community.

**Response 01b - Programmatic Impact**

In CSD 9, there are 51 public schools, 14 public charter schools, and 9 parochial schools enrolling students in kindergarten through eighth grade. Collectively these schools enroll approximately 36,000 students. The enrollment of FLACS IV at capacity will be 702 students. It is likely that FLACS IV will draw on students from public, parochial and other charter schools in CSD 9, as well as students from neighboring CSDs. Given the large number of schools in CSD 9, and that more than one out of every four students in CSD 9 already attends a non-public school, the impact on the program viability of any one public or charter school in CSD 9 is likely to be small, while the impact on those 702 students enrolled at

Proposal for Family Life Academy Charter School IV  
Response 01 - Community Need and Proposed School Impact

FLACS IV is likely to be large. Indeed, families in CSD 9 have already shown a great desire for school choice, given how many are already enrolled in charter or private school programs.

Of the 51 public schools serving approximately 26,000 students in kindergarten through eighth grade:

- 1 is a kindergarten through third grade school;
- 26 are pre-kindergarten or kindergarten through fifth grade schools;
- 14 are sixth through eighth grade schools;
- 2 are pre-kindergarten or kindergarten through eighth grade schools; and
- 8 are sixth through twelfth grade schools.

Table 1-4 summarizes the location, grade span, size, and academic performance of the traditional public schools in CSD 9.

<b>Table 1-4: Public Schools Serving Grades K-8 in Community School District 9</b>					
School Name	Address	Grades	# of Students	% Meeting ELA	% Meeting Math
P.S. X088 - S. Silverstein Little Sparrow	1340 Sheridan Avenue	K-3	147	38.1	40.0
P.S. 011 Highbridge	1257 Ogden Avenue	K-5	551	27.1	30.6
P.S. 028 Mount Hope	1861 Anthony Avenue	PK-5	722	24.8	29.7
P.S. 035 Franz Siegel	261 East 163 Street	K-5	617	25.6	21.2
P.S. 042 Claremont	1537 Washington Avenue	PK-5	399	30.2	30.9
P.S. 053 Basheer Quisim	360 East 168 Street	PK-5	1037	35.8	47.1
P.S. 055 Benjamin Franklin	450 Saint Paul's Place	PK-5	593	32.6	32.1
P.S. 058	459 East 176 Street	PK-5	430	24.2	31.1
P.S. 063 Author's Academy	1260 Franklin Avenue	PK-5	527	36.1	38.9
P.S. 070 Max Schoenfeld	1691 Weeks Avenue	K-5	1108	25.0	23.8
P.S. 073 Bronx	1020 Anderson Avenue	PK-5	572	18.0	11.2
P.S. 109 Sedgwick	1771 Popham Avenue	PK-5	614	32.0	25.5
P.S. 110 Theodore Schoenfeld	580 Crotona Park South	PK-5	411	29.3	27.1
P.S. X114 - Luis Llorens Torres Schools	1155 Cromwell Avenue	K-5	711	22.6	23.8
P.S. 126 Dr Marjorie H Dunbar	175 West 166 Street	PK-5	579	49.4	29.2
P.S. 132 Garret A. Morgan	1245 Washington Avenue	PK-5	374	21.7	17.9
P.S. 163 Arthur A. Schomburg	2075 Webster Avenue	PK-5	474	27.6	13.6
P.S. 199X - The Shakespeare School	1449 Shakespeare Avenue	PK-5	716	23.5	29.1
P.S. 204 Morris Heights	1780 Dr. Martin Luther King Jr. Blvd	PK-5	630	53.2	52.7
P.S. 236 Langston Hughes	1871 Walton Avenue	PK-5	327	30.8	34.2
The New American Academy at Roberto Clemente State	275 Harlem River Park Bridge	PK-5	719	16.8	14.1
The Walton Avenue School	1425 Walton Avenue	K-5	500	69.2	94.2
Lucero Elementary School	1425 Walton Avenue	K-5	417	38.0	43.4
The Family School	1116 Sheridan Avenue	K-5	556	30.9	37.7
Grant Avenue Elementary School	250 East 164 Street	PK-5	457	34.9	34.2

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Sheridan Academy for Young Leaders	1116 Sheridan Avenue	PK-5	492	28.8	31.7
Mount Eden Children's Academy	1501 Jerome Ave	PK-5	429	41.3	52.8
J.H.S. 022 Jordan L. Mott	270 East 167 Street	6-8	421	18.9	12.1
I.S. 117 Joseph H. Wade	1865 Morris Avenue	6-8	488	16.9	8.6
Mott Hall III	580 Crotona Park South	6-8	354	61.6	52.4
Kappa	3630 Third Avenue	6-8	329	39.6	22.8
I.S. 219 New Venture School	3630 Third Avenue	6-8	346	21.9	10.1
I.S. 229 Roland Patterson	275 Harlem River Park Bridge	6-8	242	16.7	7.0
I.S. 232	1700 Macombs Road	6-8	510	26.5	16.2
I.S. X303 Leadership & Community Service	1700 Macombs Road	6-8	318	46.0	26.9
I.S. 313 School of Leadership Development	1600 Webster Avenue	6-8	302	14.2	11.2
Bronx Writing Academy	270 East 167 Street	6-8	402	27.7	20.0
New Millennium Business Academy Middle School	1000 Teller Avenue	6-8	321	17.9	10.4
I.S. 339	1600 Webster Avenue	6-8	491	23.7	18.0
The Highbridge Green School	200 West 167th Street	6-8	378	28.0	11.5
Science and Technology Academy: A Mott Hall School	250 East 164 Street	6-8	451	45.1	45.2
P.S./M.S. 004 Crotona Park West	1701 Fulton Avenue	PK-8	544	22.7	33.1
P.S./I.S. 218 Rafael Hernandez Dual Language Magnet	1220 Gerard Avenue	K-8	1036	38.8	31.3
Eagle Academy for Young Men	4143 Third Avenue	6-12	531	20.1	13.4
Urban Assembly School for Applied Math and Science	1595 Bathgate Avenue	6-12	606	30.4	23.5
Bronx Early College Academy for Teaching & Learning	250 East 164 Street	6-12	511	25.5	14.5
Comprehensive Model School Project M.S. 327	1501 Jerome Avenue	6-12	738	41.1	43.4
New Directions Secondary School	240 East 172 Street	6-12	226	5.6	0.0
Bronx High School for Medical Science	240 East 172 Street	6-12	420	44.9	31.2
Bronx School for Law, Government and Justice	244 East 163 Street	6-12	756	54.7	32.9
Young Women's Leadership School of the Bronx	1865 Morris Avenue	6-12	542	58.1	39.1

There are 14 charter schools serving approximately 5,900 students in kindergarten through eighth grade in CSD 9. Of these:

- 2 are or will grow to be pre-kindergarten or kindergarten through fifth grade schools;
- 2 are or will grow to be fifth through eighth grade schools;
- 2 are or will grow to be sixth through eighth grade schools;

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- 8 are or will grow to be pre-kindergarten or kindergarten through eighth grade schools (including one that will go through tenth grade); and:
- 1 is or will grow to be sixth through twelfth grade schools.

Table 1-5 summarizes the location, grade span, size, and academic performance of the charter schools that are in CSD 9, including those that have been chartered but have yet to open.

<b>Table 1-5: Charter Schools Serving Grades K-8 in Community School District 9</b>					
<b>School Name</b>	<b>Address</b>	<b>Grades (Planned Grades)</b>	<b># of Students</b>	<b>% Meeting ELA</b>	<b>% Meeting Math</b>
Family Life Academy Charter School	14 West 170 Street	K-5	274	53.6	52.7
South Bronx Classical Charter School IV	3251 Third Avenue	K-2 (K-5)	155	N/A	N/A
Harriet Tubman Charter School	3565 Third Avenue	K-8	682	59.5	54.9
Icahn Charter School 1	1506-30 Brook Avenue	K-8	330	59.7	60.7
Bronx Academy of Promise Charter School	1349 Inwood Avenue	K-8	596	62.8	54.5
Rosalyn Yalow Charter School	116-118 East 169 Street	K-4 (K-8)	440	50.7	56.4
Icahn Charter School 6	1701 Fulton Avenue	K-8	346	49.3	68.6
Success Academy Charter School - Bronx 2	450 Saint Paul's Place	K-8	756	94.6	99.5
Success Academy Charter School - NYC 3	1000 Teller Avenue	K-6 (K-8)	678	92.3	98.3
Metropolitan Lighthouse Charter School	180 West 165th Street	K-10	606	40.5	39.9
Mott Hall Charter School	1260 Franklin Avenue	6-8	269	37.1	28.5
Stradford Preparatory Charter School for Boys	Opening Fall 2019	(5-8)	0	N/A	N/A
Emblaze Academy Charter School	1744 Williamsbridge Road	5 (5-8)	90	N/A	N/A
Bronx Preparatory Charter School	3872 Third Avenue	6-12	699	38.9	31.8

There are also 9 parochial schools in CSD 9 serving approximately 4,400 students. Of these:

- 2 are schools enrolling only pre-kindergarten and kindergarten;
- 5 are schools enrolling students in pre-kindergarten through eighth grade; and:
- 2 are schools enrolling students in either pre-kindergarten or kindergarten through ninth grade.

Table 1-6 summarizes the location, grade span, size, and academic performance of the parochial schools that are in CSD 9.

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Table 1-6: Private/Parochial Schools Serving Grades K-8 in Community School District 9 <sup>3</sup>					
School Name	Address	Grades	# of Students	% Meeting ELA	% Meeting Math
Edens Christian Academy & Early Childhood Center	1509 Morris Avenue	PK-K	7	N/A	N/A
Labor Bathgate Community Child Care Center	1638 Anthony Avenue	PK-K	122	N/A	N/A
Christ the King Elementary School	1345 Grand Concourse	PK-8	299	N/A	N/A
Bronx Manhattan SDA School	1440 Plimpton Avenue	K-9	194	N/A	N/A
Sacred Heart School	1248 Nelson Avenue	PK-8	471	N/A	N/A
St. Angela Merici School	266 East 163 Street	PK-8	333	N/A	N/A
St. Augustine School	1176 Franklin Ave	PK-9	211	N/A	N/A
St. Margaret Mary School	121 East 177 Street	PK-8	338	N/A	N/A
St. Joseph School	1946 Bathgate Avenue	PK-8	482	N/A	N/A

FLACS anticipates that there will be little programmatic impact to the existing schools that it operates. No changes need to be made to the existing schools in opening FLACS IV.

**Response 01c - Fiscal Impact**

Table 1-7: Fiscal Impact Chart							
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 (2020-21)	156	15,613	2,435,650	155,918	2,591,568	25,000,000,000	0.010%
Year 2 (2021-22)	234	15,925	3,726,544	228,719	3,955,263	25,000,000,000	0.016%
Year 3 (2022-23)	390	16,244	6,335,125	374,337	6,709,462	25,000,000,000	0.027%
Year 4 (2023-24)	546	16,569	9,046,559	520,007	9,566,566	25,000,000,000	0.038%
Year 5 (2024-25)	702	16,900	11,863,916	774,730	12,638,646	25,000,000,000	0.051%
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:			<a href="https://en.wikipedia.org/wiki/New_York_City_Department_of_Education#Budget">https://en.wikipedia.org/wiki/New_York_City_Department_of_Education#Budget</a>				
OTHER NOTES:							

<sup>3</sup> <https://www.private-schoolreview.com>

### **Request 02a: Mission**

Family Life Academy Charter School IV (FLACS IV) will share the mission statement of all schools operated by Family Life Academy Charter Schools (FLACS).

*Family Life Academy Charter Schools, in partnership with the Latino Pastoral Action Center and parents, seeks to create the conditions for self-empowerment for all its K-8 students to achieve high academic standards, help them take responsibility for their own learning, and encourage them to explore and affirm human values.*

*Like a family – and in collaboration with each family – the school will create an orderly, nurturing and dynamic environment where learning is engaging, meaningful, and joyful. All members of the school community (students, parents, and teachers) will develop the knowledge, skills, and enthusiasm to continue throughout their lives, expand their understanding of what is possible for themselves and their world, and lead productive and satisfying lives.*

### **Request 02b: Key Design Elements**

FLACS IV will share the twelve key design elements that guide all FLACS schools. As these have been highly effective in both meeting the mission and vision and achieving high student achievement at the existing FLACS charters, the applicant team is confident that these key design elements will be equally effective in the proposed charter.

The FLACS network team has developed guides to each of these key design elements to ensure that all schools have a clear understanding of how these elements are to be implemented in FLACS schools. Members of the network administration, collaboratively with the principals and other stakeholders, review these guides on an annual basis to update them. Each principal is evaluated, in part, on how successful the school has been in implementing each key design element. The twelve key design elements are described below.

#### *Active school leadership*

Each FLACS school is led by a principal, who is supported by an instructional team consisting of an assistant principal and other key instructional staff. This team ensures that instruction is rigorous, evaluates student performance, and ensures alignment of the instructional program with the charter mission and vision. Active school leadership at FLACS is discussed in detail in *Response 09ad - Instructional Leadership*.

#### *A rigorous academic curriculum with a focus on literacy*

The FLACS curriculum is rigorous and challenges students' innate and acquired intellectual curiosity. It is accompanied by clearly articulated and demanding student achievement standards aligned to the New York State Learning Standards. Literacy instruction is infused in all subject areas and is also taught in a standalone literacy block each day. This key design element addresses the core FLACS mission "to create the conditions for self-empowerment for all its K-8 students to achieve high academic standards" and to "help them take responsibility for their own learning." In turn, by meeting the mission, each FLACS school will address the needs of the community to bridge the achievement gap between students in the

South Bronx and the rest of New York State. The curriculum is discussed in depth in *Response 06a - Curriculum Selection*.

*An extended school day and year*

The school day extends beyond that of traditional public schools, running from 8:00 am to 3:30 pm. Afterschool and/or Saturday programming, which may include tutoring, enrichment, and/or intervention, is available to students. By having an extended school day and year, FLACS schools will be able to provide the extra instruction needed to close the achievement gap. *Response 07ac - Calendars and Schedules* explains in depth how FLACS will provide an extended school day and year.

*Data-driven planning fueled by a rigorous system of assessment and accountability*

Continual assessment occurs in all subject areas at all grade levels. Assessment data is analyzed by teachers, school administrators, and network administrators and is used to formulate action plans for instruction and programming. Specific time is devoted for this analysis in data meetings and shared planning periods. This key design element will serve to drive effective instruction that will close the achievement gap, ensuring all students will have high academic achievement. The assessment system is detailed in *Response 06b - Assessment System*.

*Intentional approaches to the instruction of English language learners*

FLACS specifically seeks to attract and retain English language learners. FLACS employs a sheltered English language immersion approach. All staff receive training in strategies for supporting ELLs within their individual classrooms. Certified English as a new language (ENL) teachers provide specific additional instruction to help students reach proficiency in English. This key design element will directly impact on the needs of the community, which has a high proportion of English language learners and immigrant families. *Response 08c - English Language Learners* details these intentional approaches.

*A commitment to meeting the needs of all learners*

Teachers differentiate instruction to meet the needs of all learners. Students who are at risk of not meeting standards are identified using assessment data. Intervention programs are implemented to meet these students' needs. Child study meetings are held to identify the specific needs of individual students and to create action plans to address these needs. FLACS is committed to providing the appropriate services and interventions for students in special education with individualized education plans (IEPs). This key design element is essential for ensuring that *all* students meet high academic standards. *Response 08a - Struggling Students* and *Response 08b - Students with Disabilities* describe how FLACS IV will meet the needs of all learners.

*Professional development and professional learning communities that enrich teaching*

Professional development is customized to meet the needs of individual teachers. Professional development sessions occur weekly on Monday afternoons until 5:00, on afternoons of selected Friday half-days, on Election Day, and during 10 days in August before students return to school. Common grade level planning periods occur weekly. Instructional coaches support individual teachers in improving their instructional practice. This key design element is essential to ensuring that teachers can

effectively implement the curriculum in order to help students achieve high standards. The FLACS approach to professional development is described in detail in *Response 09c - Professional Development*.

*Consistent and caring discipline*

FLACS has a strong commitment to caring classroom management that is strategic and values scholarly behavior. Schoolwide and classroom procedures are taught to students and reinforced by all staff members. This key design element helps empower students to take responsibility for their own learning. *Response 10b - Discipline Policy* addresses how FLACS IV will provide consistent and caring discipline.

*Family involvement and shared responsibility for learning*

All parents are informed and empowered participants in their children's learning. The responsibility for learning is shared among the students, school, and parents, and is reflected in students' learning plans. Regular communication about student progress occurs throughout the year, including formal parent teacher conferences. An active Parent Association (PA) holds monthly meetings. A seat on the FLACS board of trustees is reserved for the PA president of each school. Family partnership is listed in the mission statement as essential to achieving the goals of the organization.

*A shared school culture, traditions and core values focused on excellence*

All aspects of the school culture further high expectations for children and promote the development of holistic young people who affirm human values. FLACS scholars are celebrated in various school-wide traditions, including award ceremonies, essay contests, and community projects. Core values such as respect for other people and cultures, self-discipline, active citizenship, volunteerism, school pride, fairness, caring, responsibility, and trustworthiness, are encouraged in all students and staff at FLACS. *Response 10a - School Culture* addresses how FLACS IV will approach school culture.

*A focus on preparation for high school and beyond*

In addition to preparing for the future with rigorous academics, beginning in sixth grade, FLACS students meet with guidance counselors to help identify areas of interest and ability, match these interests and abilities to high school programs, and prepare to apply to these programs. This program is described in *Response 23a - Supplemental Narrative*.

*A continued use of community resources*

FLACS schools make use of community resources, especially those of its community sponsor, the Latino Pastoral Action Center (LPAC). These include the LPAC New Hope after school, mentoring programs, Thanksgiving community dinner and food drive, services for families, and social justice activities. This is described in *Response 13a - Partner Organizations*.

**Request 03a: Applicant Information**

The lead applicants are CEO, Marilyn Calo, and board chair, Miguel Peña, on behalf of the board of trustees of Family Life Academy Charter Schools (FLACS) Education Corporation.

Ms. Calo has been an educator for over 40 years. She became the principal of FLACS I in September 2003 and CEO of FLACS in 2013. A more detailed biography appears below in *Request 03c - Founding Team*.

Miguel Peña was a founding member of the board of trustees for FLACS I, which opened in the fall of 2001. He was also the first parent association (PA) president. He later served as board secretary for FLACS I (2010-12) and board treasurer for the consolidated FLACS Board (2014-2017). He became board chair in 2017. He studied at Baruch College and then enlisted in the United States Marine Corps. After his tour of duty, he entered the private sector in the field of customer service. He has held positions as manager and sales representative for Amway, JDC Corp. and Easy Connection. He is currently a courier for FedEx where his responsibilities include staff training, evaluation and floor supervision.

FLACS is a community grown charter network that currently operates three charter schools with 1097<sup>1</sup> students in kindergarten through grade eight. Over the last 18 years, FLACS has demonstrated high academic achievement and organizational fiscal soundness. All FLACS schools have had successful charter renewals: FLACS I was mostly recently renewed in 2017-2018, FLACS II was renewed in 2016-2017, and FLACS III was renewed in 2018-2019.

Each FLACS school has shown significant success in closing the achievement gap for students in CSD 7 and CSD 9, as demonstrated in Tables 3-1 and 3-2.

<b>Table 3-1: 2018 ELA Performance of FLACS Network versus CSD 7, CSD 9, NYC, and NYS</b>						
<b>Subject</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>FLACS Network</b>	72.8	75.0	62.5	66.7	36.2	66.7
<b>CSD 7</b>	37.7	33.1	19.6	27.0	19.6	30.8
<b>CSD 9</b>	35.4	30.8	22.5	32.2	24.2	32.5
<b>NYC</b>	50.6	49.3	38.0	48.9	42.6	50.7
<b>NYS</b>	50.5	47.4	36.6	49.0	40.0	47.6

<b>Table 3-2: 2018 Math Performance of FLACS Network versus CSD 7, CSD 9, NYC, and NYS</b>						
<b>Subject</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>FLACS Network</b>	76.6	70.7	52.5	58.7	25.5	39.6
<b>CSD 7</b>	38.8	29.8	22.5	16.6	14.6	14.0
<b>CSD 9</b>	36.6	28.2	26.2	22.1	19.8	20.7
<b>NYC</b>	52.5	46.4	41.7	39.8	39.8	33.2
<b>NYS</b>	53.8	48.2	43.6	44.2	41.3	30.0

<sup>1</sup> As of BEDS Day, October 3, 2018.

### **Request 03b: Proposal History**

The applicant and founding team members are a group of core FLACS employees and the FLACS Board of Trustees. The founding team has worked together at FLACS for seven years; many members have worked with FLACS for longer.

The FLACS network has been in a process of expansion over the last nine years in response to the demand from the South Bronx community for more high-quality school options. In 2010-2011, FLACS expanded its initial school to include middle school. In 2012-2013 and 2013-2014, FLACS replicated, opening a second and third charter. In 2019-2020, FLACS will open a middle school campus in a brand new facility, allowing for expanded enrollment in its existing three schools and housing and providing facilities for all current middle school students. Despite these expansions, FLACS still has a lengthy waitlist. *Response 04f - Evidence of Demand* includes specific information about the existing waitlists at FLACS schools. Opening a fourth charter is the logical extension to this expansion to meet the demand from the community.

Since the proposed school, FLACS IV, is a replication of the other successful schools in the FLACS network, the aspects of the proposal related to curriculum, instruction, assessment, staffing, program, and budget were largely developed from existing documents in the education corporation. Discussions of future expansion, including applying for another charter school, have been part of strategic planning conversations over the last several years. The founding group met weekly over the course of two months to review and finalize each request for this proposal.

The founding team received some support from the Charter School Growth Fund, through which the network has received funding for expansion, and support as a thought partner in issues of facilities and expansion planning. The school has also had conversations with Highmark School Development, who has supported the construction of the new middle school campus, about future facilities planning for expansion.

### **Request 03c: List of Founding Team Members**

The founding team consists of five FLACS employees: Marilyn Calo, Evelyn Castro, Carmen Heskey, Scott Quintero, and Renee Willemsen-Goode. While the team also includes the FLACS Board of Trustees, information about these individuals has been submitted as part of *Request 14 - Governance* and not as part of this request. The roles and expertise of the team in this application are summarized in Table 3-3.

<b>Table 3-3: Founding Team Members</b>			
<b>Name</b>	<b>Title</b>	<b>Area of Expertise</b>	<b>Additional Notes</b>
Marilyn Calo	CEO	Network and school leadership and academics	Proposal lead
Evelyn Castro	COO	Network and school operations and academics	
Carmen Heskey	Director of Human Resources	Human resources, teacher recruitment	
Scott Quintero	CFO	Finance, facilities	
Renee Willemsen-Goode	Executive Director of Academics	Curriculum, instruction, data and assessment	Primary author

Biographies of the founding team are included below.

*Marilyn Calo, Chief Executive Officer:*

Marilyn Calo worked for NYCDOE for 30 years as a teacher, school director, principal, and director of support services/family and community involvement before becoming the principal of FLACS I in September 2003. She has been an educator for over 40 years, receiving her Bachelor of Science degree and Master of Science degree in Reading Difficulties. She completed an advanced certificate program at Hunter College in Administration and Supervision. From 2011 through 2014, she provided oversight to the FLACS II and III principals and assistant principals during each school’s planning phase in establishing curriculum, recruiting and training staff, establishing school protocols and procedures for working with ELLs and special education and recruiting students. She implemented a network mentoring program that would transition experienced teachers from FLACS I to FLACS II and III. Since July 2013, she has served as chief executive officer for the FLACS network. She is responsible for driving educational excellence across all network schools and establishing a clear vision and strategic direction for instructional leadership, school culture and school improvement initiatives, with the goal of creating a high-performing learning organization.

*Evelyn Castro, Chief Operating Officer:*

Evelyn Castro served as educational consultant for the FLACS II planning team in 2011. In July 2013, she became FLACS network chief operating officer. She oversees network administration and operations staff, ensuring that administrative support, technical assistance, and facilities maintenance is provided to all schools. She received her Bachelor of Science from City University of New York, her Master’s degree in Reading from Manhattan College, and a Master’s degree in Education, Administration and Supervision from Teachers College, Columbia University. Prior to FLACS, Evelyn was an educator for 39 years for the NYCDOE. From 1974-79, she served as a bilingual teacher, in CSD 4. She became assistant director in 1976 and director in 1980 for the Schomburg School in CSD 4. She held the positions of director of funded and external programs to director of operations for CSD 4 spanning 10 years. In 1995, she was appointed superintendent for CSD 4. She was responsible for the instructional and administrative functions for 43 schools, and oversaw a budget in excess of 200 million. In 2008, she became executive director for the Office of Early Childhood Education, overseeing instruction and operations for central and borough offices serving 54,000 four-year-olds.

*Scott Quintero, Chief Finance Officer:*

Scott Quintero joined FLACS I in 2009 as director of finance with 21 years in business administration and finance management and is currently the chief financial officer for the network. He held various positions in the field of finance for Merrill Lynch & Co. He served as an executive with the Merrill Lynch Hispanic Professional Network representing Hispanics on internal diversity committees, liaising between Merrill Lynch and the Association of Latino Professionals in Finance and Accounting (ALPFA), and represented Merrill Lynch at various college and professional career fairs throughout the United States. At the FLACS network level, Scott provides business management support and technical assistance in implementing effective and efficient organizational, financial and operational practices. This includes best practices as they relate to purchasing products and services, entering related invoices into their accounting systems, disbursing checks, managing accounts receivable, posting deposits, completing bank reconciliations and filing all related documentation. Scott oversees a finance team of four members (a finance controller, two staff accountants and a compliance coordinator). He has a Master of Business Administration: Management from Iona College and a Bachelor of Business Administration: Finance from Baruch College.

*Carmen Heskey, Director of Human Resources:*

Carmen Heskey joined FLACS I in 2006 as the administrative assistant to the principal. She transitioned to the role of operations manager for the school in 2008. She was responsible for the day-to-day operations which included ordering of educational materials, supervision of food services, transportation, and facilities management. In 2010, she took on the role of director of human resources for FLACS I. She is now responsible for and oversees the implementation of all human resources programs, policies and activities for the network. This includes setting up benefits packages, monitoring certification of teachers, employee performance management, employee orientation, benefits administration, payroll, vendor negotiations and compliance reporting. She collaborates with the principals and assistant principals in all three schools, coordinating job fairs for recruitment of staff and teachers. Prior to coming to FLACS, Carmen was a billing supervisor for Montefiore Medical Center.

*Renee Willemsen-Goode, Executive Director of Academics:*

Renee Willemsen-Goode received her Bachelor of Arts from Swarthmore College and Master of Arts in Curriculum and Instruction from Teachers College, Columbia University. She completed an advanced certificate program at Hunter College in Administration and Supervision. She taught in NYCDOE and a Brooklyn charter school before joining FLACS I in 2005 as a founding fifth grade teacher. In 2008, she became FLACS I's data specialist. She served on the instructional leadership team, facilitated monthly data analysis meetings, supervised the implementation of interim assessments, developed school-wide curriculum maps, and helped coordinate the growth of the FLACS middle school. She became the network data specialist in 2014. In 2016, she became the network director of data and assessment, developing data policies and procedures. In 2017 she became the executive director of academics, overseeing a network team that includes the director of professional learning, curriculum specialists, and data specialist. She leads in the adoption, evaluation, and revision of curriculum and programming across the network; oversees the coordination, compliance and administration of school-developed, network-mandated, and state assessments; and leads the planning, oversight and implementation of professional development in kindergarten through eighth grade.

**Request 03d: Withdrawn, Rejected, and Concurrent Proposals (SUNY and/or Other Authorizers)**

This proposal was not previously withdrawn from or rejected by the SUNY Trustees.

**Response 03e - Letters of Justification for Previously Denied Applications**

This response is not applicable to this application.

**Response 03f - Founding Team Resumes**

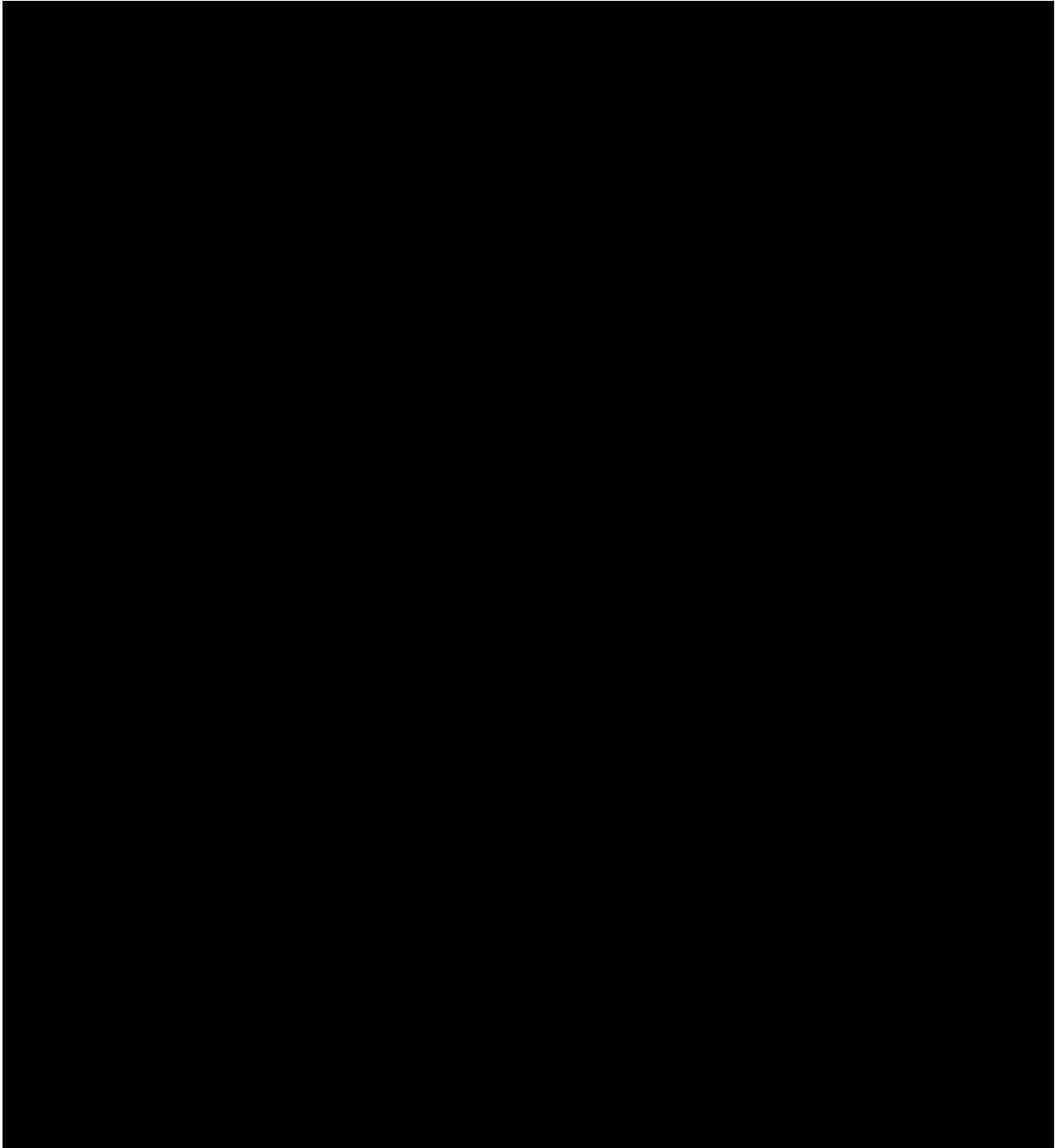
Resumes have been provided for the following members of the Founding Team:

- Marilyn Calo
- Evelyn Castro
- Carmen Heskey
- Scott Quintero
- Renee Willemsen-Goode

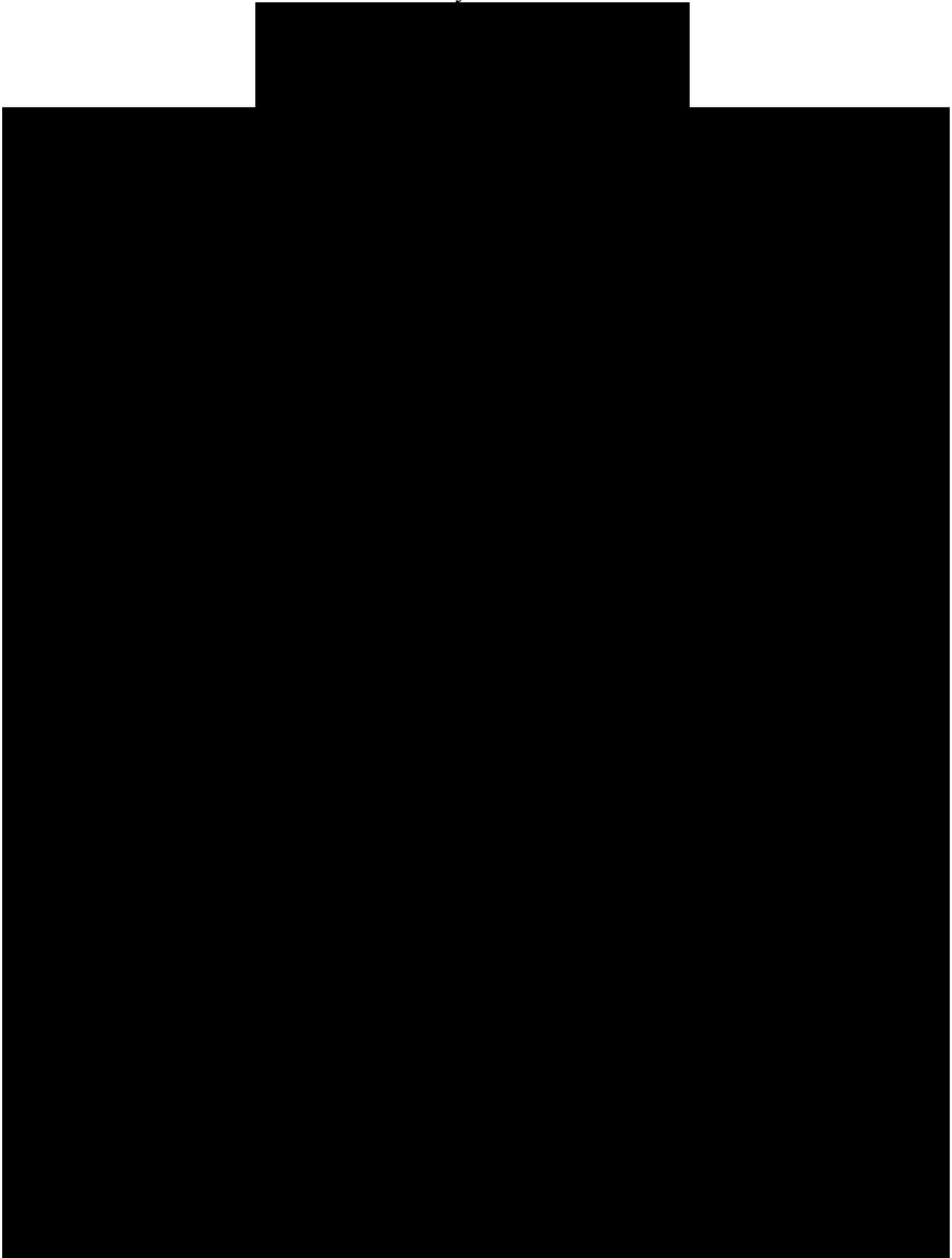
Marilyn Calo

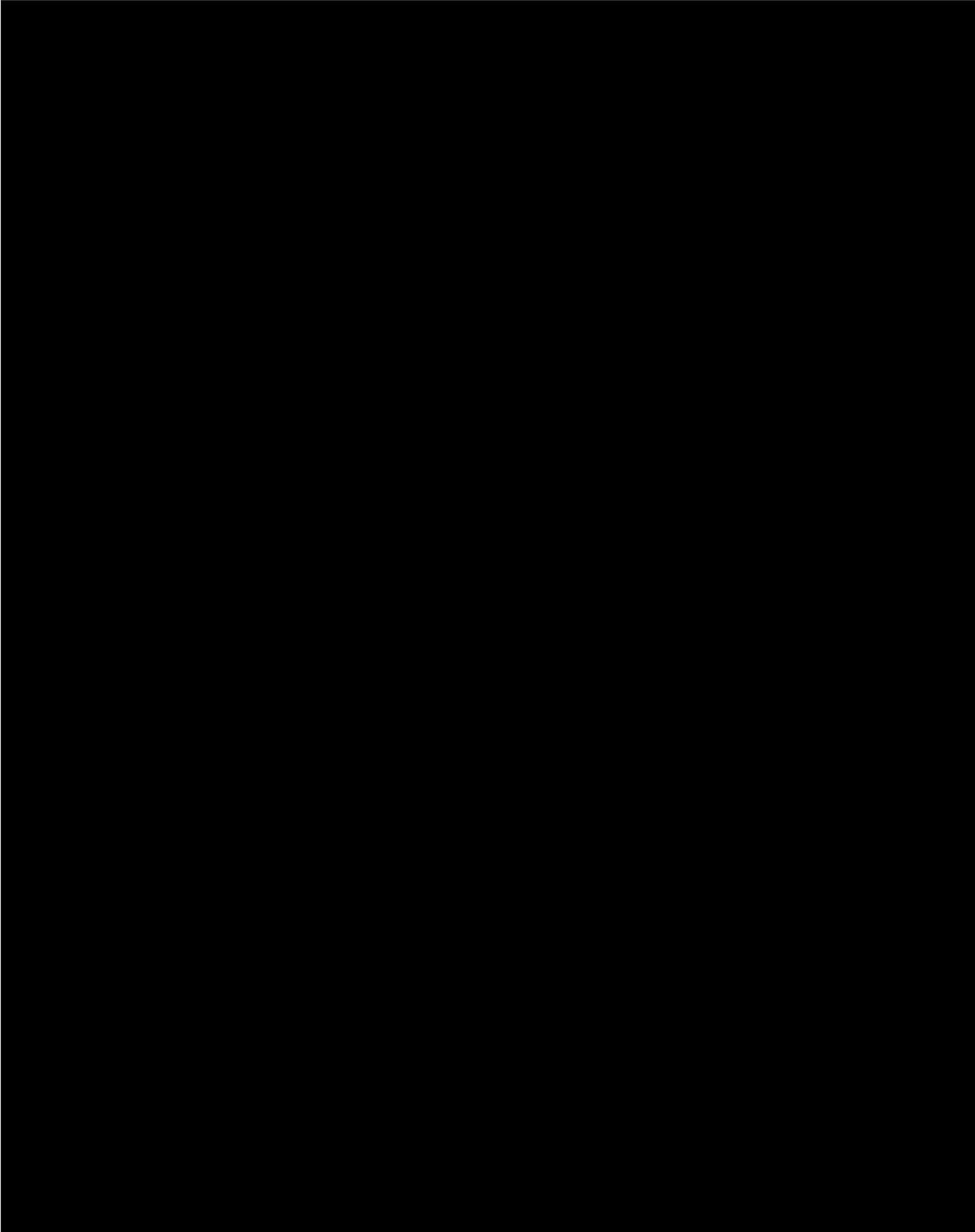


**Professional Experience**



Marilyn Calo





Marilyn Calo



**Education:** Professional Certificate in Administration and Supervision 1993  
Hunter College, 695 Park Avenue South, New York, NY  
Masters of Science in Reading Difficulties 1981  
Hunter College, 695 Park Avenue South, New York, NY  
  
Bachelors of Science 1976  
Hunter College, 695 Park Avenue South, New York, NY

**Certifications/** Principal Day Elementary School  
**Licensure** Principal Junior High School  
School District Administrator  
Teacher Day Elementary School – Bilingual

**Other Professional Studies:**

Teaching and Technology 1985  
Bank Street College, 112<sup>th</sup> Street, New York, NY  
  
Working with Children with Special Needs 1983  
Fordham University, Bronx, New York  
  
The Child with Special Needs 1982  
Northside Center for Child Development  
New York, NY 10029



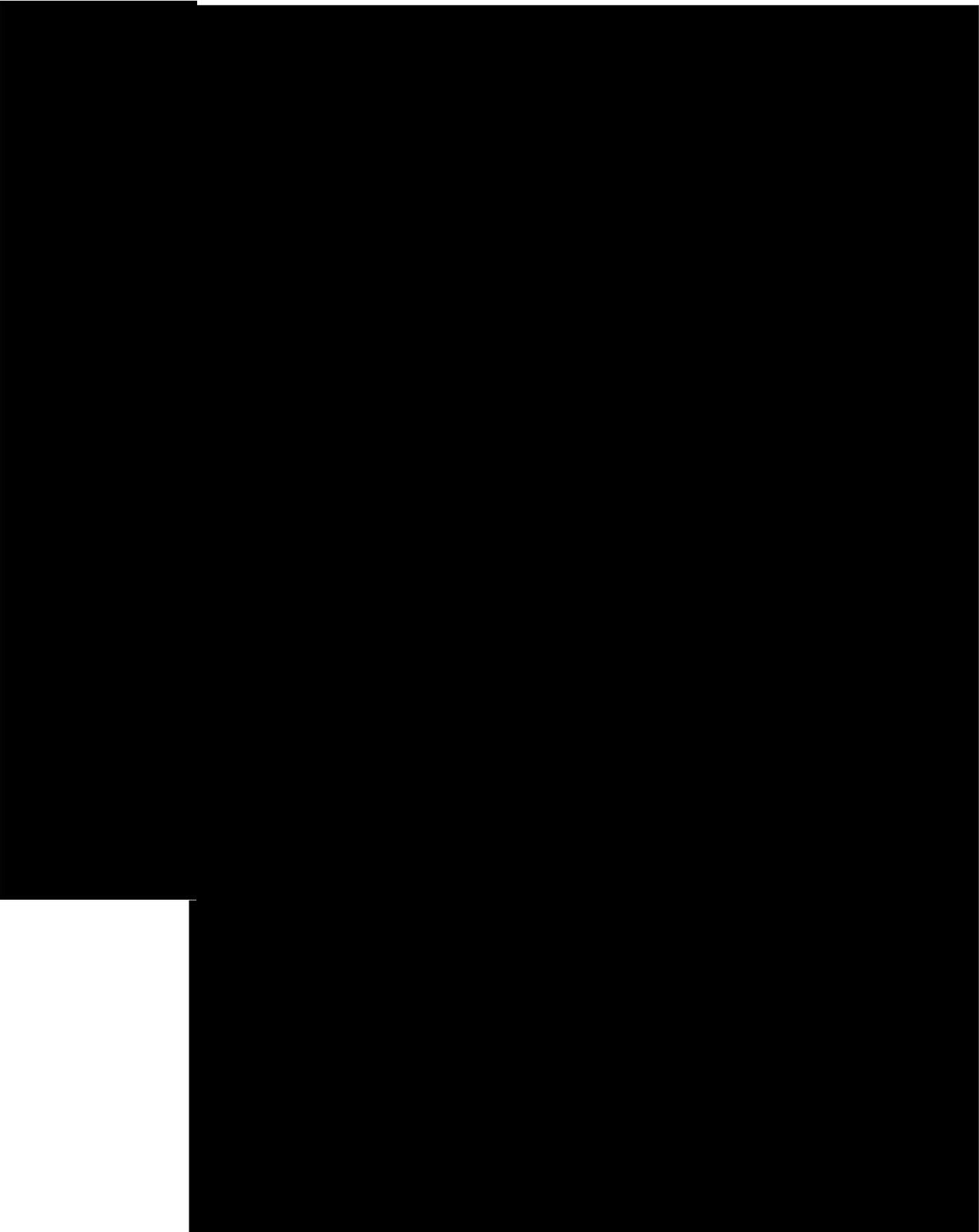
# Evelyn Castro

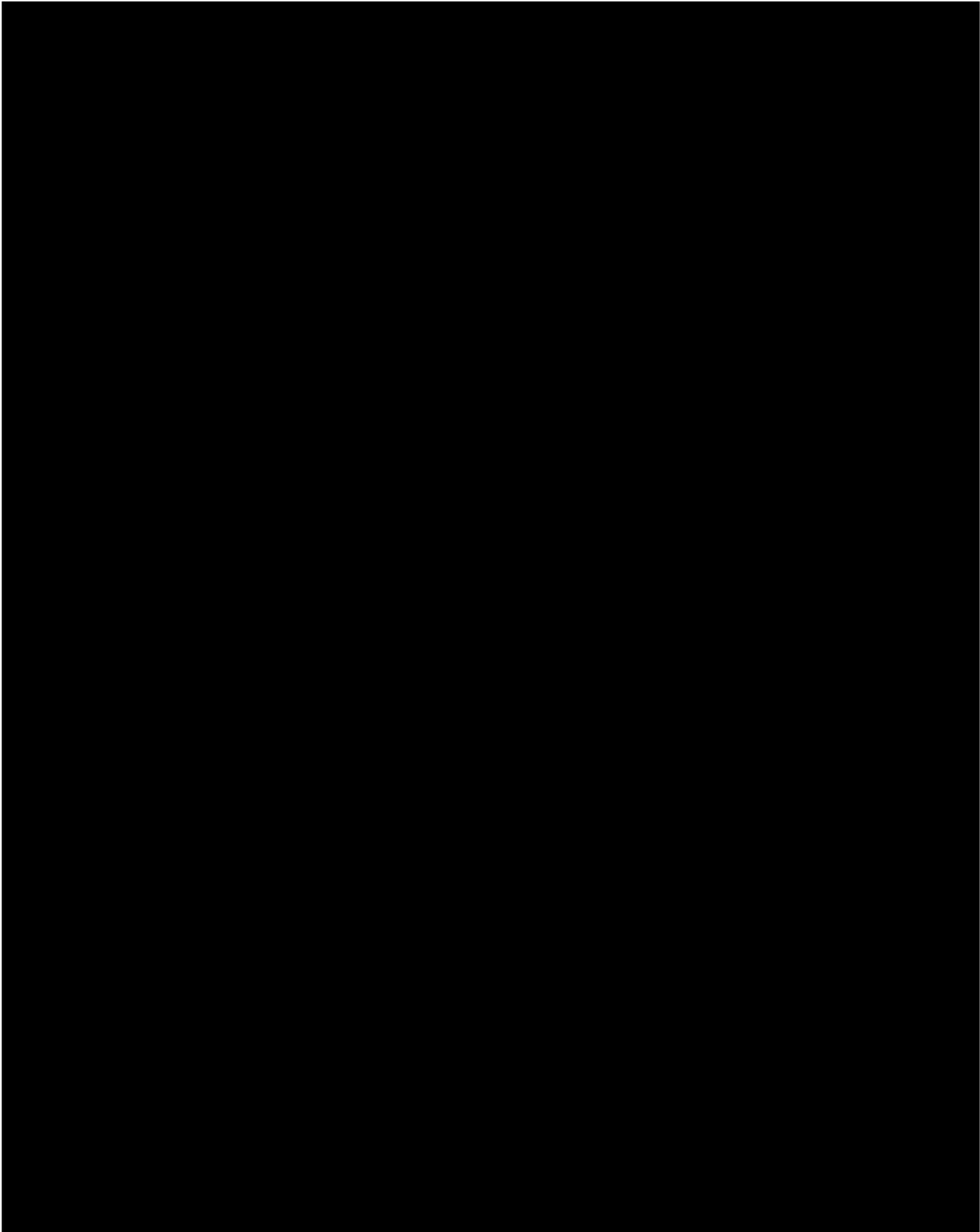
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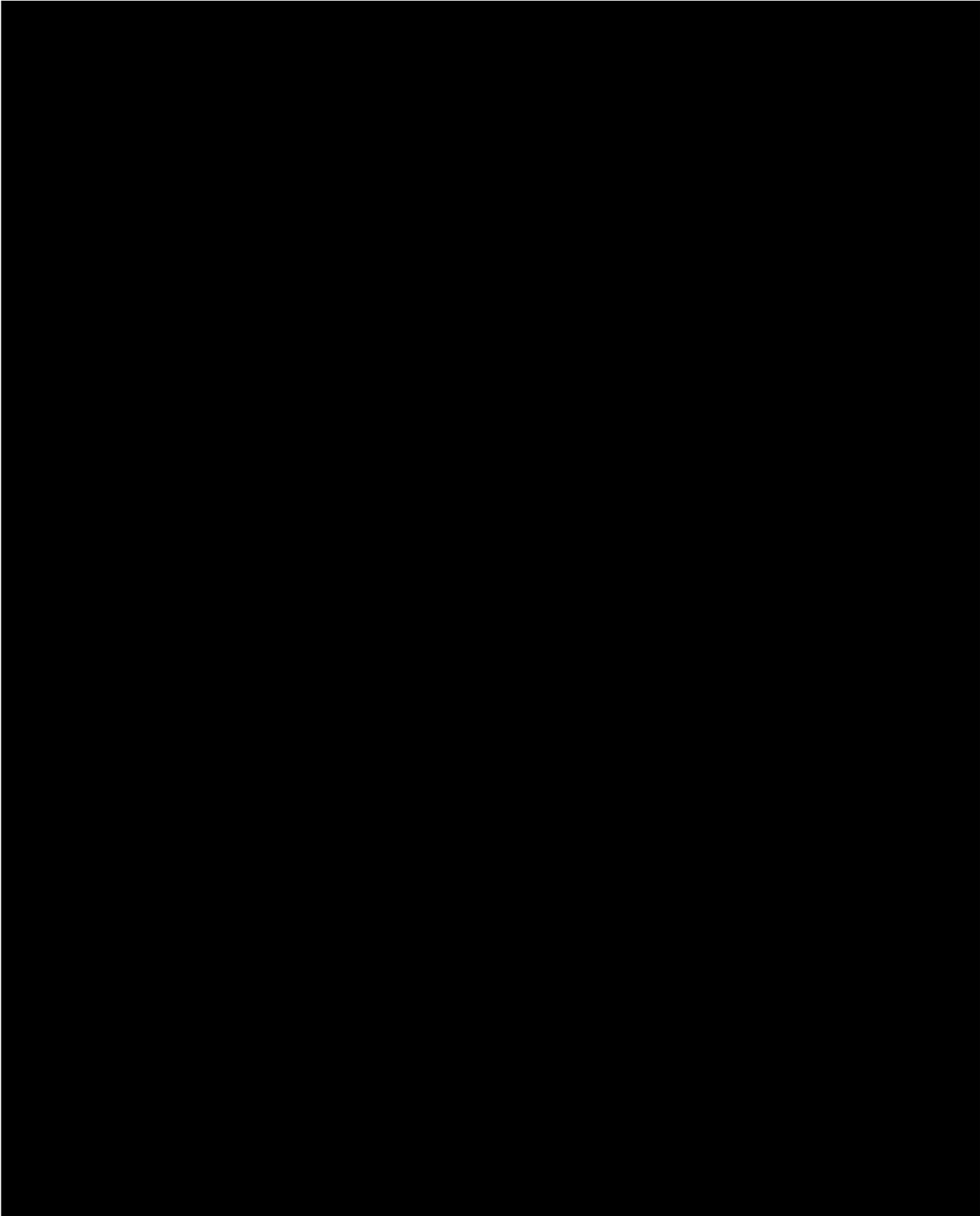
**Objective** To identify a position which will utilize my experience and expertise to support an organization in creating and developing a high achieving learning environment for students.

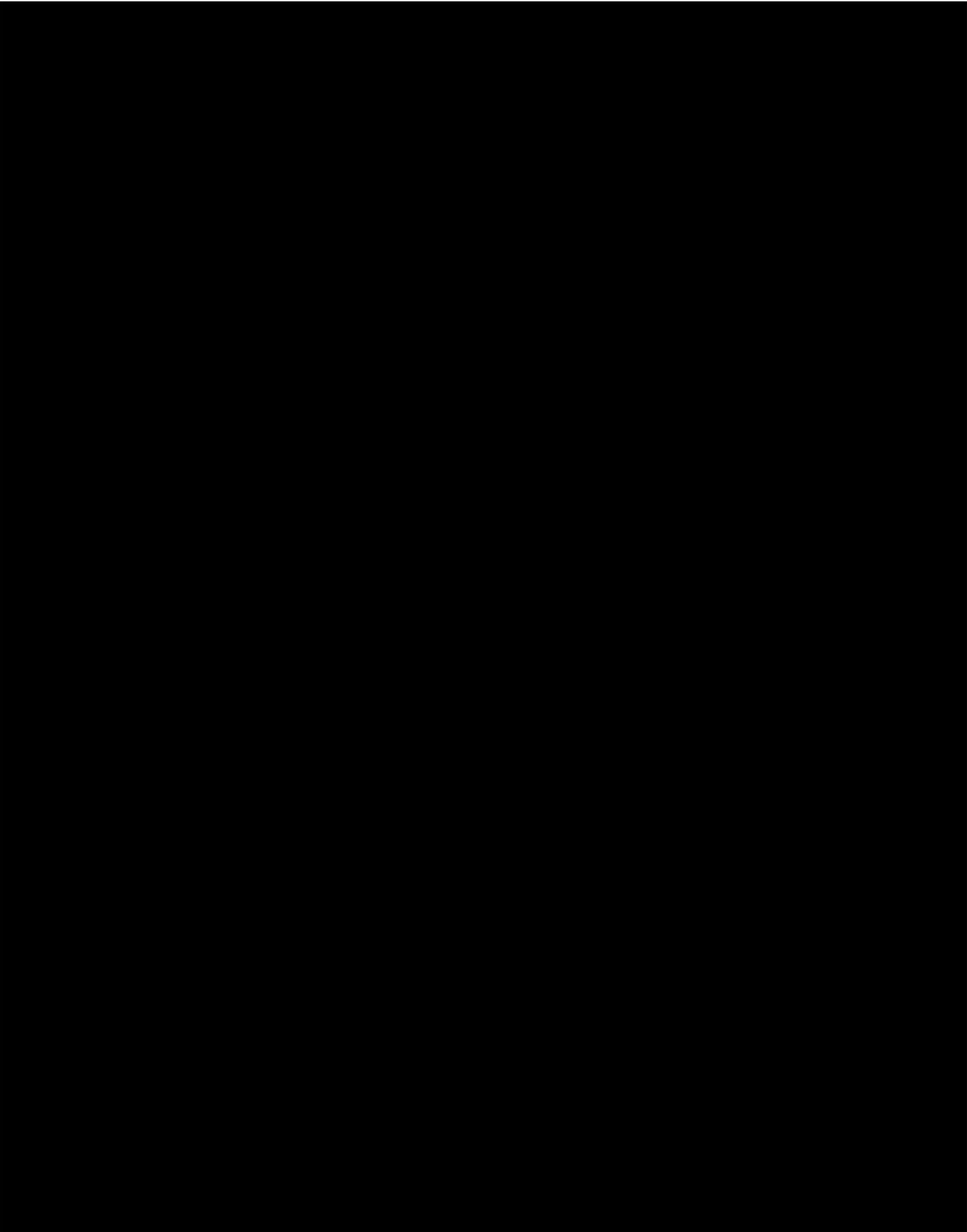
**Experience**

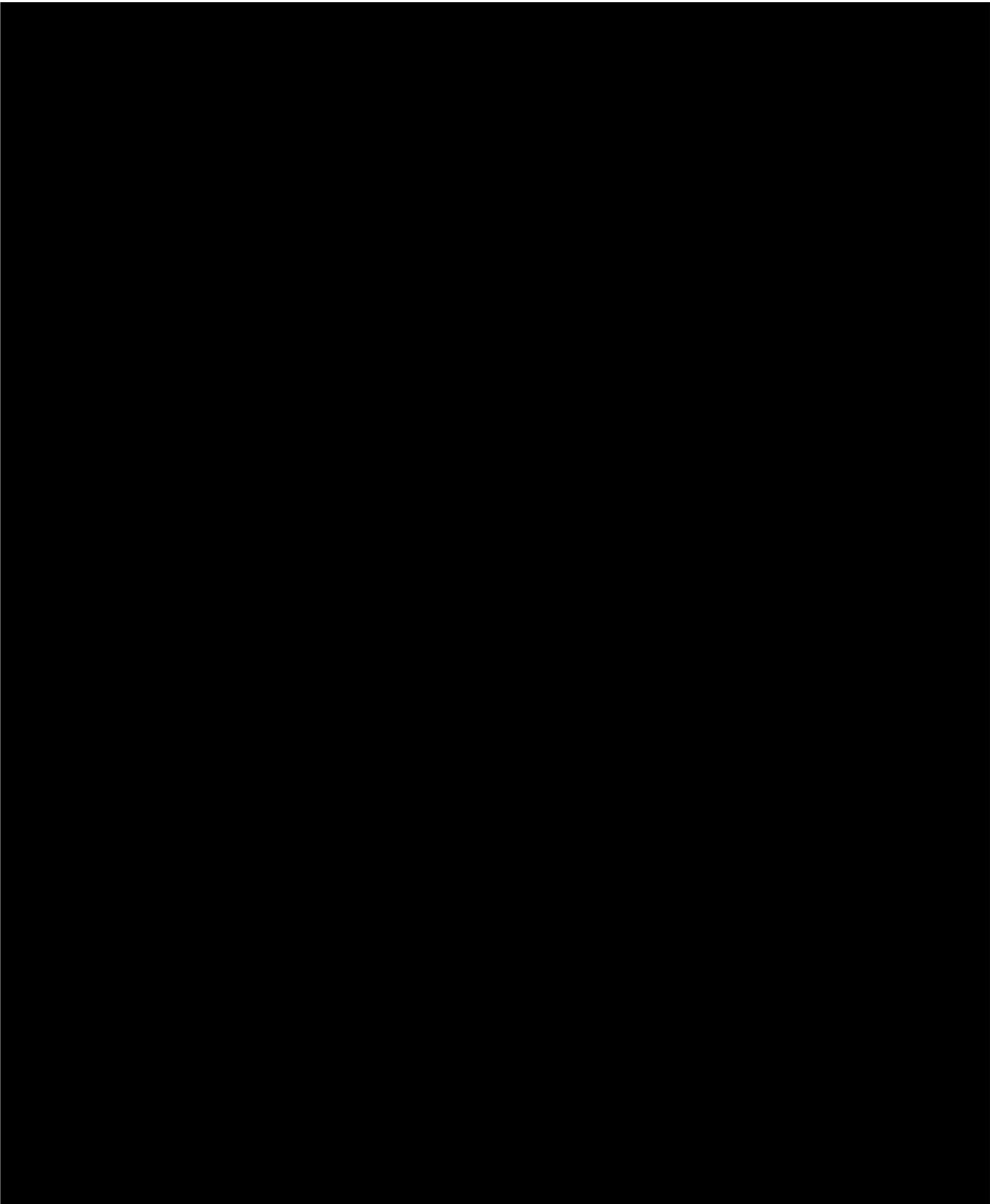








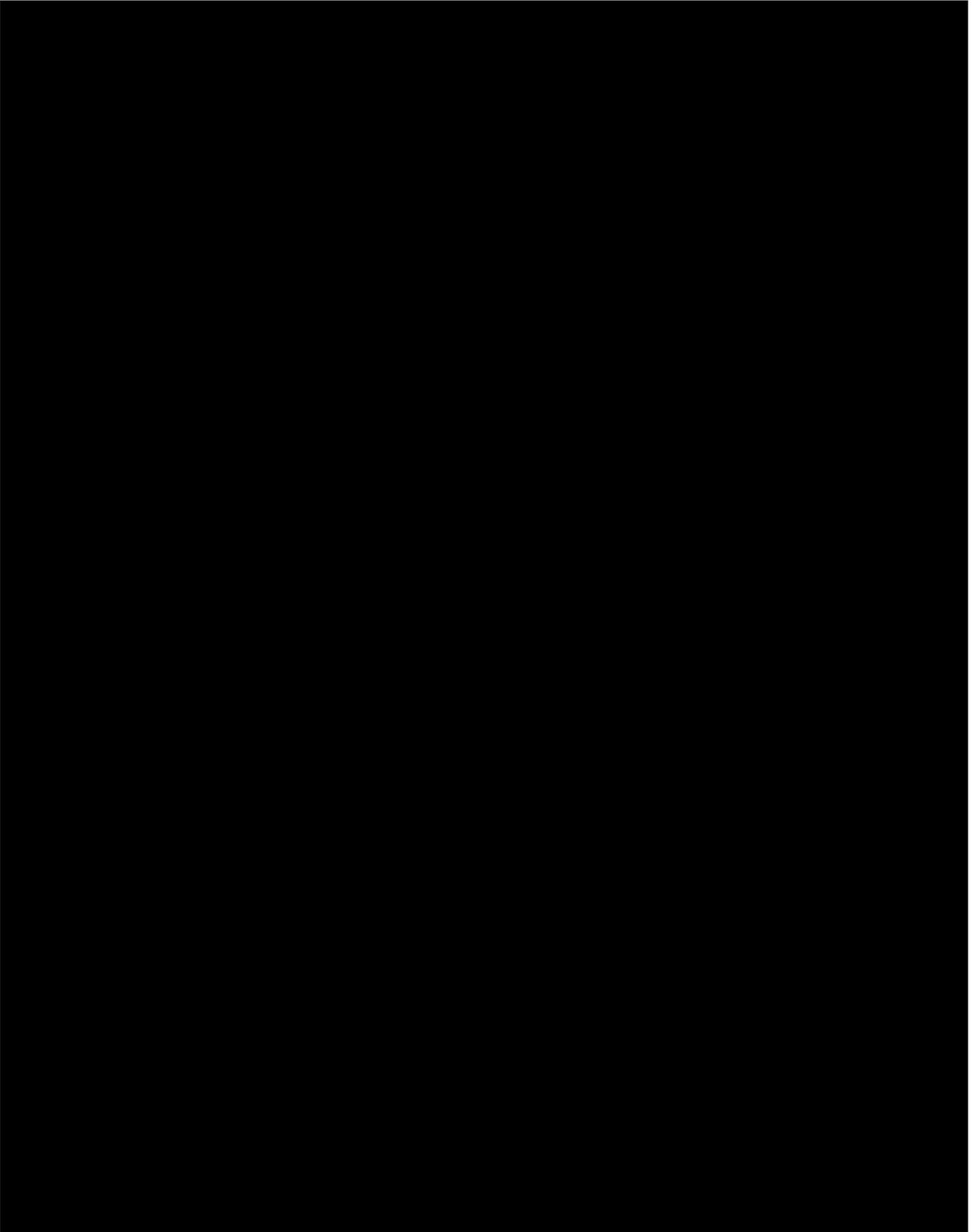




*Scott S. Quintero*



Experience



## **Education**

**Iona College**, New Rochelle, N.Y.  
Master of Business Administration: Management 1993 - 1996

**Baruch College**, New York, N.Y.  
Bachelor of Business Administration: Finance 1982 - 1987

## **Computer Skills**

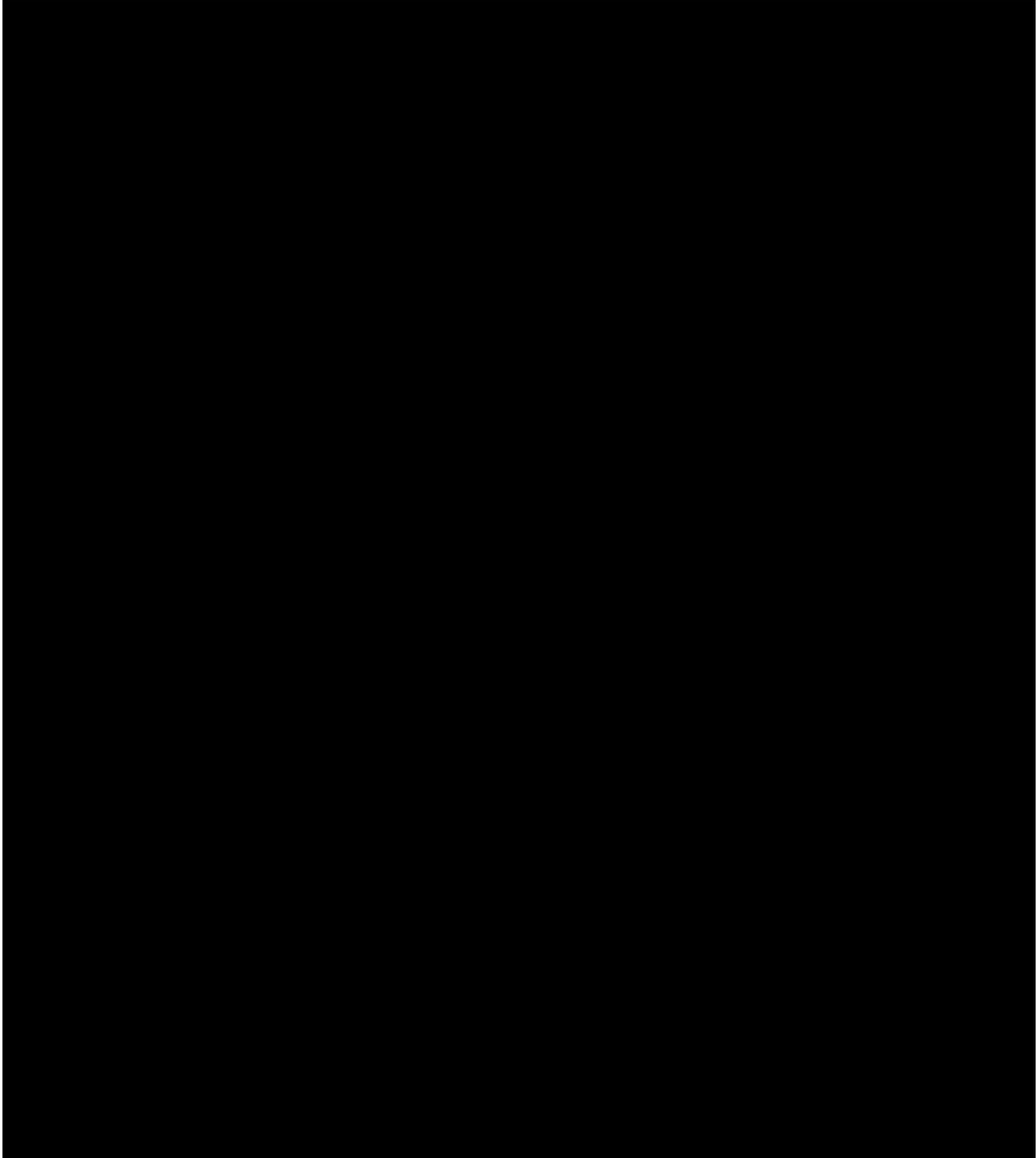
Excel, Word, PowerPoint, Quick Books, Fund EZ

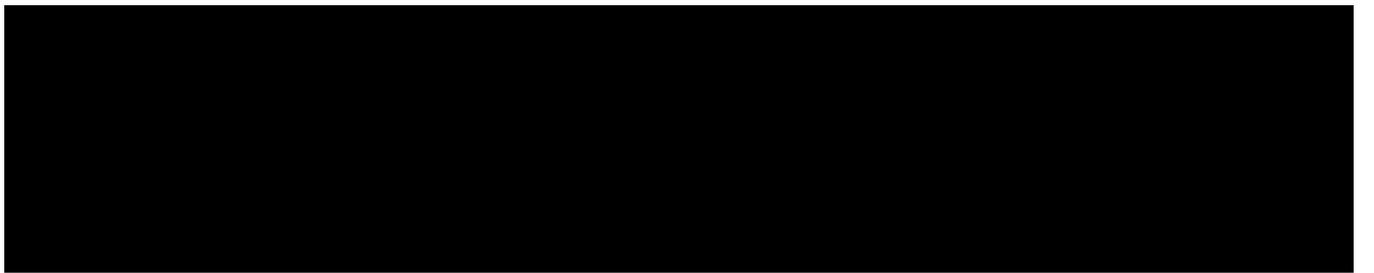
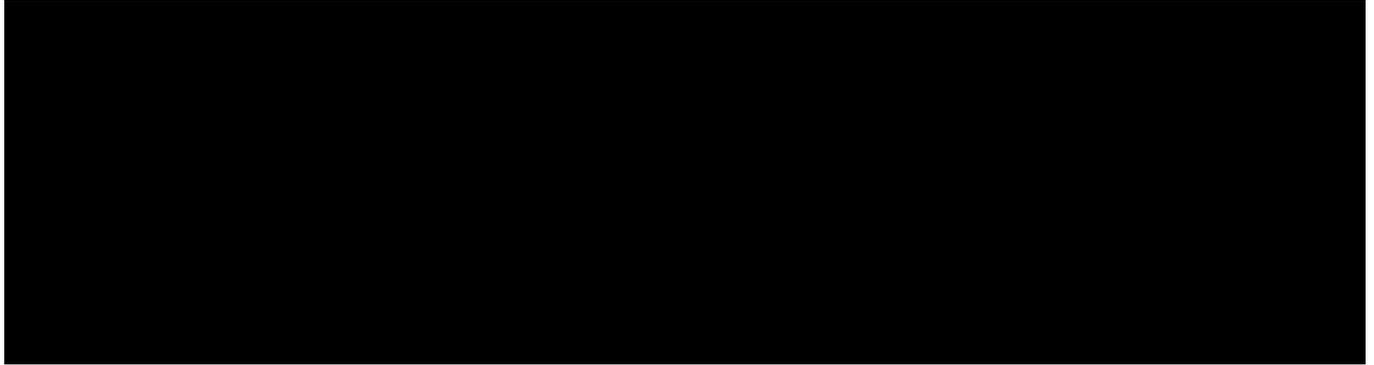
## **Activities**

- Served as executive with the Merrill Lynch Hispanic Professional Network representing Hispanics on internal diversity committees
- Served as a lead contact between Merrill Lynch and the Association of Latino Professionals in Finance and Accounting (ALPFA)
- Represented Merrill Lynch at various college and professional career fairs throughout the United States

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**DISTRICT & SCHOOL LEADERSHIP EXPERIENCE**





## EDUCATION AND CERTIFICATION

**HUNTER COLLEGE**, New York, NY. Certificate awarded June 2011. Major in Administration and Supervision.

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**, New York, NY. Master of Arts awarded May 2007. Major in Curriculum and Teaching.

**SWARTHMORE COLLEGE**, Swarthmore, PA. Bachelor of Arts awarded June 2003. Major in Art History, minor in Educational Studies.

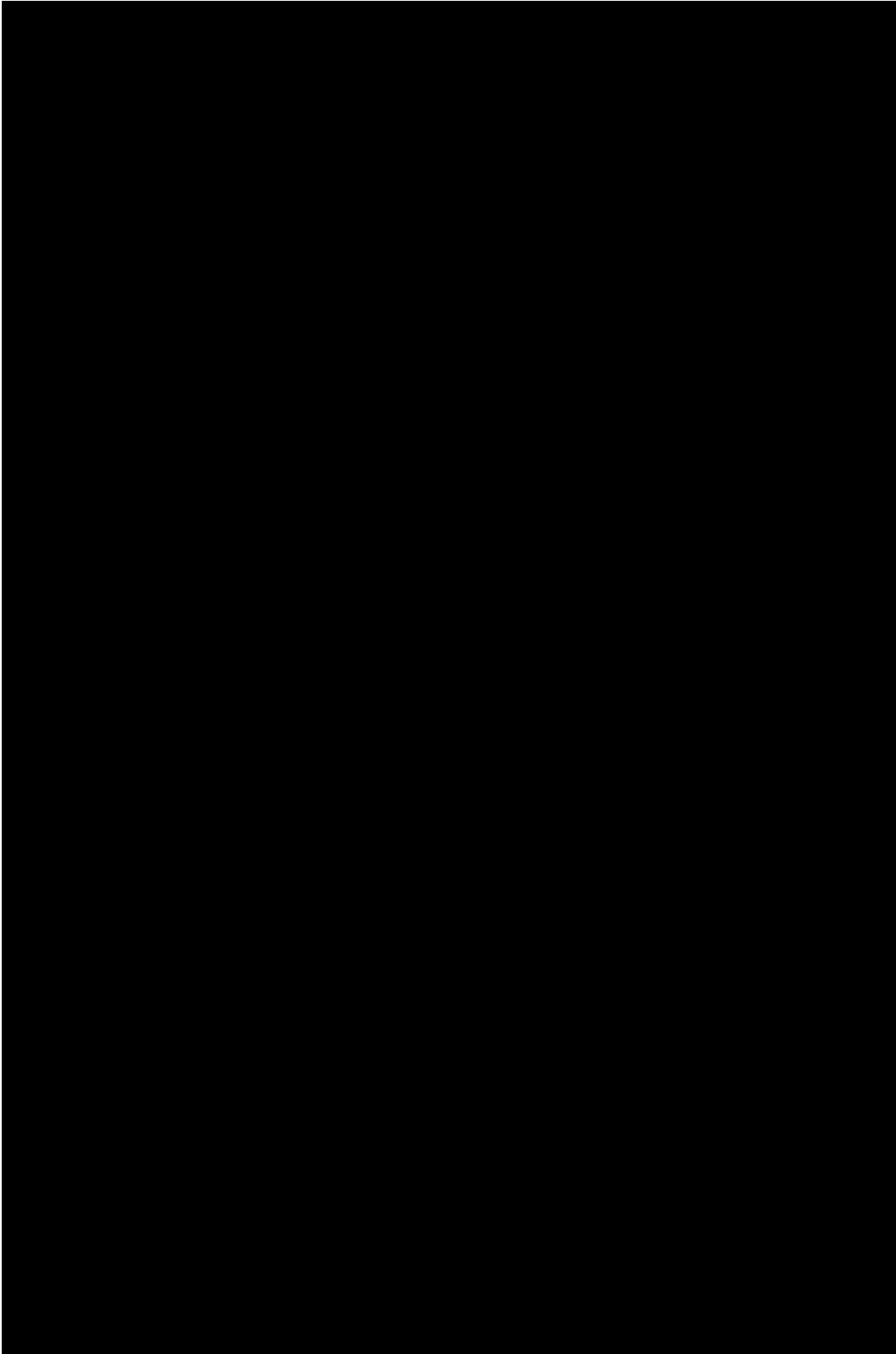
### CERTIFICATIONS

- New York State School District Leader, Professional Certification
- New York State Pre-K through 6 Education, Permanent Certification
- Pennsylvania Instructional I Elementary K-6, Certification

Carmen M. Heskey, SHRM-CP



EXPERIENCE |



**EDUCATION** | **Lehman College, Bronx, New York -2004**  
18 credits in business administration

**Boricua College, Bronx, New York -2011**  
12 credits in business administration

**CERTIFICATIONS** | **Society of Human Resources Management Certified Professional**  
July 2016

**LEADERSHIP** | *Served on the Board of Trustees of a church for 7 years addressing all operational matters and departmental needs.*

**SKILLS** | Bilingual, Spanish. Notary Public. Excellent communication skills.  
*Have participated in several Professional Development webinar trainings to enhance knowledge and skills.*

### **Response 04a - Description and Analysis of Community Outreach Efforts**

FLACS conducted outreach efforts to the community to inform stakeholders and to get feedback from the community about the plan to open the proposed school, FLACS IV.

#### *Strategies to Inform the Community and Solicit Community Input*

A flyer was created (see *Response 04d - Evidence of Community Outreach*) advertising that FLACS is applying to open a new school. The flyer was printed in both English and Spanish in order to engage a large portion of the local community. The flyer included an email address to which the community could provide feedback to the education corporation and a link to an online survey. This flyer was distributed at various locations throughout the neighborhood between December 15, 2018 and January 7, 2019. A list of these locations is included in *Response 04d - Evidence of Community Outreach*. A map which shows the location of flyer distribution mapped against the boundaries of CSD 9 is also included in this response. FLACS made an attempt to distribute the flyers throughout of all portions of CSD 9. Several major shopping corridors were included in the distribution of the flyers as well as residential streets. Flyers were also distributed near the seven subway stations and five Metro North stations in CSD 9. Flyers were distributed and posted near the Bronx Terminal Market, technically in CSD 7, as this is a major shopping location for the community

On December 17, 2018, at 6:00 p.m., FLACS hosted a forum to discuss the creation of FLACS IV at 14 West 170th street, the location of FLACS I, which is located in CSD 9. This forum was advertised using social media, the FLACS website, and with flyers and signs posted in the community. *Response 04d - Evidence of Community Outreach* includes the social media posts that advertise the meeting, a copy of the flyer distributed in the neighborhood to advertise the forum, and sign-in sheets from this meeting.

FLACS paid to advertise the opening of the school and ways that the community could contact FLACS with comments on Channel 12 Bronx, a local television channel. The advertisement ran both on air and in print on Channel 12's website. They also paid to advertise the opening of the school in El Diario, a Spanish-language newspaper; this information was posted on-line and in the print paper. Evidence of this is provided in *Response 04d - Evidence of Community Outreach*.

FLACS used social media and its own website as another means to notify the community of the new school and solicit feedback for the proposal. This included posting on Instagram, Facebook and Twitter. Table 4-1 lists the dates of these posts. A statement about the network's intent to apply for a new charter was placed on the network's website [www.flacsnyc.com](http://www.flacsnyc.com) and also appeared as a pop-up alert on selected dates. Screenshots of a sampling of these posts appear in *Response 04d - Evidence of Community Outreach*. In addition to social media, an email blast was sent out to anyone on the FLACS distribution lists. These lists include parents, community members, organizations with similar interests, funders, political figures, and other parties. The content of these emails is included in *Response 04d - Evidence of Community Outreach*.

Table 4-1: Dates, Times, and Locations of Social Media and Internet Posts	
Format	Dates
Facebook Post	11/30/2018, 12/12/2018, 12/19/2018, 1/3/2019
Instagram Post	12/1/2018, 12/11/2018 and 1/5/2019
Twitter Post	12/4/2018, 12/13/2018, 12/28/2018, 1/7/2018
Email Blasts	12/11/2018, 1/4/2019
Website Pop-Ups	12/3/2018, 12/14/2018, 12/15/2018, 12/16/2018, 12/29/2018, 12/30/2018, 1/5/2019, 1/6/2019

All of the electronic communications (web, social media, and email) and the flyers that were distributed included a link to an electronic survey, in English and Spanish, and a link to an email address [REDACTED]. This survey is also included in *Response 04d - Evidence of Community Outreach*. The email address was also listed on the flyers and paper copies of the survey that were distributed at the forum event.

FLACS also reached out to the district office for CSD 9. On December 14, 2018, founding member and FLACS CEO, Marilyn Calo, met with Deputy Superintendent, Dr. Kristy De La Cruz to discuss the intent to open a new school in CSD 9 and to discuss how FLACS and CSD can continue to build a partnership in the future. A summary of this conversation is included in a follow up email from Marilyn Calo to Dr. De La Cruz, which is included in *Response 04d - Evidence of Community Outreach*.

#### *Feedback Received from Community Stakeholders*

Feedback from the community was primarily gathered through responses to the survey, email feedback to the school, and the forum held on December 17.

There were 61 responses to the survey by January 7, 2018. Of these 55 respondents had school-aged children and 37 identified as living in the South Bronx. The feedback@flacsny.com email address received two responses, although one of these was blank. Copies of the survey responses and emails is included in *Response 04d - Evidence of Community Outreach*. A summary of these responses appear below [translations are provided for responses in Spanish] and have been grouped based on general category. In some cases, a comment was broken into two areas as it touched on multiple areas.

Table 4-2: Summary of the Feedback from Community Stakeholders	
Category	Direct Comments from the Surveys and Emails in Response to the Question: "What would you like to see in a new public school in your community?"
<i>Teacher Quality, Passion, Enthusiasm and Dedication</i>	<ul style="list-style-type: none"> <li>• "Dedicated employees that cares about students learning their success"</li> <li>• "Teacher enthusiasm."</li> <li>• "I would love to see passionate teachers that give their all and have great communication with parents and more technology."</li> <li>• "Id [sic] like to see a good lunch for children of all culture and religion, educated, non careless teachers and a well environment for all children to learn happily."</li> </ul>

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	<ul style="list-style-type: none"> <li>● “Effective teachers”</li> </ul>
<i>Student and Parent Relationships</i>	<ul style="list-style-type: none"> <li>● “Nice teachers there’s more school like flacs”</li> <li>● “More activities and workshops for parents.”</li> <li>● “Good environment [sic]”</li> <li>● “Más programad después de escuela [<i>More afterschool programs</i>]”</li> <li>● “Community events”</li> </ul>
<i>Safety</i>	<ul style="list-style-type: none"> <li>● “Safety for the kids is the number one and high standard education”</li> <li>● “Behaved kids ( EX: tested to get in)”</li> <li>● “A safety [sic] environment where kids come ready to learn and are exposed to higher order thinking.”</li> <li>● “Hi education quality, more discipline.”</li> <li>● “Clean and safe learning environment with afterschool programs available at no cost or income based.</li> </ul>
<i>Health and Wellness</i>	<ul style="list-style-type: none"> <li>● “Nice and healthy lunch”</li> <li>● “Id [sic] like to see a good lunch for children of all culture and religion, educated, non careless teachers and a well environment [sic] for all children to learn happily.”</li> <li>● “Seguir preparando los niños en su salud en su forma de comer crear talleres en el cual los padres aprendan la importancia de comer un poco mas saludable programas después de la escuela asi como arte y ayuda con sus tarea! [<i>Continue to prepare children in their health in their way of eating to create workshops in which parents learn the importance of eating a little healthier after school programs as well as art and help with their homework!</i>]”</li> </ul>
<i>Academics</i>	<ul style="list-style-type: none"> <li>● “Improving academic standards.”</li> <li>● “Group advance classes (tested for the class)”</li> <li>● “I would like to continue to see the tradition of two teachers in each class, strong consistent curriculum, and beautiful aesthetics to everyone feel at home and proud of their school.”</li> <li>● “To have Great education, art, Music, Science lab, sports and lunch room”</li> <li>● “A safety [sic] environment where kids come ready to learn and are exposed to higher order thinking.”</li> <li>● “A school that teaches its students to learn through many different vessels besides books.”</li> <li>● “Buena educación para prepara para los universida [Good education to prepare for university/college]”</li> <li>● “Focus on academics and social skills.”</li> <li>● “Rigorous curriculum”</li> <li>● “State of the art technology”</li> <li>● “Más programa educativo [<i>More educational programs</i>]”</li> <li>● “Hi education quality, more discipline.”</li> </ul>
<i>Building/ Physical Space</i>	<ul style="list-style-type: none"> <li>● “A bright and lively building”</li> <li>● “Más salones más grandes para los niños y con mejor aire acondicionado y calefacción y más talleres para los niños de deporte y música [<i>More large rooms for children with better air conditioning and heating and more workshops for children in sports and music</i>]”</li> <li>● “I want the school doors open for the students when is raining it's really bad</li> </ul>

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	<p>when the kids are standing outside in the raining while the doors closed”</p> <ul style="list-style-type: none"> <li>● “Smaller schools”</li> <li>● “Clean and safe learning environment with afterschool programs available at no cost or income based.</li> </ul>
<p><i>After-school/ Extracurricular Activities</i></p>	<ul style="list-style-type: none"> <li>● “Music and arts programs”</li> <li>● “More musical programs”</li> <li>● “Curriculum that includes the arts”</li> <li>● “Language classes”</li> <li>● “Mas actividad [<i>More activities</i>]”</li> <li>● “more activities for the children”</li> <li>● “Más programas [<i>More programs</i>]”</li> <li>● “FREE! after school programs, swimming classes, instrumental/orchestral performance programs, gymnastic, home economic class and bussing (transportation).”</li> <li>● “After school curriculums”</li> <li>● “More free programs to keep the children out the streets.”</li> <li>● “Good after school programs”</li> <li>● “After school clubs and programs would be an added bonus, like sports or newspaper, etc.”</li> <li>● “Más programas que le ofrezcan a los niños después de la escuela. [<i>More programs offered to children after school.</i>]”</li> <li>● “After school programs”</li> <li>● “After school programs, arts class, music class, enrichment programs”</li> <li>● “More clubs and activities”</li> <li>● “Afterschool”</li> <li>● “Sports/The Arts Afterschool”</li> <li>● “More sport program, like baseball, basketball[sic]”</li> <li>● “Más programas para los niños. [<i>More programs for the children</i>]”</li> <li>● “FLACS is awesome! Perhaps adding a variety of extracurricular activities (like clubs and sports).”</li> <li>● “More specialty classes, trips and free after school programs and swimming classes”</li> <li>● “Seguir preparando los niños en su salud en su forma de comer crear talleres en el cual los padres aprendan la importancia de comer un poco mas saludable programas después de la escuela asi como arte y ayuda con sus tarea! [<i>Continue to prepare children in their health in their way of eating to create workshops in which parents learn the importance of eating a little healthier after school programs as well as art and help with their homework!</i>]”</li> <li>● “Clean and safe learning environment with afterschool programs available at no cost or income based.</li> </ul>
<p><i>High School Opening</i></p>	<ul style="list-style-type: none"> <li>● “I would like to see a FLACS high school open up.”</li> </ul>
<p><i>General Statements of Support</i></p>	<ul style="list-style-type: none"> <li>● “Yes”</li> <li>● “Yes”</li> <li>● “Yes.”</li> <li>● “Yes”</li> </ul>

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	<ul style="list-style-type: none"><li>● “Sí..y con Dios mediante la tendremos [Yes ... and with God we will have it]”</li><li>● “Yes. I’m interested!”</li><li>● “I am looking forward to FLACS opening the new location in the north Bronx. You have enriched the south Bronx with your programs, now it's time for the north Bronx to partake in what FLACS has to offer the community”</li><li>● “Si [yes]”</li><li>● “FLACS is awesome! Perhaps adding a variety of extracurricular activities (like clubs and sports).”</li><li>● “More”</li></ul>
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Generally speaking, parent comments fell into the following areas:

- *Teacher Quality, Passion, Enthusiasm and Dedication* - There was a desire for teachers who are highly skilled, passionate, enthusiastic and dedicated.
- *Student and Parent Relationships* - Responses mentioned wanting teachers and a school that care about students, treat them kindly and with respect, and involve parents.
- *Safety* - Several responses mentioned wanting a safe school environment with few discipline issues.
- *Health and Wellness* - Several responses mentioned nutritious and healthy school lunches.
- *Academics* - Several responses made mention of rigorous academics, including the use of technology.
- *Building/Physical Space* - Responses spoke to wanting an attractive school, with working systems and enough space to house students comfortably.
- *After-school/Extracurricular activities* - Many respondents mentioned wanting after-school programs for students and/or incorporating music and art into the academic program.
- *High School Opening* - One response made mention of wanting to open a high school program. (An additional community member wrote this down on the signature sheet that was distributed in support of the school, which is provided in *Response 04e - Evidence of Community Support.*)
- *General Statements of Support* - Some responses were general statements of support for the school.

The notes from the forum on December 17, 2018, from 6:00pm to 7:00pm are included in *Response 04d - Evidence of Community Outreach*. At this meeting, the following questions were brought up by participants:

- “What kind of curriculum does FLACS use?”
- “What is the school schedule since the hours say 8am to 3:30pm?”
- “Since you mentioned the Middle school is moving to the new building and that FLACS IV will begin in the Middle School building, does that mean that the school here will close?”

These questions echoed similar desires for the school that were discovered in the survey results, namely high academic quality and the length and structure of the school day.

*Process for Incorporating Community Input and Extent to which Input is Incorporated in the Proposal*

All of the feedback that was received by the community was compiled and discussed by the founding team. The team evaluated the suggestions as to whether they were feasible, aligned with the overall mission, already incorporated in the proposal, or should be incorporated in the proposal. The input was incorporated in the following ways:

*Teacher Quality, Passion, Enthusiasm and Dedication:* Several responses mentioned a desire for teachers who are highly skilled, passionate, enthusiastic and dedicated to their jobs. The FLACS founding team agrees that this is important in the selection and development of teachers. Language was added to the job descriptions for teaching staff that were submitted in this application (and which will be used in the greater organization) that speak to this element. These appear in *Response 12b - Qualifications and Responsibilities*.

*Student and Parent Relationships:* The community responses mentioned wanting a school that cares about students, treats them kindly and with respect, and involves parents. This is a core FLACS value and is reflected in its key design elements. The founding team felt that this was already incorporated in the proposed culture of the school, which is described in *Response 10a - Culture and Discipline*. Parent involvement is woven throughout the document, from parent participation the board of trustees to the day-to-day functioning of the school. Caring, respectful relationships and parent involvement are key design elements at FLACS: “consistent and caring discipline” and “family involvement and shared responsibility for learning.” The founding team did revise the job descriptions for staff to explicitly discuss these elements. These appear in *Response 12b - Qualifications and Responsibilities*.

*Safety:* Several responses mentioned wanting a safe school environment with few discipline issues. Having a safe school environment and strong discipline system is already one of the FLACS key design elements (“consistent and caring discipline”). One response made mention of screening students for behavioral concerns; this would neither be permissible under the law, nor is it aligned with FLACS belief in educating all students. No changes were made to FLACS’ existing discipline plans or policies as the team felt they were already well-aligned with the requests made by the community. This is addressed in *Response 10a - Culture and Discipline* and *Response 10b - Discipline Policies*.

*Health and Wellness:* Several responses mentioned a desire for nutritious and healthy school lunches. FLACS has had a long history of focus on nutrition and had already made provisions to include this in the response on food services. The community response only confirmed that FLACS’ emphasis on school lunches is one that is shared by the community.

*Academics:* Several responses made mention of rigorous academics, including the use of technology. The mission and vision of the school, as well as the key design elements (“a rigorous academic curriculum with a focus on literacy”) already speak directly to this and the team did not see any need to modify the responses as they already focused heavily on rigorous instruction. The founding team made sure to indicate the use of technology in the responses on curriculum and instructional practices, as well as the job descriptions for instructional staff. The inclusion of network and school-based technology positions also support this commitment. One response made mention of wanting opportunities for learning that was not just from books. The founding team shares this desire and ensured that throughout the responses on curriculum and instruction that an emphasis was made on multiple ways of

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learning content, including but not limited to reading. The choice of curricula that involve hands-on inquiry is clear evidence of an approach that values multiple ways of making meaning.

*Building/Physical space:* Responses spoke to wanting an attractive school, with working systems and enough space to house students comfortably. The applicant team has addressed this in the responses on facilities. The site in which the school will be housed in years one and two is state of the art with ample space and attractive facilities. The team will work to ensure that the building identified for year three and beyond has all of these same characteristics.

*After-school/Extracurricular activities:* Many responses mentioned wanting after-school programs for students and incorporating music and art into the academic program. FLACS has already planned to provide “an extended school day and year” as per its key design elements. This includes an extended school day which runs later than that of NYCDOE. This in part addresses the desire for afterschool from the community. FLACS also intends to provide after-school opportunities for students that are discussed in *Response 07b - Sample Student Schedules*. These after-school opportunities include academic intervention and tutoring, test preparation, enrichment programs (in the past FLACS schools have offered things like a violin program and cooking clubs) and athletics programs for middle schoolers. LPAC will also provide an afterschool program, as it does in all FLACS schools. Based on the strong desire for additional after-school options, FLACS IV and the other FLACS schools will look to find partner organizations who can help provide after school services to provide arts and music enrichment after school and seek out philanthropic funding to provide these services. Music and arts will be incorporated for all students as a requirement in the school day. This is discussed in depth in *Response 06a - Educational Program* and *Response 07b - Sample Student Schedules*.

*High School Opening:* Some community members that wanted to provide high school options for students rather than or in addition to additional elementary and middle school options. New York City has many quality high school options which are available to all students regardless of where they live in the city. Since its inception, the focus of the organization has been in provide quality K-8 options for students in the South Bronx so that they have access to these high quality programs in high school and beyond. FLACS IV will continue this goal of expanding access to high quality high school options for all of the students it enrolls after they graduate. This is an explicit key design element at FLACS: “A focus on preparation for high school and beyond.” As a result of this feedback, the founding team decided to include as part of this application its plans for high school articulation. These appear in *Response 23a - Supplemental Narrative*.

## **Response 04b - Description and Analysis of Community Support**

### *Analysis of Community Support*

FLACS created a petition in support of the school. It received 623 signatures in support of the school; the majority of individuals who signed live in the South Bronx and/or have school aged children. Copies of the petition appear in *Response 04e - Evidence of Community Support*. Some of the responses to survey administered through the outreach also referenced support of the school. These responses are listed in *Response 04a - Description and Analysis of Community Outreach*.

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FLACS also received many letters of support for the school. These came from the following sources:

- Letters or emails of support from the following community stakeholders:
- Ruben Diaz, Jr., Bronx Borough President
- Hon. Marcos A. Crespo, Member of the State Assembly, 85th District
- Michael Blake, Member of the State Assembly, 79th District
- Vanessa Gibson, City Council Member, 16th District Bronx
- Rev. Dr. George J. Abosi, Pastor, International Baptist Worship Center
- Bourena Niambele, Imam NYPD Borough Clergy
- Rev. Cora Taitt, Pastor, Highbridge Community Church
- Demetris Giannoulies, CEO Spring Bank and local businessman
- Carlos P. Naudon, President and CEO of Ponce Bank and local businessman
- Pedro Alvarez, President of P. Alvarez & Associates Corp., board member and local businessman

The letters come from government leaders, religious leaders and business leaders in South Bronx. These letters of support highlighted support for the existing FLACS schools and support for the new school. In particular, these letters highlighted the community-grown history of the organization, expressing admiration that the community has always been involved in the creation and management of the schools. The letters also highlighted the schools' focus on nutrition and wellness, especially as it relates to the needs of children and the overall community in the South Bronx, which has less positive health outcomes compared to other areas in New York State. Finally, these responses highlighted FLACS' history of closing the achievement gap for students in the South Bronx and expressed a desire for this work to be expanded to an additional school.

*Analysis of the Opposition to the School*

During the various surveys and forums the team encountered no active opposition to the application for the new school.

**Response 04c - Description and Analysis of Student Demand**

*Student Waitlist*

One of the reasons driving the genesis for this proposal is the long waitlists at each existing FLACS school. Each year, FLACS schools receive far more applicants than available seats in all grade levels. In the last lottery, FLACS had 4,510 applicants for spots at all schools. The breakdown of the applicants is listed in Table 4-3.

<b>Table 4-3: Total Applicants at the Spring 2019 Lottery</b>				
	<b>FLACS I</b>	<b>FLACS II</b>	<b>FLACS III</b>	<b>Total</b>
<b>Grade K</b>	912	638	474	2,024
<b>Grade 1</b>	238	176	98	512
<b>Grade 2</b>	211	159	76	446
<b>Grade 3</b>	247	180	109	536
<b>Grade 4</b>	215	160	87	462
<b>Grade 5</b>	181	148	-	329
<b>Grade 6</b>	-	126	-	126
<b>Grade 7</b>	-	47	-	47
<b>Grade 8</b>	-	28	-	28
<b>Total</b>	2,004	1,662	844	4,510

Although there were 4,510 applicants in grades kindergarten through eighth grade, only 130 kindergarten spots were available at the lottery. It should be noted that there were no spots available, and therefore no spots offered, in grades one through eight on the day of the lottery, although small number opened up over the summer and some students were accepted off the waitlist in this grade levels when some students left the school at the end of the the 2017-2018 school year. Because students were accepted in kindergarten, a more thorough analysis of the number of applicants needed to fill seats is presented below. Table 4-4 summarizes the available seats, number of applicants, and remaining waitlist after October 3, 2018 (BEDS Day) for the kindergarten cohort, where FLACS currently takes most of its students.

<b>Table 4-4: Kindergarten Applicants at FLACS Schools Spring 2018 Lottery</b>								
<b>FLACS I</b>			<b>FLACS II</b>			<b>FLACS III</b>		
Total Applicants	Total Spots Available	Last Waitlist Number Called by 10/3/18	Total Applicants	Number of Offered Spots	Last Waitlist Number Called 10/3/18	Total Applicants	Number of Offered Spots	Last Waitlist Number Called 10/3/18
912	26	53	638	52	39	474	52	41

At FLACS I, there were 26 available spots. In order to fill these spots, FLACS I contacted 79 students, approximately 3 students for every spot. There were still 833 student applicants who were not yet offered a spot off of the waitlist by October 3, 2018. At FLACS II, there were 52 available spots. In order to fill these spots, FLACS II contacted 91 students, approximately 2 students for every spot. There were still 547 student applicants who were not offered a spot by October 3, 2018. At FLACS III, there were 52 available spots. In order to fill these spots, FLACS III contacted 93 students. There were still 381 student applicants who were not offered a spot by October 3, 2018. Even assuming that some students applied for all three FLACS schools, there number of students left on the waitlist and the number of students that were needed to fill each spot demonstrate that there is still ample demand for spots at a FLACS school.

Proposal for Family Life Academy Charter School IV  
Response 04 - Community Outreach, Support and Demand

In its first year, FLACS IV will also take in grade one students. There were 512 applicants across the FLACS schools for first grade last year, despite the lack of seats available in these grade levels. Likewise, FLACS IV will take sixth grade students in year three. FLACS had 126 applicants despite historically not having available spots in this grade level and without doing recruitment for students who are transitioning from elementary to middle school; currently the recruitment effort focuses on kindergarten, as this is where the vast majority of students are accepted. FLACS is confident that it would fill all proposed spots at FLACS IV.

*Information from Petitions*

FLACS received 623 signatures on the petitions. The vast majority of those who signed the petition indicated that they had school age children.

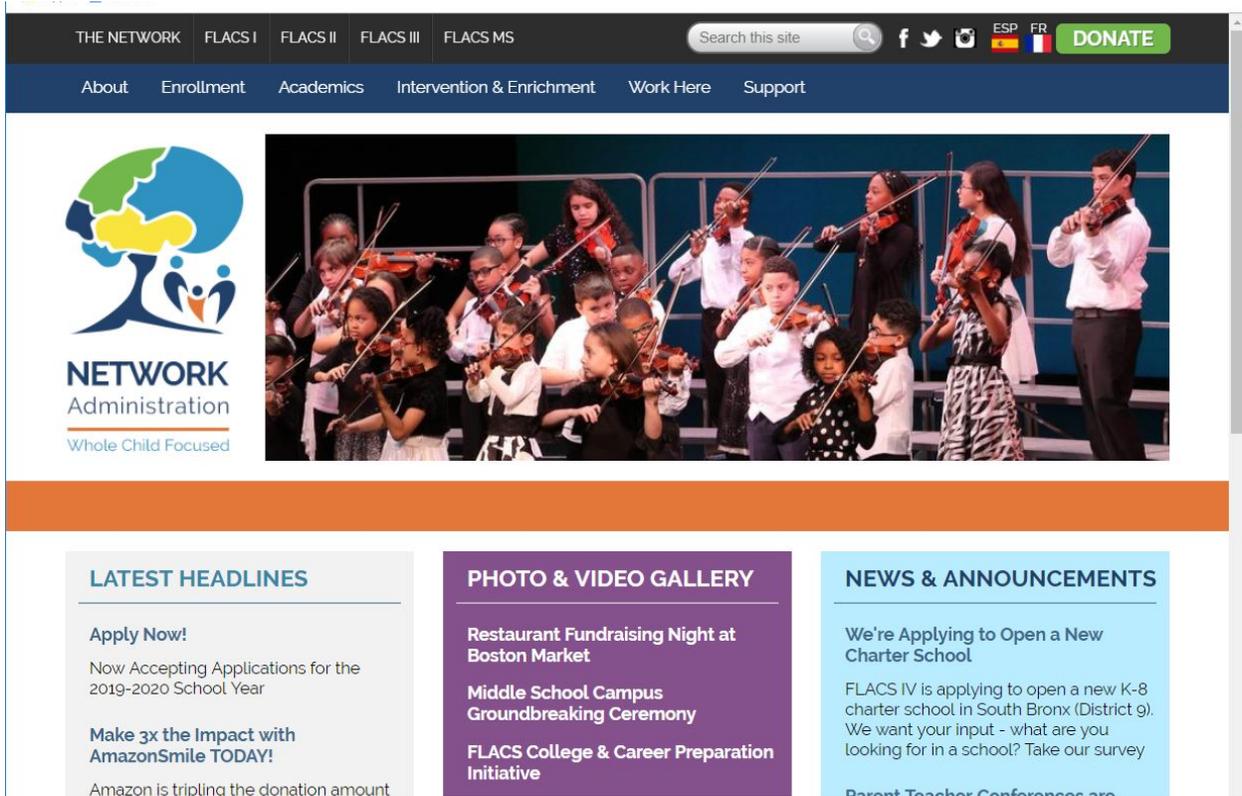
**Response 04d - Evidence of Community Outreach**

The following information is included here as evidence of community outreach:

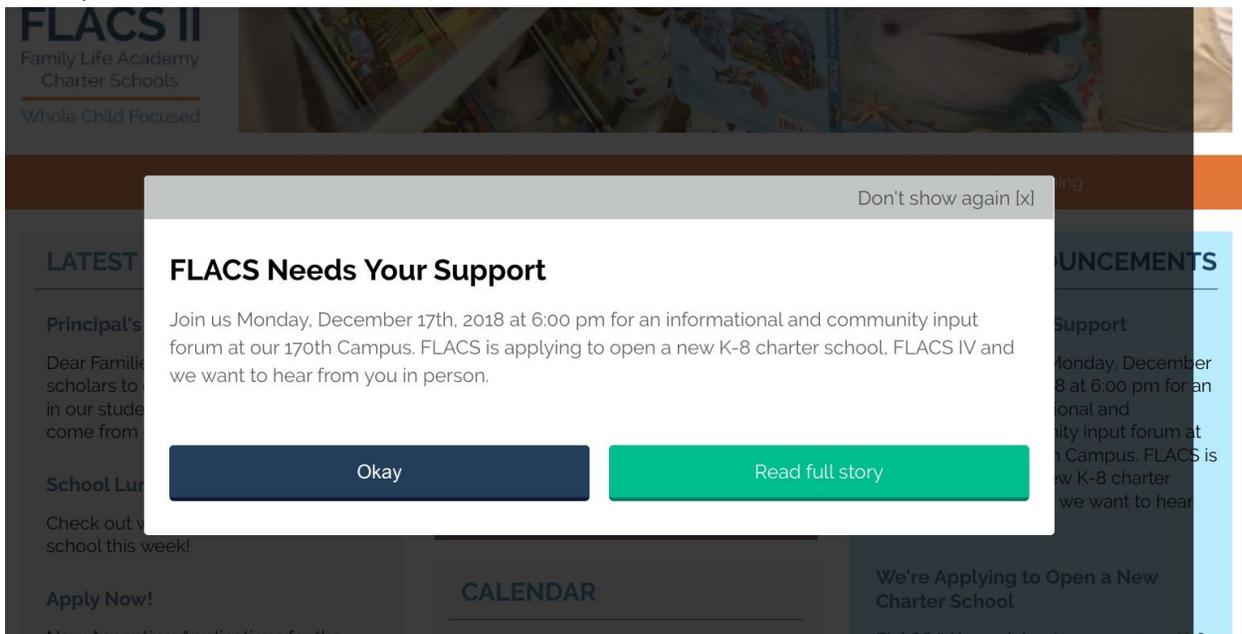
- Screenshots from FLACS website and dates posted
- Screenshots of the social media posts (instagram/facebook/twitter) that were used to advertise the school and solicit feedback
- Evidence of advertisement of the school and a call for feedback on News 12 Bronx
- Copies of the emails sent out via FLACS distribution lists.
- Advertisements for and materials from a forum to discuss FLACS IV on December 17, 2018
  - Social media posts
  - Flyers/posters
  - Sign-In sheet from the meeting
  - The notes from this meeting
- A flyer that was distributed in the community
  - Includes a list of locations where the flyer was distributed
  - Includes a map showing where the flyer was distributed
- Copy of the blank survey that was created to solicit feedback
- Evidence from a meeting with Deputy Superintendent Dr. De La Cruz
- Copies of the responses to the electronic/paper survey and copies of messages to the [REDACTED]

**Use of the FLACS Website**

Screenshot on the FLACS website advertising the school.



A pop-up message that appeared on the flacsnyc.com website at various times during December and January.



**Sample Twitter Posts that Advertise the School and Request Input (December 4, 13 and 19)**



**FLACSNYC** @FLACSNYC · Dec 4

FLACS IV is applying to open a new K-8 charter school in the South Bronx (District 9) and we want your input!

What are you looking for in a school? Take our survey here: [bit.ly/feedback-FLACS...](https://bit.ly/feedback-FLACS...) or email us at [REDACTED]

Thank you!



1 1 2



**FLACSNYC** @FLACSNYC · Dec 13

Reminder: We want your input!

FLACS IV is applying to open a new K-8 charter school in the South Bronx (District 9) in 2020-2021 and we want your feedback!

What are you looking for in a school? Take our survey here: [bit.ly/feedback-FLACS...](https://bit.ly/feedback-FLACS...) or email us at [REDACTED]



1 1 1



**Family Life Academy Charter Schools**

December 19 at 11:01 AM · 🌐



FLACS IV is applying to open a new K-8 charter school in the South Bronx (District 9) and we want your input!

What are you looking for in a school? Take our survey here: <http://bit.ly/feedback-FLACSIV> or email us at [REDACTED]

Thank you!



👍 4

1 Comment

👍 Like

💬 Comment

➦ Share

**Sample Facebook Posts Advertising the School and Requesting Input (November 30, December 12 and 19)**



**Family Life Academy Charter Schools**

November 30 at 10:16 PM · 🌐

FLACS IV is applying to open a new K-8 charter school in the South Bronx (District 9) and we want your input!

What are you looking for in a school? Take our survey here: <http://bit.ly/feedback-FLACSIV> or email us at [REDACTED]

Thank you!





**Family Life Academy Charter Schools**

December 12 at 12:30 PM · 🌐

Reminder: We want your input!

FLACS IV is applying to open a new K-8 charter school in the South Bronx (District 9) and we want your feedback!

What are you looking for in a school? Take our survey here: <http://bit.ly/feedback-FLACSIV> or email us at [REDACTED]

Thank you!





**Family Life Academy Charter Schools**

December 19 at 11:01 AM · 🌐



FLACS IV is applying to open a new K-8 charter school in the South Bronx (District 9) and we want your input!

What are you looking for in a school? Take our survey here: <http://bit.ly/feedback-FLACSIV> or email us at [REDACTED]

Thank you!



👍 4

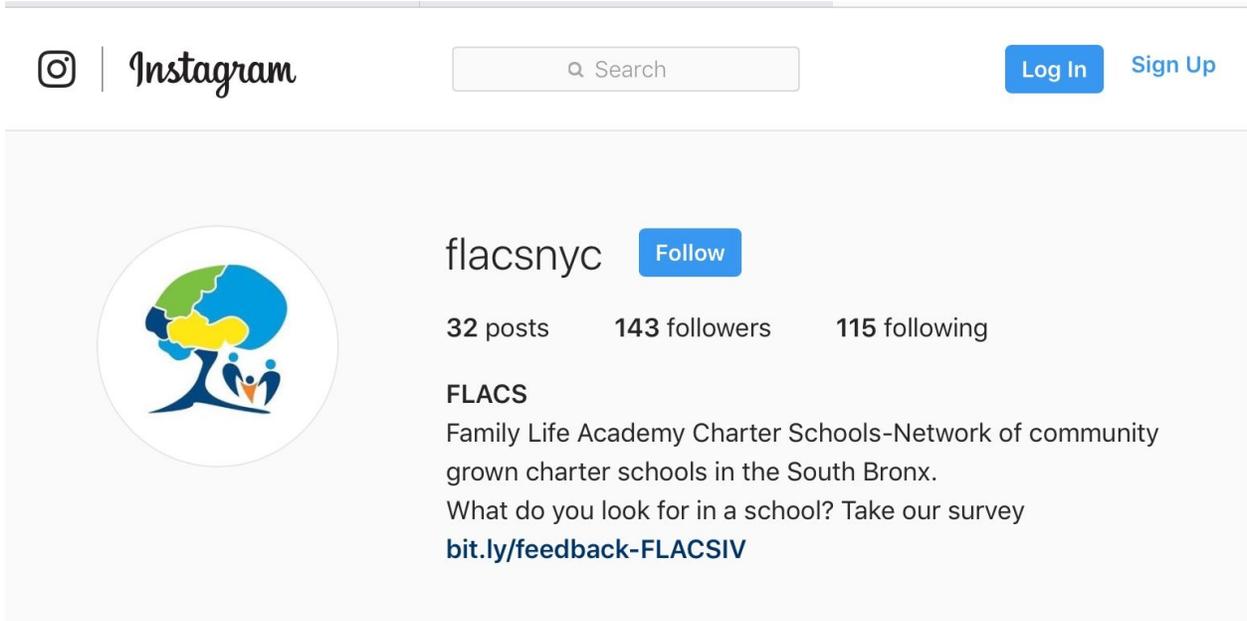
1 Comment

👍 Like

💬 Comment

➦ Share

Sample Instagram Posts that Advertise the School and Request Input (Pinned description and Posts on December 1 and 10)



The image shows the Instagram profile page for 'flacsny'. At the top, there is the Instagram logo and the word 'Instagram'. A search bar with a magnifying glass icon and the word 'Search' is in the center. On the right, there are two buttons: 'Log In' and 'Sign Up'. Below this is the profile header for 'flacsny', which includes a circular profile picture of a globe with a family silhouette, a 'Follow' button, and statistics: '32 posts', '143 followers', and '115 following'. The bio reads: 'FLACS Family Life Academy Charter Schools-Network of community grown charter schools in the South Bronx. What do you look for in a school? Take our survey [bit.ly/feedback-FLACSIV](https://bit.ly/feedback-FLACSIV)'.



The image shows an Instagram post from the 'flacsny' account. The post features a large graphic with a yellow sunburst background and a dark blue scalloped-edged circle in the center. Inside the circle, there are three small white megaphone icons at the top, followed by the text 'WE WANT YOUR INPUT' in large white capital letters, and 'TAKE OUR SURVEY' in smaller white capital letters below it. To the right of the graphic is the post's caption, which starts with 'flacsny FLACS IV is applying to open a new K-8 charter school in South Bronx (District 9). We want your input - what are you looking for in a school? Take our survey (link in bio) or email us at [REDACTED]'. Below the caption are icons for likes, comments, shares, and a bookmark. The post has '5 likes' and is dated 'DECEMBER 1'. At the bottom, there is a prompt 'Log in to like or comment.' and a three-dot menu icon.

Proposal for Family Life Academy Charter School IV  
Response 04 - Evidence of Outreach



flacs nyc • Follow

flacs nyc Reminder: We want your input! FLACS IV is applying to open a new K-8 charter school in the South Bronx (District 9) and we want your feedback!

What are you looking for in a school? Take our survey (link in bio) or email us at



Thank you!



4 likes

DECEMBER 10, 2018

Log in to like or comment.



**Evidence of advertisement of school and call for feedback on Bronx Channel 12**

iPad 8:18 PM 69%  
news12-bronx.eviewsays.com

★ FEATURED EVENT

## FAMILY LIFE ACADEMY CHARTER SCHOOLS is Planning to Open A New School

TUE, DEC 18, 2018

**Additional Times**

- Wed, Dec 19, 2018
- Thu, Dec 20, 2018
- Fri, Dec 21, 2018
- Sat, Dec 22, 2018
- Sun, Dec 23, 2018
- Mon, Dec 24, 2018

Family Life Academy Charter Schools (FLACS) is applying to open a new K-8 Charter School. FLACS IV, in the South Bronx (District 9) in 2020-2021.

We want your input  
Take our survey [bit.ly/feedback-FLACSIV](http://bit.ly/feedback-FLACSIV) or email us at [REDACTED]

FLACS currently operates three charter schools with 1097 students in kindergarten through grade eight. Over the last 18 years, FLACS has demonstrated high academic achievement and fiscal organization soundness. All FLACS schools have had successful charter renewals: FLACS I was recently renewed in 2017-2018, FLACS II was renewed in 2016-2017, and FLACS III was renewed in 2018-2019.

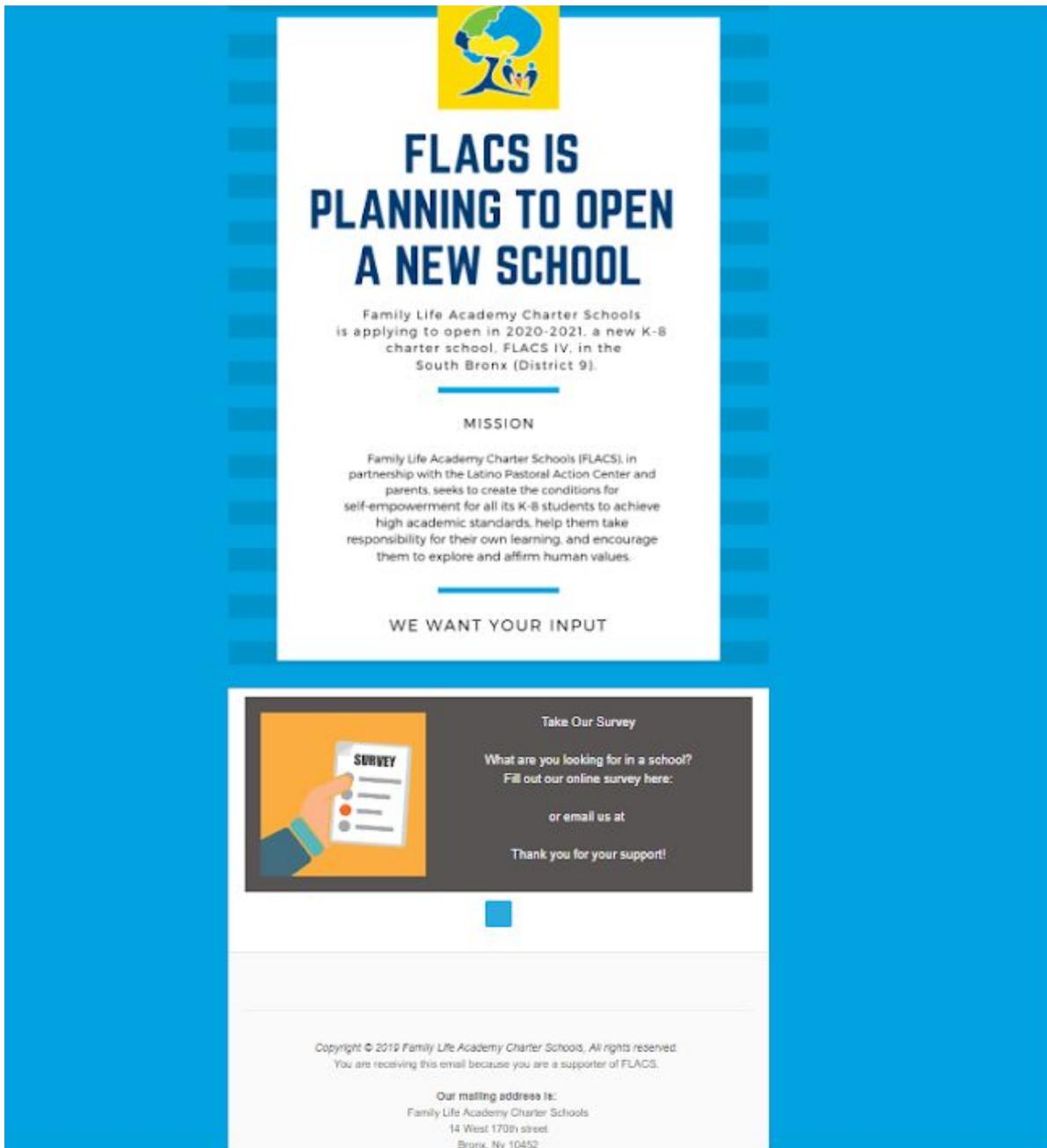
Each FLACS school has shown significant success in closing the achievement gap for students in Community School District (CSD) 7 and CSD 9,

**Mission**  
Family Life Academy Charter Schools (FLACS), in partnership with the Latino Pastoral Action Center and parents, seeks to create the conditions for self-empowerment for all its K-8 students to achieve high academic standards, help them take responsibility for their own learning, and encourage them to explore and affirm human values.

**Locations**  
FLACS I - 14 West 170th Street K - 5th grades  
FLACS II - 296 East 140th Street K - 5th grades  
FLACS III - 370 Gerard Avenue K - 4th grades  
FLACS MS - 316 East 165th Street 6th - 8th grades  
[www.flacsny.com](http://www.flacsny.com)

**Educational** **Music** **Childrens** **Community** **Business** **Networking**  
**Neighborhood**

Example email sent through the FLACS distribution list



The image shows an email layout with a blue background. At the top center is a logo featuring a globe and two figures. Below the logo is the main heading: **FLACS IS PLANNING TO OPEN A NEW SCHOOL**. Underneath is a paragraph: "Family Life Academy Charter Schools is applying to open in 2020-2021, a new K-8 charter school, FLACS IV, in the South Bronx (District 9)." This is followed by a section titled "MISSION" with a paragraph describing the school's goals. Below that is the text "WE WANT YOUR INPUT". A dark grey box contains an illustration of a hand holding a survey form, with the text "Take Our Survey", "What are you looking for in a school? Fill out our online survey here:", "or email us at", and "Thank you for your support!". At the bottom, there is a small blue square, a copyright notice, and the mailing address: "Our mailing address is: Family Life Academy Charter Schools, 14 West 170th street, Bronx, Ny 10452."



## FLACS IS PLANNING TO OPEN A NEW SCHOOL

Family Life Academy Charter Schools is applying to open in 2020-2021, a new K-8 charter school, FLACS IV, in the South Bronx (District 9).

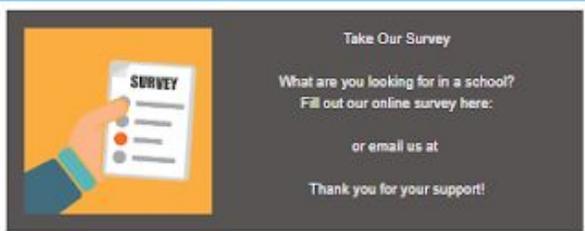
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### MISSION

Family Life Academy Charter Schools (FLACS), in partnership with the Latino Pastoral Action Center and parents, seeks to create the conditions for self-empowerment for all its K-8 students to achieve high academic standards, help them take responsibility for their own learning, and encourage them to explore and affirm human values.

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### WE WANT YOUR INPUT



This dark grey box contains an illustration of a hand holding a survey form labeled "SURVEY". To the right of the illustration is the text: "Take Our Survey", "What are you looking for in a school? Fill out our online survey here:", "or email us at", and "Thank you for your support!".

Take Our Survey

What are you looking for in a school?  
Fill out our online survey here:

or email us at

Thank you for your support!

Copyright © 2019 Family Life Academy Charter Schools, All rights reserved.  
You are receiving this email because you are a supporter of FLACS.

Our mailing address is:  
Family Life Academy Charter Schools  
14 West 170th street  
Bronx, Ny 10452

Copy of the flyer distributed through the community



# FLACS IS PLANNING TO OPEN A NEW SCHOOL

Family Life Academy Charter Schools is applying to open a new K-8 charter school, FLACS IV, in the South Bronx (District 9) in 2020-2021.

---

## MISSION

Family Life Academy Charter Schools (FLACS), in partnership with the Latino Pastoral Action Center and parents, seeks to create the conditions for self-empowerment for all its K-8 students to achieve high academic standards, help them take responsibility for their own learning, and encourage them to explore and affirm human values.

---

## WE WANT YOUR INPUT

Take our survey [bit.ly/feedback-FLACSIV](https://bit.ly/feedback-FLACSIV) or email us at [REDACTED]

WWW.FLACSNYC.COM





# FLACS ESTA PLANEANDO ABRIR UN NUEVA ESCUELA

Family Life Academy Charter Schools está aplicando para abrir una nueva escuela chárter de K-8 grado, FLACS IV, en el Sur del Bronx (Distrito 9) en el año 2020-2021.



## MISIÓN

Family Life Academy Charter Schools (FLACS), en asociación con Latino Pastoral Action Center y con los padres, trabaja con el objetivo de crear las condiciones para que todos sus estudiantes de K-8 puedan conseguir altos estándares académicos, para ayudarles a tomar responsabilidad por su propio aprendizaje, y para estimularlos en la exploración y afirmación de los valores humanos.

## POR FAVOR DE DAR SU OPINIÓN

Toma nuestra encuesta: [bit.ly/feedback-FLACSIV](https://bit.ly/feedback-FLACSIV) o envíenos un correo electrónico a [REDACTED]

WWW.FLACSNYC.COM

**Locations in which this flyer distributed through the community**

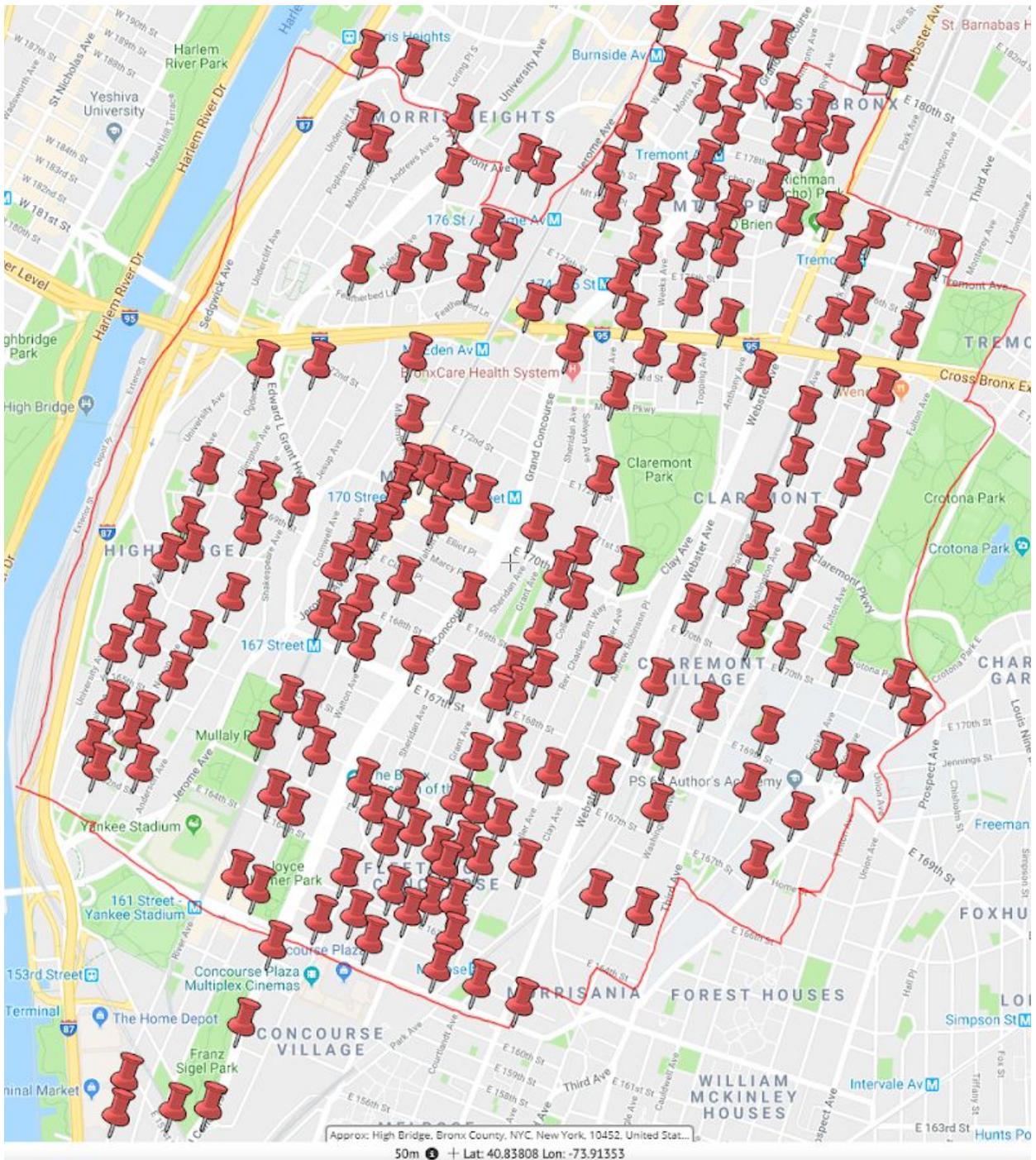
<b>Locations of Flyer Distribution</b>
151st Street between River Avenue and Grand Concourse
East 161st Street between Washington Avenue and Grand Concourse
West 162nd Street between Anderson and Summit Avenues
East 162nd Street between Park and Sherman Avenues
West 163rd Street between Woodycrest and Ogden Avenues
East 163rd Street between Sheridan and Park Avenues
West 164th Street between Anderson and Summit Avenues
East 164th Street between Teller and Sheridan Avenues
West 165th Street between University and Anderson Avenues
East 165th Street between Grand Concourse and Third Avenue
West 166th Street between University and Anderson Avenues
West 167th Street between University and Anderson Avenues
East 167th St between Grand Concourse and Boston Road
West 168th Street between West 167th Street and Shakespeare Avenue
East 168th Street between Morris and Clay Avenues; and between Webster Avenue and Boston
West 169th Street between University Avenue and Edward L. Grant Highway
East 169th Street between Grand Concourse and Clay Avenue; and between Webster Avenue and Boston Road
East 170th St between Jerome and Clay Avenues; and between Webster and Crotona Avenues
St. Paul's Street between Webster and 3rd Avenues
East 171th Street between Webster and 3rd Avenues
Claremont Pkwy between Webster and 3rd Avenues
East 172th Street between Webster and 3rd Avenues
East 173rd Street between Grand Concourse and Webster 3rd Avenue
Featherbed Lane between University and Walton Avenues
East 174th Street between Webster and 3rd Avenues
Cross Bronx Expwy between Morris and Clay Avenues; and between Webster and 3rd Avenues
East 175th Street between Grand Concourse and Anthony Avenue; and between Webster and 3rd Avenues
East 176th Street between Jerome Avenue and Carter Avenue; and between Webster and 3rd Avenues
Mount Hope Place between Jerome Avenue and Anthony Avenue
West Tremont Avenue between Sedgwick and Grand Avenues
East Tremont Avenue between Grand Concourse and 3rd Avenue
East 178th st between Grand Concourse and Ryer Avenue

Proposal for Family Life Academy Charter School IV  
Response 04 - Evidence of Outreach

East 179th Street between Jerome Avenue and Grand Concourse
Burnside Avenue between Jerome Avenue and Valentine Avenue
East 180th Street between Webster and Tiebout Avenues
East 181th Street between Tiebout Avenue and Grand Concourse
Popham Avenue between Montgomery Avenue and West 176th Street
Montgomery Avenue between West 174th Street and West Tremont Avenue
Ogden Avenue between Jerome and University Avenues
Nelson Avenue between West 172nd and West 164th Streets
Grand Avenue between West 174th and West Tremont Avenues
Davidson Avenue between West 177th and West 174th Streets
Macombs Road between Jerome and University Avenues
Jerome Avenue between East 170th and East 169th Streets; and between Ogden Avenue and Edward L. Grant Highway
River Avenue between East 169th and East 162nd Street; and between East 150th and East 151st Streets (Bronx Terminal Market)
Gerard Avenue Between Jerome Avenue and East 161st Street
Walton Avenue between East 161st and East Tremont Avenue
Grand Concourse between East 151st and East 161st Streets; and between East 180th Street and East Tremont Avenue
Sheridan Avenue between East 161st and East 166th Streets
Sherman Avenue between East 166th and East 161st Streets
Grant Avenue between East 161st and East 166th Streets
Morris Avenue between East 166th and East 161st Streets; Morris Avenue between Grand Concourse and East 165th Street
College Avenue between East 166th and East 164th Streets College Avenue between East 172nd and East 165th Streets
Findlay Avenue between East 164th and East 166th Streets
Anthony Avenue between East Burnside Avenue and East Tremont Avenue
Monroe Avenue between East Tremont Avenue and Mount Eden Pkwy
Washington Avenue between East 168th Street and Claremont Pkwy
Boston Road between East 167th Street and Crotona Avenue

Proposal for Family Life Academy Charter School IV  
Response 04 - Evidence of Outreach

Locations in which this flyer distributed through the community (the red line shows the boundary of CSD 9)



**Sample photos of the pasting of the flyer in the community**



**Electronic Survey, given through Google Forms**

([https://docs.google.com/forms/d/e/1FAIpQLSeISz091NL\\_0UxWk5ibvGoMMBcBlLcvQLBqTHjo-fbnpmwqkw/viewform](https://docs.google.com/forms/d/e/1FAIpQLSeISz091NL_0UxWk5ibvGoMMBcBlLcvQLBqTHjo-fbnpmwqkw/viewform))

## Family Life Academy Charter School IV

Family Life Academy Charter Schools (FLACS) is a network of K-8 schools that serve the students of the South Bronx. At FLACS, we believe that all children can achieve at high levels. Our results have shown this. Last year, all of our schools not only far outperformed the local community schools, but also performed better than New York City and New York State. Learn more about us at [www.flacsny.com](http://www.flacsny.com). FLACS wants to open a 4th school located in District 9, which would open in 2020-2021. We want your feedback in planning this school.

Family Life Academy Charter Schools (FLACS) son una red de escuelas K-8 grados que atienden a los estudiantes del sur del Bronx. En FLACS, creemos que todos los niños pueden alcanzar altos niveles y nuestros resultados lo han demostrado. El año pasado, todas nuestras escuelas no solo superaron con mucho el rendimiento de las escuelas de la comunidad local, sino que también obtuvieron mejores resultados que la ciudad de Nueva York y el Estado de Nueva York. Conozca más sobre nosotros en [www.flacsny.com](http://www.flacsny.com). FLACS quiere abrir una 4ta escuela ubicada en el Distrito 9, que abrirá en 2020-2021. Queremos sus comentarios en la planificación de esta escuela.

\* Required

E-mail Address/Correo Electronico \*

Your answer

Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

- Yes  
 No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

- Yes  
 No

What would you like to see in a new public school in your community? / ¿Que le gustaria ver en una nueva escuela publica en su comunidad?

Your answer

SUBMIT

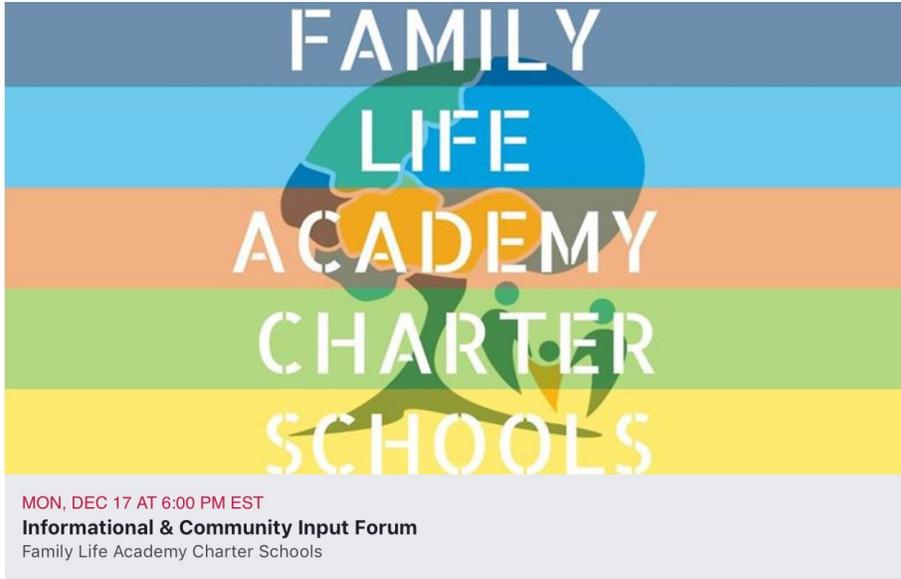
Never submit passwords through Google Forms.

**Advertisement for and materials from a forum to discuss FLACS IV on December 17, 2018**



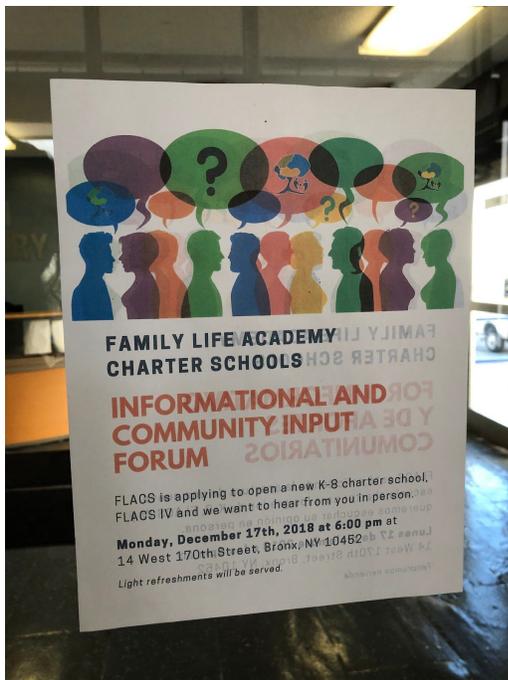
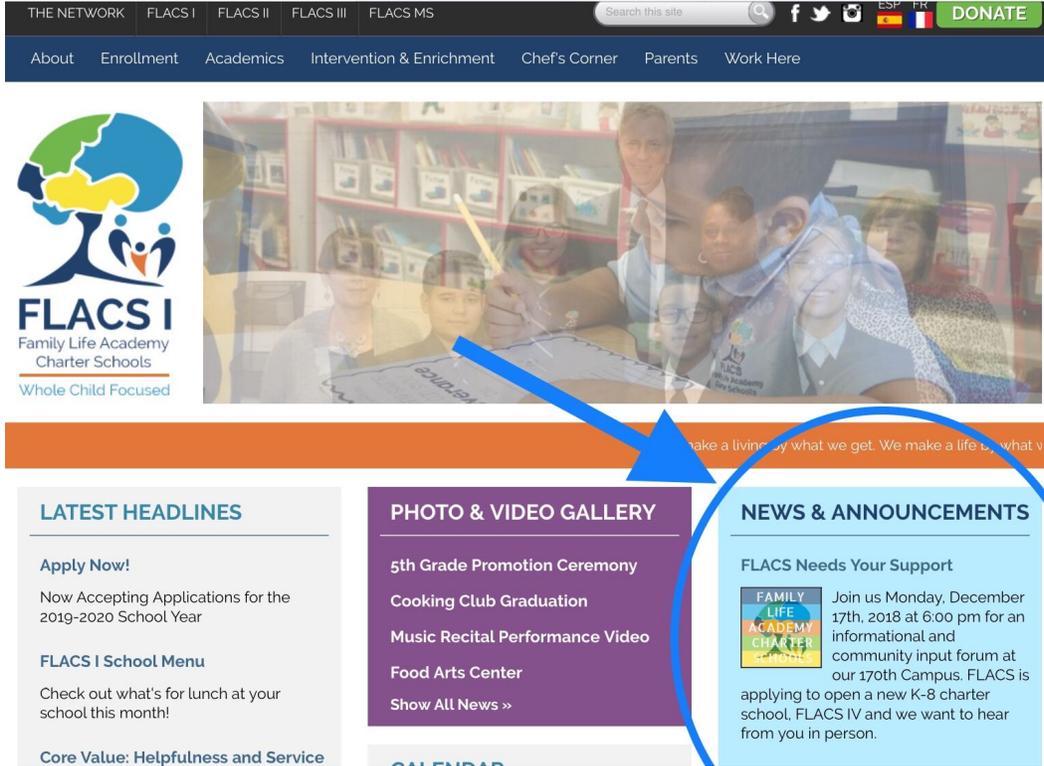
**Family Life Academy Charter Schools** added an event.  
December 13 at 9:01 PM · 🌐

Join us Monday, December 17th, 2018 at 6:00 pm for an informational and community input forum at our 14 West 170th location. FLACS is applying to open a new K-8 charter school, FLACS IV and we want to hear from you in person.



👍 Like

Proposal for Family Life Academy Charter School IV  
Response 04 - Evidence of Outreach





Minutes from a forum to discuss FLACS IV on December 17, 2018

## **Informational & Community Input Forum in Reference to FLACS IV Application December 17, 2018 6:00pm to 7:00pm**

1. Ms. Calo welcomed all parents/students and guests and thanked them for coming to this forum to hear information about the application we would be submitting for the creation of a fourth FLACS school.. She explained that if our application is approved we would then be able to open our fourth FLACS school by September 2020. She then shared a little of the history of how FLACS I an elementary k-5 school was created, how the school grew to a middle school and then how FLACS replicated and opened two more k - 5 schools over an eighteen year period. She finally shared that now a middle school campus has been created which will house the middle school children entering 6th grade from all three FLACS schools.
2. Ms. Calo discussed the FLACS mission and shared the twelve key design elements and how each element impacts FLACS scholars. She explained that the twelve key design elements are non-negotiables and impressed to the everyone present the fact that when you walk into a FLACS school the twelve design elements are evident as you observe instruction, speak to students, staff and parents and examine the environment.

[Ms. Calo then opened the discussion for questions from the audience.](#)

3. What kind of curriculum does FLACS use? asked by Ms. Shalyn Caraballo
  - a. Ms. Calo described the curriculum used at the schools in all the following areas: Literacy, Math, Social Studies, Science, the Arts etc. Ms. Calo discussed in depth the different materials used for each subject area. She informed the audience present that FLACS schools support all learners through a rigorous and challenging curriculum of its own design that is closely aligned to the NYS Learning Standards.
  - b. FLACS believes in infusing literacy instruction in all subject areas in addition to the 90 to 120 minute literacy block scheduled daily for all grade levels. Writing is central to ensuring that our youngsters excel therefore there is block of time dedicated to writing daily. Math instruction is quite rigorous and based on the Singapore Math approach to learning, it is taught daily during a 60 to 100 minute block, dependent on the grade level. Science and Social Studies are taught three times a week and the curriculum is inquiry and phenomena based.

- c. FLACS believes in children having a voice therefore all FLACS scholars are taught to share their thoughts on topics being discussed and are expected to ask questions about all matters related to the topics/themes being focused on. This is the reason the curriculum we use encourages small group discussions and working in teams, as well as project-based learning.
4. What is the school schedule since the hours say 8am to 3:30pm? asked by Ms. Wanda Fontanez
  - a. Ms. Calo explained how the school breakfast program begins at either 7:15 am or 7:30 am depending on the campus, some schools begin with breakfast in the cafeteria while others have breakfast in the classroom due to space constraints.
  - b. All schools meet in an auditorium/Multi-purpose or great room to begin the day with a morning greeting, pledge, and announcements after having breakfast or before going to their rooms for breakfast and then they begin their day. The official start of the school day is 8:00 a.m. and the school ends at 3:30 p.m.
  - c. K through 5th grade classes begin with a Literacy block, and continue the day with Math, Social Studies, Science and Specials (PE, Art, Music, Health).
  - d. The Middle School, like the elementary schools, begins at 8:00 a.m. and ends at 3:30 pm.
5. Since you mentioned the Middle school is moving to the new building and that FLACS IV will begin in the Middle School building, does that mean that the school here will close? asked by Ms. Shalyn Caraballo and Mitch Fontanez
  - a. MS. Calo responded, No, absolutely not! We are growing to a fourth school building; all the existing FLACS schools (FLACS I, FLACS II, FLACS III and FLACS II-MS) will continue to exist. The process of opening a new school building takes time and due to the fact that there will be space available in the new FLACS Middle School for about three years before that school is filled to capacity, FLACS IV will be housed in that new MS building until a new facility is secured for FLACS IV. Ms. Calo stated that currently the FLACS Board of Trustees is engaged in securing a new facility.
6. Ms. Calo shared the process of approval for FLACS IV in addition to the timeline prior to opening. She also discussed the application and lottery process.





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## Fwd: Family Life Academy Charter Schools

1 message

---

**Marilyn Calo** <[REDACTED]>  
To: Renee williemsen goode Email <[REDACTED]>

Thu, Jan 3, 2019 at 11:21 AM

FYI

----- Forwarded message -----

From: **Marilyn Calo** <[REDACTED]>  
Date: Fri, Dec 21, 2018 at 4:33 PM  
Subject: Family Life Academy Charter Schools  
To: <[REDACTED]>

Good Afternoon Dr. De La Cruz,

I am writing to thank you for meeting with me on Friday, December 14, 2018. I am well aware of the many daily demands made of you, as the Deputy Superintendent of District 9, so I am most appreciative of the time you set aside for our conversation.

The purpose of my coming to your office on Friday was multifold. The first item on my agenda was to share FLACS' overall plan for growth and that as part of that growth plan we are in the process of submitting a proposal for our fourth school in the Bronx, the second in District 9. I also took the opportunity to share that we are in the midst of building a middle school in your District which will be located at 165th and Teller. The school will open its doors in September 2019 and will house students from grade 5 to grade 8. We will be inviting you and your superintendent and other district staff to the ribbon cutting. With your support we would like to ensure that the principal of the FLACS Middle School develops a great working relationship with the principal of your middle school located just a block away.

I would like to continue building our relationship so that together we can develop initiatives or programs to support both our staff and our students. We are all educators who want to provide children of the Bronx with the best educational experiences possible. I believe that by sharing and supporting each other's work, the children of District 9 will benefit. Without a doubt, you and your colleagues have expertise to share that we can learn from and likewise, we at FLACS have knowledge and expertise that we would love to share with you and your staff.

It was a true pleasure to spend time with you discussing our respective educational organizations. I would like to continue having conversations with you on a more regular basis so that together we can envision and create new and exciting possibilities for all the children of District 9 and their families.

Happy Holidays!. May you have a peaceful and joyful time with your family and friends.

**Marilyn Calo**  
Chief Executive Officer  
*Family Life Academy Charter Schools*  
\* \* \*

Family Life Academy Charter School  
Family Life Academy Charter School II  
Family Life Academy Charter School III  
14 West 170th Street  
Bronx, New York 10452  
[REDACTED]

**Copies of the Survey and Email Responses**

All of the survey and e-mails that were received by January 7, 2019 are included after this page.

Proposal for Family Life Academy Charter School IV  
Response 04 - Evidence of Outreach

## Family Life Academy Charter School IV

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\* Required

1. E-mail Address/Correo Electronico \*

2. Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

Mark only one oval.

- Yes  
 No

3. Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

Mark only one oval.

- Yes  
 No

4. What would you like to see in a new public school in your community? / ¿Que le gustaria ver en una nueva escuela publica en su comunidad?

A school that teaches  
its students to learn  
through many different  
vessels besides books.

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4d-27

# Family Life Academy Charter School IV

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1. E-mail Address/Correo Electronico \*

[Redacted email address]

2. Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

Mark only one oval.

Yes  
 No

3. Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

Mark only one oval.

Yes  
 No

4. What would you like to see in a new public school in your community? / ¿Que le gustaria ver en una nueva escuela publica en su comunidad?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Proposal for Family Life Academy Charter School IV  
Response 04 - Evidence of Outreach

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Mark only one oval.

Yes  
 No

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Mark only one oval.

Yes  
 No

4. What would you like to see in a new public school in your community? / ¿Que le gustaria ver en una nueva escuela publica en su comunidad?

Buena educación para preparar para las universidades

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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Mark only one oval.

- Yes
- No

3. Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

Mark only one oval.

- Yes
- No

4. What would you like to see in a new public school in your community? / ¿Que le gustaria ver en una nueva escuela publica en su comunidad?

~~yes~~ after school programs  
 community events  
 focus on academics + social skills

Proposal for Family Life Academy Charter School IV  
Response 04 - Evidence of Outreach

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Mark only one oval.

- Yes  
 No

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Mark only one oval.

- Yes  
 No

4. What would you like to see in a new public school in your community? / ¿Que le gustaria ver en una nueva escuela publica en su comunidad?

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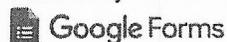


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4d-31

Proposal for Family Life Academy Charter School IV  
Response 04 - Evidence of Outreach

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[REDACTED]

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Mark only one oval.

- Yes  
 No

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Mark only one oval.

- Yes  
 No

4. What would you like to see in a new public school in your community? / ¿Que le gustaria ver en una nueva escuela publica en su comunidad?

effective teachers  
rigorous curriculum  
state of the art technology  
curriculum that includes the arts

Proposal for Family Life Academy Charter School IV  
Response 04 - Evidence of Outreach

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Mark only one oval.

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 No

3. Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

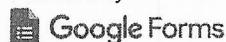
Mark only one oval.

- Yes  
 No

4. What would you like to see in a new public school in your community? / ¿Que le gustaria ver en una nueva escuela publica en su comunidad?

after school programs  
- Arts class  
- Music class  
- Enrichment programs

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4d-33

## Proposal for Family Life Academy Charter School IV

Response 04 - Evidence of Outreach

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\* Required

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Mark only one oval.

 Yes No**3. Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?**

Mark only one oval.

 Yes No**4. What would you like to see in a new public school in your community? / ¿Que le gustaria ver en una nueva escuela publica en su comunidad?**

Music + arts programs

Language classes

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 Google Forms

4d-34

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E-mail Address/Correo Electronico \*

[REDACTED]

Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

Yes

No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

Yes

No

What would you like to see in a new public school in your community? /  
¿Que le gustaria ver en una nueva escuela publica en su comunidad?

A bright and lively building

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E-mail Address/Correo Electronico \*

[REDACTED]

Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

Yes

No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

Yes

No

What would you like to see in a new public school in your community? /  
¿Que le gustaria ver en una nueva escuela publica en su comunidad?

FREE! after school programs, swimming classes, instrumental/orchestral performance programs, gymnastic, home economic class and bussing (transportation).

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E-mail Address/Correo Electronico \*

[REDACTED]

Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

Yes

No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

Yes

No

What would you like to see in a new public school in your community? /  
¿Que le gustaria ver en una nueva escuela publica en su comunidad?

I would like to see a FLACS high school open up.

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Yes

No

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Yes

No

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Yes

No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

Yes

No

What would you like to see in a new public school in your community? /  
¿Que le gustaria ver en una nueva escuela publica en su comunidad?

Más salones más grandes para los niños y con mejor aire acondicionado y calefacción y  
más talleres para los niños de deporte y música

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Yes

No

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Yes

No

What would you like to see in a new public school in your community? /  
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More activities and workshops for parents.

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E-mail Address/Correo Electronico \*

[REDACTED]

Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

Yes

No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

Yes

No

What would you like to see in a new public school in your community? /  
¿Que le gustaria ver en una nueva escuela publica en su comunidad?

Yes

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E-mail Address/Correo Electronico \*

[REDACTED]

Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

Yes

No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

Yes

No

What would you like to see in a new public school in your community? /  
¿Que le gustaria ver en una nueva escuela publica en su comunidad?

I am looking forward to FLACS opening the new location in the north Bronx. You have enriched the south Bronx with your programs, now it's time for the north Bronx to partake in what FLACS has to offer the community

4d-43

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E-mail Address/Correo Electronico \*

[REDACTED]

Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

Yes

No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

Yes

No

What would you like to see in a new public school in your community? /  
¿Que le gustaria ver en una nueva escuela publica en su comunidad?

Mas actividad

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E-mail Address/Correo Electronico \*

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Yes

No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

Yes

No

What would you like to see in a new public school in your community? /  
¿Que le gustaria ver en una nueva escuela publica en su comunidad?

Better schools that love and care for the kids. In my experience that's how flacs school do they love what they do. I wish there's more school like flacs

4d-45

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E-mail Address/Correo Electronico \*

[REDACTED]

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Yes

No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

Yes

No

What would you like to see in a new public school in your community? /  
¿Que le gustaria ver en una nueva escuela publica en su comunidad?

Dedicated employees that cares about students learning their success

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E-mail Address/Correo Electronico \*

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Yes

No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

Yes

No

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After school curriculums

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[REDACTED]

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Yes

No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

Yes

No

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Good enviroment

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E-mail Address/Correo Electronico \*

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Yes

No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

Yes

No

What would you like to see in a new public school in your community? /  
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more activities for the children

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E-mail Address/Correo Electronico \*

[REDACTED]

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Yes

No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

Yes

No

What would you like to see in a new public school in your community? /  
¿Que le gustaria ver en una nueva escuela publica en su comunidad?

A safety environment where kids come ready to learn and are exposed to higher order thinking. I would love to see passionate teachers that give their all and have great communication with parents and more technology. I am very happy with the services that my son have had for the past 3 years. He have had great teachers.

4d-50

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No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

Yes

No

What would you like to see in a new public school in your community? /  
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Más programad después de escuela

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[REDACTED]

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Yes

No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

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E-mail Address/Correo Electronico \*

[REDACTED]

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Yes

No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

Yes

No

What would you like to see in a new public school in your community? /  
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Safety for the kids is the number one and high standard education

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E-mail Address/Correo Electronico \*

[REDACTED]

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Yes

No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

Yes

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What would you like to see in a new public school in your community? /  
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More free programs to keep the children out the streets.

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Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

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More musical programs

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E-mail Address/Correo Electronico \*

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Yes

No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

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E-mail Address/Correo Electronico \*

[REDACTED]

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Yes

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## E-mail Address/Correo Electronico \*

[REDACTED]

Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

Yes

No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

Yes

No

What would you like to see in a new public school in your community? /  
¿Que le gustaria ver en una nueva escuela publica en su comunidad?

Improving academic standards.

I want the school doors open for the students when is raining it's really bad when the kids are standing outside in the raining while the doors closed

4d-58

# Family Life Academy Charter School IV

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E-mail Address/Correo Electronico \*

[REDACTED]

Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

Yes

No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

Yes

No

What would you like to see in a new public school in your community? /  
¿Que le gustaria ver en una nueva escuela publica en su comunidad?

Id like to see a good lunch for children of all culture and religion, educated, non careless teachers and a well envoirement for all children to learn happily.

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E-mail Address/Correo Electronico \*

[REDACTED]

Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

Yes

No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

Yes

No

What would you like to see in a new public school in your community? /  
¿Que le gustaria ver en una nueva escuela publica en su comunidad?

Yes

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E-mail Address/Correo Electronico \*

[REDACTED]

Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

Yes

No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

Yes

No

What would you like to see in a new public school in your community? /  
¿Que le gustaria ver en una nueva escuela publica en su comunidad?

I would like to continue to see the tradition of two teachers in each class, strong consistent curriculum, and beautiful aesthetics to everyone feel at home and proud of their school. After school clubs and programs would be an added bonus, like sports or newspaper, etc.

4d-61

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E-mail Address/Correo Electronico \*

[REDACTED]

Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

Yes

No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

Yes

No

What would you like to see in a new public school in your community? /  
¿Que le gustaria ver en una nueva escuela publica en su comunidad?

Teacher enthusiasm. \_\_\_\_\_

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E-mail Address/Correo Electronico \*

[REDACTED]

Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

Yes

No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

Yes

No

What would you like to see in a new public school in your community? /  
¿Que le gustaria ver en una nueva escuela publica en su comunidad?

To have Great education, art, Music, Science lab, sports and lunch room 🙏

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E-mail Address/Correo Electronico \*

[REDACTED]

Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

Yes

No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

Yes

No

What would you like to see in a new public school in your community? /  
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Mas programas que le ofrezcan a los niños después de la escuela.

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E-mail Address/Correo Electronico \*

[REDACTED]

Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

Yes

No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

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E-mail Address/Correo Electronico \*

[REDACTED]

Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

Yes

No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

Yes

No

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¿Que le gustaria ver en una nueva escuela publica en su comunidad?

Yes.

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E-mail Address/Correo Electronico \*

[REDACTED]

Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

Yes

No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

Yes

No

What would you like to see in a new public school in your community? /  
¿Que le gustaria ver en una nueva escuela publica en su comunidad?

yes

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E-mail Address/Correo Electronico \*

[REDACTED]

Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

Yes

No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

Yes

No

What would you like to see in a new public school in your community? /  
¿Que le gustaria ver en una nueva escuela publica en su comunidad?

Más programas

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E-mail Address/Correo Electronico \*

[REDACTED]

Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

Yes

No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

Yes

No

What would you like to see in a new public school in your community? /  
¿Que le gustaria ver en una nueva escuela publica en su comunidad?

Si..y con Dios mediante la tendremos

# Family Life Academy Charter School IV

Response 04 - Evidence of Outreach

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E-mail Address/Correo Electronico \*

[REDACTED]

Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

Yes

No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

Yes

No

What would you like to see in a new public school in your community? /  
¿Que le gustaria ver en una nueva escuela publica en su comunidad?

Yes. I'm interested!

4d-70

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E-mail Address/Correo Electronico \*

[REDACTED]

Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

Yes

No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

Yes

No

What would you like to see in a new public school in your community? /  
¿Que le gustaria ver en una nueva escuela publica en su comunidad?

Más programa educativo

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E-mail Address/Correo Electronico \*

[REDACTED]

Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

Yes

No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

Yes

No

What would you like to see in a new public school in your community? /  
¿Que le gustaria ver en una nueva escuela publica en su comunidad?

Más programas para los niños.

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## E-mail Address/Correo Electronico \*

[REDACTED]

Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

Yes

No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

Yes

No

What would you like to see in a new public school in your community? /  
¿Que le gustaria ver en una nueva escuela publica en su comunidad?

FLACS is awesome! Perhaps adding a variety of extracurricular activities (like clubs and sports).

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E-mail Address/Correo Electronico \*

[REDACTED]

Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

Yes

No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

Yes

No

What would you like to see in a new public school in your community? /  
¿Que le gustaria ver en una nueva escuela publica en su comunidad?

Clean and safe learning environment with afterschool programs available at no cost or income based.

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E-mail Address/Correo Electronico \*

[REDACTED]

Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

Yes

No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

Yes

No

What would you like to see in a new public school in your community? /  
¿Que le gustaria ver en una nueva escuela publica en su comunidad?

Yes

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E-mail Address/Correo Electronico \*

[REDACTED]

Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

Yes

No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

Yes

No

What would you like to see in a new public school in your community? /  
¿Que le gustaria ver en una nueva escuela publica en su comunidad?

si

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E-mail Address/Correo Electronico \*

[REDACTED]

Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

Yes

No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

Yes

No

What would you like to see in a new public school in your community? /  
¿Que le gustaria ver en una nueva escuela publica en su comunidad?

More specialty classes, trips and free after school programs and swimming classes

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E-mail Address/Correo Electronico \*

[REDACTED]

Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

Yes

No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

Yes

No

What would you like to see in a new public school in your community? /  
¿Que le gustaria ver en una nueva escuela publica en su comunidad?

Sports/The Arts Afterschool

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E-mail Address/Correo Electronico \*

[REDACTED]

Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

Yes

No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

Yes

No

What would you like to see in a new public school in your community? /  
¿Que le gustaria ver en una nueva escuela publica en su comunidad?

More

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E-mail Address/Correo Electronico \*

[REDACTED]

Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

Yes

No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

Yes

No

What would you like to see in a new public school in your community? /  
¿Que le gustaria ver en una nueva escuela publica en su comunidad?

More sport program, like baseball, baskeball

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E-mail Address/Correo Electronico \*

[REDACTED]

Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

Yes

No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

Yes

No

What would you like to see in a new public school in your community? /  
¿Que le gustaria ver en una nueva escuela publica en su comunidad?

Smaller schools

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E-mail Address/Correo Electronico \*

[REDACTED]

Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

Yes

No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

Yes

No

What would you like to see in a new public school in your community? /  
¿Que le gustaria ver en una nueva escuela publica en su comunidad?

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E-mail Address/Correo Electronico \*

[REDACTED]

Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

Yes

No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

Yes

No

What would you like to see in a new public school in your community? /  
¿Que le gustaria ver en una nueva escuela publica en su comunidad?

Afterschool

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E-mail Address/Correo Electronico \*

[REDACTED]

Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

Yes

No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

Yes

No

What would you like to see in a new public school in your community? /  
¿Que le gustaria ver en una nueva escuela publica en su comunidad?

Seguir preparando los niños en su salud en su forma de comer crear talleres en el cual los padres aprendan la importancia de comer un poco mas saludable programas después de la escuela asi como arte y ayuda con sus tarea!

4d-84

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E-mail Address/Correo Electronico \*

[REDACTED]

Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

Yes

No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

Yes

No

What would you like to see in a new public school in your community? /  
¿Que le gustaria ver en una nueva escuela publica en su comunidad?

More clubs and activities

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E-mail Address/Correo Electronico \*

[REDACTED]

Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

Yes

No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

Yes

No

What would you like to see in a new public school in your community? /  
¿Que le gustaria ver en una nueva escuela publica en su comunidad?

Hi education quality, more discipline.

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E-mail Address/Correo Electronico \*

[REDACTED]

Do you have children in grades K-8? / ¿Tiene usted niños en los grados K-8?

Yes

No

Do you live in the South Bronx? / ¿Vive usted en el Sur del Bronx?

Yes

No

What would you like to see in a new public school in your community? /  
¿Que le gustaria ver en una nueva escuela publica en su comunidad?



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## FLACS IV Survey

1 message

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**Busola Oshideko** <[REDACTED]>  
To: [REDACTED]

Tue, Dec 11, 2018 at 7:22 AM

Good morning:

I am looking forward to FLACS opening the new location in the north Bronx. You have enriched the south Bronx with your programs, now it's time for the north Bronx to partake in what FLACS has to offer the community.

Thank you for considering this request.

### **Response 04e - Evidence of Community Support**

Family Life Academy Charter School (FLACS) IV is demonstrating evidence of community support through a collection of letters and emails from community stakeholders and through signatures in support of the school gathered from a petition.

Attached to this page are:

- Letters or emails of support from the following community stakeholders:
  - Ruben Diaz, Jr., Bronx Borough President
  - Hon. Marcos A. Crespo, Member of the State Assembly, 85th District
  - Michael Blake, Member of the State Assembly, 79th District
  - Vanessa Gibson, City Council Member, 16th District Bronx
  - Rev. Dr. George J. Abosi, Pastor, International Baptist Worship Center
  - Bourena Niambele, NYPD Borough Clergy
  - Rev. Cora Taitt, Pastor, Highbridge Community Church
  - Demetris Giannoulies, CEO Spring Bank and local businessman
  - Carlos P. Naudon, President and CEO of Ponce Bank and local businessman
  - Pedro Alvarez, President of P. Alvarez & Associates Corp., board member and local businessman
- Signatures of support for the creation of FLACS IV

In addition, some of the survey results included in *Response 04e - Evidence of Support* also indicated support for the school.

An analysis of how these items indicated support is listed in *Response 04b - Description and Analysis of Community Support*.



**BRONX BOROUGH PRESIDENT RUBEN DIAZ JR.**

January 7, 2018

Ms. Susie Miller Carello, Executive Director  
SUNY Charter Schools Institute  
353 Broadway  
Albany, NY 12246

Dear Ms. Miller-Carello,

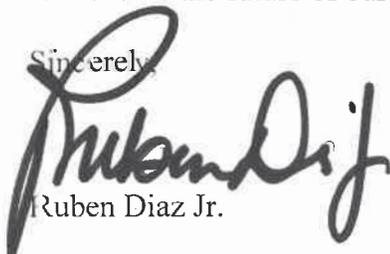
I would like to enthusiastically offer my support and strongly encourage SUNY–CSI to approve Family Life Academy Charter School’s (FLACS) application for Family Life Charter School IV (FLACS IV).

As a lifelong resident of The Bronx with 21 years in public service, the last nine years serving as Bronx Borough President; I have witnessed the impact of FLACS on our community. The opening of FLACS IV, will provide an educational choice to families in The Bronx; one with rigorous academics and core values of community, diversity, safety, and personal growth. I have experienced first-hand the FLACS Cafe, created when FLACS moved from traditional precooked meals to daily fresh cooked nutritious meals. In addition, I had the opportunity and pleasure of teaching a class of middle-schoolers and experiencing how engaged and knowledgeable the FLACS scholars are. The FLACS network has over 15 years of experience in creating an educational environment of academic excellence for students from local Bronx communities, primarily consisting of working class and immigrant families living below the poverty line.

As Borough President, I know that my role includes helping to transform the way Bronx residents think of themselves and their borough, not to mention its reputation to those who live outside its borders. Education is at the core of that effort. I see FLACS as partner with me and the residents of the South Bronx in achieving that goal.

Finally, I want to acknowledge FLACS as having had the honor of being selected in June 2018, as one of six charter school networks nationwide (only one for New York State), to receive a multi-year grant from the Charter School Growth Fund (CSGF) under the Emerging CMO Fund initiative. This honor is given to the country’s best charter school organizations led by leaders of color, to fund their expansion and help each organization increase their impact on behalf of students. FLACS can now be counted among the top educational organizations in the country that will ensure the future of our children, families and the Bronx.

Sincerely,



Ruben Diaz Jr.



MARCOS A. CRESPO  
Assemblyman 85<sup>th</sup> District

THE ASSEMBLY  
STATE OF NEW YORK  
ALBANY

CHAIR  
Puerto Rican/Hispanic Taskforce  
CO-CHAIR  
Taskforce on Demographic Research  
and Reapportionment  
COMMITTEES  
Cities  
Energy  
Environmental Conservation  
Insurance  
Transportation  
MEMBER  
Black, Puerto Rican, Hispanic  
and Asian Legislative Caucus

December 20, 2018

Susie Miller Carello, Executive Director  
SUNY Charter Schools Institute  
353 Broadway  
Albany, NY 12246

Dear Susie Miller-Carello,

In my capacity of **New York State Assembly Member**, representing the **85th District**, I writing to offer my support as it relates to Family Life Academy Charter School’s (FLACS) application for Family Life Charter School IV (FLACS IV).

I was first introduced to the FLACS Network in the Spring of 2018 as I was extended the privilege to serve as keynote speaker during the eighth grade graduation ceremony. During this opportunity I was able to listen and to learn more about the educational accomplishments of this “community grown” charter network, and the positive impacts the school has been able to offer to the children and families across The Bronx.

FLACS maintains an exemplary tradition that spans nearly 17 years in promoting student success in serving low-income students of color, English Language Learners, and students with special needs. FLACS has partnered with community activist Rev. Raymond Rivera of the Latino Pastoral Action Center, business leaders and parents in expanding this model with the opening of FLACS II and III. FLACS’s impact on student outcomes have been clear as they have performed well above neighboring school districts on the 2018 ELA and mathematics state exams. FLACS’ success also extends beyond school walls as they make it a point to the share best practices with DOE public school MS 224 via a collaborative grant; FLACS also leads in an ELL consortium, which provides professional development and support in working with ELLs to 25+ NYC charter schools.

I am certain that the addition of FLACS IV would first and foremost help address the growing demand by parents in The Bronx for quality education and choice. Second, FLACS has demonstrated the capacity to meet the needs of every learner in the community, while developing the needed skills to enable them to be thoughtful, participatory citizens in their local communities.

Sincerely,

Hon. Marcos A. Crespo  
Member of Assembly  
85<sup>th</sup> District



**MICHAEL A. BLAKE**  
Assemblymember  
79<sup>th</sup> District – The Bronx

THE ASSEMBLY  
STATE OF NEW YORK  
ALBANY

COMMITTEES  
Banks  
Correction  
Election Law  
Governmental Operations  
Housing  
Veterans' Affairs  
SUB-COMMITTEES  
Chair, Mitchell-Lama

TASK FORCE  
Puerto Rican/Hispanic  
Black, Puerto Rican, Hispanic  
and Asian Legislative Caucus  
Co-Chair, Criminal Justice  
Task Force

WORKING GROUPS  
Member, Majority Working  
Group on Rules, Operations,  
Government Transparency  
& Public Participation

December 26, 2018

Susie Miller Carello  
Executive Director  
SUNY Charter Schools Institute  
SUNY Plaza  
353 Broadway  
Albany, NY 12246

Dear Ms. Miller Carello,

I am writing in support of the Family Life Academy Charter School's (FLACS) application for Family Life Charter School IV (FLACS IV). As the elected official for the 79th Assembly District, I have an obligation to ensure that outstanding opportunities for success are available to the youth of our district. I sincerely believe that having a Family Life Charter School within the Bronx will provide those outstanding opportunities for our young people who will develop into future innovators and global leaders.

My vision of prosperity for the 79th District is based on three E's: Economic Development, Education, and Equity. Education is a key component and pathway for empowering our youth, families, and communities with the skills and knowledge that are necessary to be successful in our nation's competitive labor-market and economy. Therefore, I am unequivocally committed to ensuring that our youth are afforded equal access to a high-quality education. As a product of the Bronx public-school system, I know first-hand the role and importance that education has in inspiring young people to become high achievers and productive members of society. Our youth within the 79th Assembly District, and all other districts, have the right to attend a supportive and well-managed school that encourages students to realize their untapped potential, acquire 21st-century skills, explore meaningful careers, and gain access to college-career pipelines. FLACS embodies those ideals that our youth can truly benefit from.

For over the past 17 years, FLACS has operated on the social-justice platform of providing equitable educational opportunities in the high-needs communities of the South Bronx; goals that are aligned with the 79th District's three E's. FLACS has a long track-record of providing high-quality, rigorous instructional programs that accelerate scholarly achievement by meeting the needs and challenges of all learners, which includes a student population comprised largely of English Language Learners (ELLs) and students with special needs. This commitment is clearly demonstrated by FLACS network schools' outperformance of local school districts in NYC and NYS on the 2018 ELA and mathematics state exams.

Additionally, FLACS had the honor of being selected as 1 of 6 charter school networks nationwide, and was the only one from NYS and the Bronx, to receive a multi-year grant from the Charter School Growth Fund (CSGF) under the Emerging CMO Fund initiative. This prestigious award is given only to the country's best charter school organizations led by leaders of color, to support expansion, and help each organization increase their positive impact on students. I believe that the instructional experts leading the outreach and the design of Family Life Academy Charter School has demonstrated a sincere commitment to improving educational options for families in our community.

Therefore, I am in full support of FLACS' application to launch another high-quality school option, one that will inspire students in the South Bronx to excel and innovate, making them better prepared for post-secondary education and productive careers. With dedicated community leaders like the founders of Family Life Academy Charter School, we are one step closer towards #BuildingABetterBronx.

Sincerely,

A handwritten signature in cursive script that reads "Michael A. Blake". The signature is written in dark ink and is positioned above the typed name.

Assemblymember Michael Blake

DISTRICT OFFICE  
1377 JEROME AVENUE  
BRONX, NY 10452

CITY HALL OFFICE  
250 BROADWAY, ROOM 1774  
NEW YORK, NY 10007



THE COUNCIL  
OF  
THE CITY OF NEW YORK  
**VANESSA L. GIBSON**  
COUNCIL MEMBER, 16<sup>th</sup> DISTRICT, BRONX

CHAIR  
SUB-COMMITTEE ON CAPITAL BUDGET

COMMITTEES  
FINANCE  
GENERAL WELFARE  
LAND USE  
PLANNING, DISPOSITIONS AND CONCESSIONS  
PUBLIC SAFETY  
RULES, PRIVILEGES AND ELECTIONS  
STANDARDS AND ETHICS

January 3, 2019

Susie Miller Carello  
Executive Director  
SUNY Charter Schools Institute  
353 Broadway  
Albany, New York 12246

Dear Susie Miller-Carello,

As the Council Member representing the 16th district in the Bronx, I am writing this letter in support of the Family Life Academy Charter School application to open the Family Life Charter School IV (FLACS IV) in the Bronx.

As a proud graduate of the City's Public School system, I recognize the positive impact that a strong educational foundation has on future individual success. Within the New York City Council, I have led initiatives that supported educational reforms in the Bronx and supported programs such as the Summer Kindergarten Success Institute and Technology in the Classroom grants at FLACS. I have had the honor of being the keynote speaker for FLACS's eighth-grade graduations on more than one occasion, visited its schools, engaged with educators and students and witnessed first-hand, its academic curriculum in its classrooms to see the quality educational programming for FLACS scholars in practice.

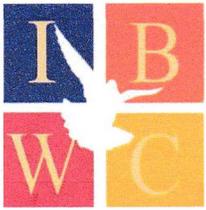
FLACS has made breakthrough achievements with a student population whose academics were unsatisfactory in NYC public schools. In 2018, FLACS network schools outperformed local school Districts 7 and 9. These accomplishments are now recognized on the national level with support for expansion and growth from the US Department of Education and Charter School Growth Fund. The opening of FLACS IV would continue a consistent commitment and tradition of providing educational choices for all Bronx families while creating a safe, nurturing and caring environment where education is creative, engaging, innovative, meaningful, and joyful.

I am in full support of this application before your office and ask for your full consideration of the Family Life Charter School's application to open FLACS IV.

Sincerely,

A handwritten signature in cursive script that reads "Vanessa L. Gibson".

Vanessa L. Gibson  
Council Member, 16th District, Bronx County



**INTERNATIONAL BAPTIST WORSHIP CENTER**  
**New, York.**

Susie Miller Carello, Executive Director  
SUNY Charter Schools Institute  
353 Broadway  
Albany, NY 12246

Dear Susie Miller-Carello,

As a religious and community leader serving families in our New York metro area, I would like to offer my support and recommend SUNY –CSI to approve Family Life Academy Charter School's (FLACS) application for Family Life Charter School IV (FLACS IV).

Reverend Raymond Rivera, founding member of Family Life Academy Charter School has been a dynamic and active leader in the local communities throughout NYC; spreading the word that the best way to address poverty is to expand educational opportunities that enable all children to succeed in school, careers and life. As an advocate for education reform, he stands behind the belief that every child, every day has the ability to succeed when you invest in the "whole child". He was able to realize that goal by mobilizing parents, business, community and religious leaders in supporting the opening of Family Life Academy Charter School in the fall of 2001. To this vision, I am glad to add my voice.

There is clear evidence of FLACS's long track-record of outperforming schools in their district, NYC and now NYS. Based on this success, the FLACS network has received honors and awards for academic achievement, which has now been recognized at the national level with support for expansion and growth from the US Department of Education and Charter School Growth Fund.

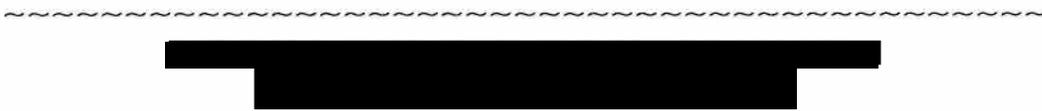
As a partnering leader in the community, I bear witness to the passion of FLACS's leadership in its work to transform the lives of all children in the South Bronx. This means addressing on-going, underlying "opportunity gaps" – the deep disparities that exist in accessing high-quality educational opportunities, especially for low-income students and students of color. The opening of FLACS IV, would support that goal for all families in the Bronx.

I believe finally that we all as a community must raise our voices to ensure that every child has the right to learn in a safe, nurturing, and engaging environment and be mentored by great teachers. FLACS is the charter school network that is upholding those goals for our community and beyond.

The establishment of FLACS-IV is thus greatly needed and highly recommended.

Sincerely,

**REV. DR. GEORGE J. ABOSI (Pastor).**



Bourema Niambele  
NYPD Borough Clergy



January 7, 2019

Susie Miller Carello, Executive Director  
SUNY Charter Schools Institute  
353 Broadway  
Albany, NY 12246

Dear Susie Miller-Carello,

As a religious leader, and community activist serving the families in my community, I would like to offer my support and recommend SUNY –CSI to approve Family Life Academy Charter School's (FLACS) application for Family Life Charter School IV (FLACS IV).

Religious leaders like myself, have dedicated their lives towards working for the betterment of their communities by helping the poor and serving those less fortunate. We recognize that access to a quality education in the South Bronx is the civil rights issue of our time and a problem in which we all have a vital stake. Reverend Raymond Rivera, founding member of Family Life Academy Charter School has been a leader in the local communities throughout NYC; spreading the word that the best way to address poverty is to expand educational opportunities that enable all children to succeed in school, careers and life. As an advocate for education reform in the South Bronx, community activist and organizer, Reverend Raymond Rivera stands behind the belief that every child, every day has the ability to succeed when you invest in the "whole child". Reverend Raymond Rivera was able to realize that goal by mobilizing parents, business, community and religious leaders in supporting the opening of Family Life Academy Charter School in the fall of 2001.

Over the years FLACS has made breakthrough achievements with a student population that has historically failed in NYC public schools. FLACS is known to provide a supportive and nurturing environment where all children have the chance to learn and grow into confident, resilient, self-reliant, happy and generous citizens. FLACS has a long track-record of outperforming schools in their district, NYC and now NYS. Based on this success, the FLACS network has received honors and awards for academic achievement, which has now been recognized at the

national level with support for expansion and growth from the US Department of Education and Charter School Growth Fund.

FLACS is diligent in its work to transform the lives of all children in the South Bronx. This means addressing on-going, underlying "opportunity gaps" — the deep disparities that exist in accessing high-quality educational opportunities, especially for low-income students and students of color. The opening of FLACS IV, would support that goal for all families in the Bronx.

Finally, I believe we all as a community must raise our voices to ensure that every child has the right to learn from a great teacher, in a safe, nurturing, and engaging environment. FLACS is the charter school network that is upholding those goals for our community.

Sincerely,

A handwritten signature in black ink, appearing to read "Bourema Niambé", written in a cursive style.

Bourema Niambé



Reverend Cora Taitt, Pastor



January 5 2019  
Susie Miller Carello, Executive Director  
SUNY Charter Schools Institute  
353 Broadway  
Albany, NY 12246

Dear Susie Miller-Carello,

As a religious leader, and community activist serving the families in my community, I would like to offer my support and recommend SUNY –CSI to approve Family Life Academy Charter School’s (FLACS) application for Family Life Charter School IV (FLACS IV).

Religious leaders like me have dedicated their lives towards working for the betterment of their communities by helping the poor and serving those less fortunate. We recognize that access to a quality education in the South Bronx is the civil rights issue of our time and a problem in which we all have a vital stake. Reverend Raymond Rivera, founding member of Family Life Academy Charter School has been a leader in the local communities throughout NYC; spreading the word that the best way to address poverty is to expand educational opportunities that enable all children to succeed in school, careers and life. As an advocate for education reform in the South Bronx, community activist and organizer, Reverend Raymond Rivera stands behind the belief that every child, every day has the ability to succeed when you invest in the “whole child”. Reverend Raymond Rivera was able to realize that goal by mobilizing parents, business, community and religious leaders in supporting the opening of Family Life Academy Charter School in the fall of 2001.

Over the years FLACS has made breakthrough achievements with a student population that has historically failed in NYC public schools. FLACS is known to provide a supportive and nurturing environment where all children have the chance to learn and grow into confident, resilient, self-reliant, happy and generous citizens. FLACS has a long track-record of outperforming schools in their district, NYC and now NYS. Based on this success, the FLACS network has received honors and awards for academic achievement, which has now been recognized at the national level with support for expansion and growth from the US Department of Education and Charter School Growth Fund.

FLACS is diligent in its work to transform the lives of all children in the South Bronx. This means addressing on-going, underlying “opportunity gaps” — the deep disparities that exist in accessing high-quality educational opportunities, especially for low-income students and students of color. The opening of FLACS IV would support that goal for all families in the Bronx.

Finally, I believe we all as a community must raise our voices to ensure that every child has the right to learn from a great teacher, in a safe, nurturing, and engaging environment. FLACS is the charter school network that is upholding those goals for our community.

Sincerely,

Cora W. Taitt

December 20, 2018

To Whom It May Concern,

As CEO of Spring Bank (located in the Bronx and Harlem), I would like to offer my support and strongly urge SUNY –CSI to approve Family Life Academy Charter School's (FLACS) application for Family Life Charter School IV (FLACS IV).

Founded in 2007—as the first bank to headquarter in the South Bronx in 25 years and the first B Corp Bank in New York State—we exist to create a world where all people have equal access and the opportunity to build prosperous and abundant futures for their families and communities. One way this is accomplished is through collaborations and partnerships with community organizations that serve residents in local neighborhoods throughout the Bronx.

I was first introduced to FLACS by Pedro Alvarez, a local businessman and chairman of the FLACS Board of Trustees in 2012. I was given a tour of the school and became interested in their nutrition and wellness initiative. This program educates students, families and the local South Bronx community about nutrition, healthy eating and the physical and emotional benefits of exercise. FLACS recognizes the impact of a healthy diet on student learning, attitude and behavior in the classroom. On behalf of Spring Bank, I decided to support this initiative with a donation going towards the purchase of a salad bar to support the FLACS Cafe', that serves lunch to 460 K-8 grade students daily. We have continued our support on an annual basis, which now includes the cooking club. FLACS' cooking club includes after-school cooking lessons, master chef workshops, parent nutrition workshops/health forums, intergenerational cooking classes, rooftop garden activities and field trips to local markets/ farms.

As a community bank and corporate partner for the FLACS network since 2012, we have sought to sustain a collaboration that will meet the needs of underserved residents and families of the South Bronx that includes turning the tide on poor nutrition and chronic health issues that plague the community. FLACS creates schools that contribute to a child's total developmental experience. FLACS scholars develop the knowledge and skills in expanding their understanding of what is possible for themselves and their world, towards leading productive and satisfying lives.

The expansion of the FLACS network in opening of FLACS IV, will allow the network to continue to provide high-quality educational options for students from local Bronx communities that are historically underserved. In 2018, FLACS network schools outperformed their local school districts (CSD7 and CSD9) NYC and NYS and are now being recognized on the national level with support for expansion and growth from the US Department of Education and Charter School Growth Fund. Spring Bank will continue to lend its support as a community and corporate partner to this outstanding educational institution in its efforts to ensure the future of our children and families in the South Bronx.

Sincerely,



Demetris Giannoulas, CEO  
Spring Bank



Ponce Bank®

www.poncebank.com

December 19, 2018

To Whom It May Concern,

As President of Ponce Bank, I would like to offer my ardent support and recommendation for SUNY – CSI to approve Family Life Academy Charter School's (FLACS) application for Family Life Charter School IV (FLACS IV).

Opened for business in 1960–Ponce Bank now serves residents in the Bronx, Manhattan, Queens, Brooklyn and Union City (NJ). Ponce Bank is committed to supporting and strengthening the communities it serves.

FLACS has been a customer of Ponce Bank since its founding in 2001. As a financial institution we have been committed to provide FLACS quality and reliable support as it has grown and expanded as a network in the South Bronx. The FLACS network will draw upon its vast knowledge and prior experience of operating high-quality charter schools in the opening of FLACS IV. The FLACS network has a proven replication model for successful academic, organizational, and financial management practices for FLACS IV to follow in preparation for a successful launch in 2020.

The FLACS network under the leadership of Reverend Raymond Rivera, founder of the Latino Pastoral Action Center (LPAC), along with community leaders and parents has nearly two decades of experience in creating an educational environment of academic excellence for children from high-need communities in the South Bronx. In 2018, FLACS network schools outperformed their local school districts (CSD7 and CSD9) NYC and NYS and are now being recognized on the national level with support for expansion and growth from the US Department of Education and Charter School Growth Fund.

Ponce Bank will continue to lend its support to this outstanding educational institution that creates a learning environment that celebrates education, family, and diversity, in its efforts to ensure the future of our children in the South Bronx.

Sincerely,

Carlos P. Naudon  
President and CEO  
Ponce Bank

# P. ALVAREZ ASSOCIATES CORP.



December 14, 2018

To Whom It May Concern,

As a successful businessman, community activist and parent of a FLACS alumni of the first graduating class, I would like to offer my support and strongly recommend SUNY –CSI to approve Family Life Academy Charter School's (FLACS) application for Family Life Charter School IV (FLACS IV).

As a businessman, Board member and proud parent of a FLACS alumni who is a 2017 CUNY Baruch College graduate, I recognize the importance and impact that a strong educational foundation has on future college and career success. In keeping with FLACS' mission, I decided to create a scholarship in 2014 on behalf of P. Alvarez & Associates to be presented to one female and one male graduating eighth grade student from the FLACS network schools, with aspirations to pursue a career in business. These scholarships serve to acknowledge the role of entrepreneurs and small businesses to the revitalization of urban communities such as the Bronx. I view these scholarships as an investment in future FLACS entrepreneurs on the path way to career success.

As a resident of the Bronx since 1992, I have founded and supported various non-profits in the Bronx. My greatest honor has been serving on the Board of Trustees for the FLACS network since its founding, as the first Parents Teachers Association (PTA) president and 10 years later becoming the chairman of the Board of Trustees from 2010-16. FLACS schools alleviate racial, social, and economic pressures that detract from learning and healthy development with comprehensive strategies, including rigorous core curriculum and targeted interventions for all learners, especially English Language Learners (ELLs) and students with disabilities. FLACS has been an agent of change in creating schools that contribute to a child's total development experience. FLACS believes that learning happens both inside the classroom and beyond school walls— and must be connected to higher education, employment, and civic life.

Finally, the FLACS network has served as a model for academic achievement and excellence throughout the years, from outperforming their local school districts, NYC and now NY state to being recognized on the national level with support for expansion and growth from the US Department of Education and Charter School Growth Fund. As a Bronx businessman, community activist and member of the FLACS family, I will continue to lend my unwavering support to this leading educational institution in its efforts to ensure our children's future!

Sincerely,

Pedro Alvarez  
P. Alvarez & Associates Corp

Professional Accounting and Tax services for businesses and individuals



**NOTE:** As required in section 4 of the Request for Proposal (RFP), applicants are required to show evidence of community outreach. The applicant submitted signature pages of approximately 650 community members who are in-favor of the charter school application. Due to large file size, these pages were removed from this document. If you would like access to the redacted signature pages, please email [Charters@suny.edu](mailto:Charters@suny.edu).

**Response 04f - Evidence of Student Demand**

Family Life Academy Charter School (FLACS) IV is submitting two pieces of evidence to demonstrate evidence of student demand: current applicants and waitlists at the existing FLACS schools and signatures in support of the school of individuals with school age children.

*Applicants and Waitlist*

The number of students who applied to schools, who were offered a spot, and who ultimately accepted a spot is included in Table 4-3 in *Response 04c - Description and Analysis of Student Demand*. An analysis of the demand is included in that response.

*Petitions of Community*

The petitions submitted in *Response 04e - Evidence of Community Support* also demonstrate evidence of student demand. An analysis of how this demonstrates demand for the school appears in *Response 04c - Description and Analysis of Student Demand*.

## **Response 05a - Enrollment Plan**

### *Alignment with Grade Configuration of the School District*

Family Life Academy Charter School (FLACS) IV's proposed grade configuration aligns with its school district of location, CSD 9. The majority of the public, charter and parochial schools in CSD 9, and the neighboring districts, are either pre-kindergarten or kindergarten through fifth grade, sixth through eighth grade, or pre-kindergarten or kindergarten through eighth grade programs. As such, there is no misalignment with the district in the elementary or middle school programs. FLACS IV does not intend to provide a pre-kindergarten program, as such students will need to transfer from a private or public pre-kindergarten program to kindergarten at FLACS. It is common practice in New York City for students to attend a different pre-kindergarten and kindergarten program. FLACS intends to initially enroll students near the natural entry points for New York City public schools, taking in the bulk of its new students in kindergarten and sixth grade. Only the first year represents a deviation, in which the school takes in many students in first grade.

### *Eligible and Minimum Age Requirements*

FLACS IV will follow the same eligible and minimum age requirements as does New York City Department of Education. Students will be eligible for kindergarten in fall of the calendar year in which they turn five years old. Students that transfer into the school after kindergarten will be placed based on the successful completion of the previous grade. The age grade ranges are described in *Response 05c - Enrollment Table*; these ranges account for students that may be retained or come to FLACS overage.

### *Pattern of Growth over the Charter Term and Beyond*

In its first year, FLACS IV plans to enroll 156 students in kindergarten and first grade (78 students per grade). In its second year, FLACS IV will add grades two, enrolling 234 students total. In its third year, FLACS IV will add grades three and six, with 390 students. In the fourth year, grade four and seven will be added; enrollment will be 546. In the fifth year, enrollment will be 702 and the school will be at full capacity with kindergarten through eighth grade. FLACS IV has not included an attrition rate in its enrollment table. The school intends to backfill classes with students off the waitlist when there is student attrition.

FLACS IV will be at full capacity during its first charter term and at this time does not have a plan for growth when seeking future charter terms. FLACS IV is not seeking a full-day universal pre-kindergarten program.

## **Response 05b - Target Population Enrollment**

FLACS IV will follow the established guidelines of the New York State Charter Law which requires all charter schools to have a set application process which leads to a lottery if the number of applicants exceeds the number of available seats. Consistent with the requirements of the New York State Charter Law, all FLACS schools are committed to enrolling ELLs, students in special education, and economically disadvantaged students. FLACS IV, like the other FLACS schools, plans to enroll percentages similar to those of the local school district and to meet or exceed the targets established by SUNY.

*Potential Enrollment and Retention Targets for FLACS IV*

The potential enrollment and retention targets for each subgroup are listed below. These targets are based on the school’s final enrollment and grade configuration, with 702 students in kindergarten through grade eight.

<b>Table 5-1: Projected Enrollment and Retention Targets</b>		
<b>Subgroup</b>	<b>Enrollment Target Percentage (# of students)</b>	<b>Retention Target Percentage (# of students)</b>
<b>Economically Disadvantaged Students</b>	95.7% (674.4)	90.6% (610.8)
<b>English Language Learners</b>	26.0% (183.1)	91.5% (167.6)
<b>Students in Special Education</b>	18.8% (132.8)	90.9% (120.6)

*Progress of Current FLACS Schools in Meeting the Enrollment and Retention Targets*

FLACS IV will put into place systems to ensure that it meets its enrollment and retention targets. FLACS IV will be located in a community with a high bilingual and immigrant population and a high poverty level, as described in *Response 01a - Community Description and Need*. Historically, at the other FLACS schools the population for English language learners and economically disadvantaged students selected in the lottery have approximated or exceeded local percentages. Table 5-2 summarizes the progress that FLACS I, FLACS II, and FLACS III have made in meeting the enrollment and retention percentages established by SUNY CSI over the last three years.

In most instances, FLACS schools are meeting or are approaching the enrollment and retention targets for English language learners. FLACS schools are meeting or are approaching the targets for the enrollment of students who are economically disadvantaged and are meeting or approaching the retention of these students.

FLACS schools are not meeting the enrollment targets for students in special education, but come close to or meet the retention targets. Most students enter FLACS in kindergarten or first grade; many children are not yet identified with an individualized education plan (IEP) until they are at least in second grade. Many times, the Committee for Special Education (CSE) wants to examine how the child has responded to school interventions before determining the child needs an IEP. This is in accordance with keeping students in the least restrictive environment appropriate to meeting their needs. FLACS is committed to completing a rigorous child study and intervention response process for any student who is demonstrating concerns in their social development, behavior, or academics before children are referred to special education. Only after the school has determined that the interventions are not succeeding is a referral to special education made; once this process is started it can often take the external Committee for Special Education several months to complete the process of giving a student an IEP. Two things occur because of the process to identify students. One is that some students respond well to FLACS’ internal interventions and either do not need to be referred to special education or are denied services because they respond well to intervention. Second, students are typically not identified as being in special education until they have been in the school and demonstrating some difficulty for at least one to two years; the percentage of special needs students increases by grade level, with third

grade and up having a higher percentage of special education students than do kindergarten through second grade.

Table 5-2: FLACS Network Progress in Meeting Enrollment and Retention Targets (2016-19) <sup>1</sup>												
Economically Disadvantaged Students												
	Enrollment						Retention					
	FLACS I		FLACS II		FLACS III		FLACS I		FLACS II		FLACS III	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
16-17	95.5	87.0	95.6	93.5	95.7	97.5	90.4	94.3	92.6	89.1	92.6	81.7
17-18	95.9	89.8	95.4	91.9	95.7	92.9	92.0	90.2	91.3	92.8	92.6	92.7
18-19	95.9	92.1	95.4	90.6	95.7	88.2	92.0	89.8	91.3	92.8	92.6	87.2
English Language Learners												
	Enrollment						Retention					
	FLACS I		FLACS II		FLACS III		FLACS I		FLACS II		FLACS III	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
16-17	25.9	36.6	21.7	13.4	21.5	21.3	91.4	100.0	93.5	84.4	93.7	90.6
17-18	27.0	36.3	20.9	28.4	21.5	21.8	93.2	93.9	92.2	95.3	93.7	90.5
18-19	27.0	34.6	20.9	27.4	21.5	20.4	93.2	87.0	92.2	95.8	93.7	86.4
Students in Special Education												
	Enrollment						Retention					
	FLACS I		FLACS II		FLACS III		FLACS I		FLACS II		FLACS III	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
16-17	18.8	10.6	21.9	10.7	21.5	15.7	90.7	93.6	93.4	93.3	93.5	78.3
17-18	17.9	7.6	22.9	13.7	21.5	13.1	92.3	100.0	92.2	95.9	93.5	93.3
18-19	17.9	7.9	22.9	13.4	21.5	10.2	92.3	84.2	92.2	93.5	93.5	95.2

*Plan for Meeting Enrollment Targets*

The plan to meet enrollment targets at FLACS IV involves both continuously informing the community about the school and the FLACS network, and providing opportunities for parents to receive the necessary information so that they can apply in a timely fashion. Application and recruitment efforts for all FLACS schools is shared between all schools; FLACS IV will benefit from this larger outreach effort that will include all four schools. To support these efforts, both school and network staff will be utilized.

To attract ELLs and economically disadvantaged families, FLACS IV will specifically recruit students in the community, which is likely to have high populations of these groups. In addition, FLACS IV will have a preference for English language learners in its lottery; this preference is described in *Response 05d-Application Process*. To inform the community about the school and recruit students who are economically disadvantaged and/or ELLs, FLACS IV will:

<sup>1</sup> Based on the following grade level/end of charter period enrollment for each school: FLACS I - 2016-17: K-8/468 2017-18 and 2018-19: K-5/312; FLACS II - 2016-17: K-5/312 2017-2018 and 2018-19 K-8/832; FLACS III - all years K-4/260

- Create attractive, informational brochures and flyers in English and Spanish;
- Distribute these brochures and flyers to local businesses, religious institutions, pre-kindergarten programs, and other community organizations;
- Visit and make presentations in English and Spanish to prospective families at pre-kindergarten programs located in CSD 7 and 9;
- Attend kindergarten school fairs, if any, at various Head Start and pre-kindergarten programs;
- Attend middle school fairs, if any;
- Hold at least four open houses for prospective applicants each year, held at varying times (morning and afternoon), with translators;
- Announce and advertise the school and lottery in multiple languages in local media, such as local neighborhood newsprints (i.e. *The Penny Pincher*, *Bronx Times*) and local television channels (i.e. Bronx 12 and NY1);
- Create attractive, informative exterior signage on all buildings advertising all FLACS schools;
- Maintain accurate information on the school website, including a link to the application;
- Work with NYC Department of Education to ensure that the information printed in the elementary and middle school guides printed by the district are accurate and up to date;
- Use social media to promote the school and announce the schools;
- Use the New York City Common Online Charter School Application, which allows parents to complete the application online and has widened the pool of applicants the school has received, and is translated into multiple languages;
- Involve parent “ambassadors” in the planning for recruitment, including having them help disseminate information about the school in the community, and ensure that some of these “ambassadors” speak languages other than English;
- Present all core presentations and materials in at least English and Spanish;
- Provide information about ELL services when presenting about the school; and
- Work with the Latino Pastoral Action Center (LPAC) outreach to local religious and community centers, including those with immigrant and bilingual populations.

Recruiting for students who are eligible for special education presents a challenge in that many students are not identified when they are first enrolling at FLACS. Additionally, as mentioned above, students have responded well to in-school interventions and do not always qualify for services. FLACS plans to employ the following strategies to increase the number of enrolled students with IEPs across all of its schools:

- In its presentations, FLACS will highlight its services for special education; and
- Emphasize that older students with IEPs who want to transfer to FLACS are encouraged to apply.

#### *Plan for Meeting Retention Targets*

The most essential aspect in ensuring that FLACS IV meets its retention targets is to provide rigorous academic curricula, demonstrate continuous student academic success, and provide a nurturing and inviting environment for families that will encourage parents to keep their children enrolled at FLACS IV. Historically, the majority of students, including those who are ELLs, in special education, and are economically disadvantaged, have chosen to stay at FLACS schools once enrolled. A majority of students that leave FLACS have moved out of the city or state. This has happened increasingly over the last couple of years as families have been priced out of the city.

To help promote the retention of all students, FLACS schools will:

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- Provide rigorous academic curriculum and instruction (see *Response 06a - Educational Program*);
- Demonstrate and communicate to families FLACS' continued academic success;
- Create a nurturing and safe environment with consistent, caring discipline (see *Response 10a - Culture and Discipline*);
- Retain the sibling priority in the lottery to keep children from the same family together and make school drop-offs and pick-ups easier on families;
- Encourage parent involvement through workshops at the school, award ceremonies, celebrations, and participation in the parent teacher association;
- Consistently communicate with families about their child/children's academic progress through use of phone calls, notes in the homework folder, use of a learning management system that parents have access to, report card distribution, and parent conferences;
- Consistently communicate with families about events at the school and the academic program, through monthly calendars, an up-to-date website, live-streaming of school performances, and monthly newsletters with information about the academic program; and:
- Reach out to and make personal connections to all families through the school's Family Liaison.

To help promote the retention of economically disadvantaged students, FLACS schools will:

- Engage in staff training (professional development, use of outside organizations, professional reading) to ensure all staff is sensitive to the challenges families in poverty may face;
- Remove economic barriers for parents by providing subsidies/waivers for school field trips, uniforms, and other potential costs for families; and:
- Connect parents with social services and other community resources, in partnership with the school's community partner, the Latino Pastoral Action Center.

To help promote the retention of English language learners, FLACS schools will:

- Deliberately recruit and hire administrators, teachers, and staff that can speak another language when possible and appropriate;
- Recruit classroom and content area teachers who possess dual certification in their content area and TESOL when possible;
- Provide high quality support to ELLs through the academic program (see *Response 08c - English Language Learners*);
- Ensure all teachers receive professional development on working with English language learners;
- Engage families of ELLs through specific workshops, including but not limited to an initial orientation of ELL services at FLACS;
- Ensure that all critical communications (the FLACS website, letters home, monthly newsletters, handbooks, flyers) to families are translated into Spanish (if there are other languages represented in the school, FLACS schools will make every effort to ensure translation of these documents into additional languages, or make use of the NYCDOE phone translation services to support parents in understanding these communications);
- Provide translators for all major school assemblies, graduations, workshops; and:
- Ensure that there are translators available or that the NYCDOE phone translation services is utilized, for all parent conferences.

To help promote the retention of students in special education, FLACS schools will:

- Ensure that students receive all mandated services and ensure these services are high quality;

- Ensure that there is regular communication with families about what services students are entitled to, what additional services they may receive, and how students are progressing toward the goals in their IEP;
- Advocate for special education students during meetings with the CSE;
- Recruit classroom and content area teachers who possess dual certification in their content area and special education when possible;
- Ensure all teachers receive professional development on working with students with special needs;
- Provide high quality support to students in special education through the academic program (see *Response 08b - Students with Disabilities*); and:
- Engage families of students in special education through specific workshops, such as understanding an IEP, providing supports at home, or what to expect at a review meeting.

FLACS IV may face an additional challenge in retaining students between the first and second year of its charter as the school plans to change facilities (as described in *Response 16a - Facility Needs* and *Response 16b - Facility Selection*). To combat any issues that may arise for families, FLACS IV will:

- Ensure that all families understand that the facility for year one is not the permanent location and reassure parents that there will be a facility for the building in the future; and:
- Ensure that there is consistent, accurate and timely information about the progress toward securing, renovating and/or constructing a building.

**Response 05c - Student Enrollment Table**

Below is a copy of the student enrollment table from *Response 21e - Budget Template* for FLACS IV.

<b>Table 5-3: Proposed Charter Enrollment by Grade for FLACS IV</b>							
<b>Grades</b>	<b>Level</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>Age Range</b>
Kindergarten	Elementary School	78	78	78	78	78	4-6
1st Grade	Elementary School	78	78	78	78	78	5-8
2nd Grade	Elementary School	-	78	78	78	78	6-9
3rd Grade	Elementary School	-	-	78	78	78	7-10
4th Grade	Elementary School	-	-	-	78	78	8-11
5th Grade	Elementary School	-	-	-	-	78	9-12
6th Grade	Middle School	-	-	78	78	78	10-13
7th Grade	Middle School	-	-	-	78	78	11-14
8th Grade	Middle School	-	-	-	-	78	12-15
9th Grade	High School	-	-	-	-	-	-
10th Grade	High School	-	-	-	-	-	-
11th Grade	High School	-	-	-	-	-	-
12th Grade	High School	-	-	-	-	-	-
Ungraded		-	-	-	-	-	-

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<b>TOTAL</b>		<b>156</b>	<b>234</b>	<b>390</b>	<b>546</b>	<b>702</b>	<b>-</b>
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<b>Table 5-4: Proposed Charter Enrollment for FLACS Network</b>							
<b>Grades</b>	<b>Level</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>Age Range</b>
Kindergarten	Elementary School	234	234	234	234	312	4-6
1st Grade	Elementary School	312	234	234	234	234	5-8
2nd Grade	Elementary School	234	312	234	234	234	6-9
3rd Grade	Elementary School	156	234	312	234	234	7-10
4th Grade	Elementary School	156	156	234	312	234	8-11
5th Grade	Elementary School	156	156	156	234	312	9-12
6th Grade	Middle School	156	156	234	234	312	10-13
7th Grade	Middle School	156	156	156	234	234	11-14
8th Grade	Middle School	130	156	156	156	234	12-15
9th Grade	High School	-	-	-	-	-	-
10th Grade	High School	-	-	-	-	-	-
11th Grade	High School	-	-	-	-	-	-
12th Grade	High School	-	-	-	-	-	-
Ungraded		-	-	-	-	-	-
<b>TOTAL</b>		<b>1,690</b>	<b>1,794</b>	<b>1,950</b>	<b>2,106</b>	<b>2,340</b>	<b>-</b>

### **Response 05d - Admissions Policy**

FLACS IV will follow the same admissions policy as the other FLACS schools.

Each FLACS school welcomes all students who are eligible to attend school under New York State Law. Admission of students to a FLACS school is not limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry. Every FLACS school is a public school, and as such, they do not charge tuition.

Each FLACS school will admit each eligible child who is interested in becoming a student and submits a timely application by the first day of April, unless the number of applications exceeds the chartered capacity of the grade level. Admission will not be restricted to kindergarten; any grade with available spots will be filled with students from the lottery. Students who are already enrolled at a FLACS school will be automatically re-enrolled.

If the number of timely applications to the school exceeds capacity, students will be accepted by a lottery. At the lottery, students will be assigned numbers using a random selection process. Once capacity is filled, a wait list will be compiled of all remaining applicants in order of their selection in the lottery. Absolute preference will be given in the lottery to siblings of pupils already enrolled in the charter school. Preference is given to ELL students, identified with a question about home language on the application, and to students residing in home district for each FLACS school in accordance with Education Law §2854. Each FLACS school invokes its right to give priority to the children of teachers and staff, as long as this does not constitute a significant percentage of the school population (less than 5%). These students will be considered in the preference group for siblings in the lottery and have historically represented a very small percent of the student population.

Lottery numbers will be determined and announced at the lottery. If a parent or guardian is not present at any lottery, the school will send a notice by mail and email indicating their child's lottery number and if their child is on the waiting list. Accepted applicants will receive a letter and a phone call immediately after the lottery to schedule a registration appointment. If a parent or guardian fails to attend and does not reschedule their appointment within five days of their original scheduled time, they forfeit their child's enrollment, and that space will be made available to the next child on the waiting list.

If spots become available after the school year begins and before the next lottery is held, FLACS will contact applicants on the waitlist to fill these spots. The waitlist is maintained until the end of the school year, at which point the new waitlist, created at the April lottery will be in effect.

### **Response 06a - Educational Program**

The educational program at Family Life Academy Charter Schools (FLACS) creates the conditions for self-empowerment for all of its kindergarten through eighth grade students to achieve high academic standards by providing a rigorous curriculum in which students are actively engaged in their own learning. FLACS IV will adopt the same educational program that is used at all FLACS schools. This educational program has proven to be effective at the existing FLACS schools, which have a comparable student population to the anticipated population at FLACS IV.

Decisions about what curriculum is used are made collaboratively by all FLACS principals and the network executive director of academics. These decisions are informed by current research, data from the school, and evidence of effective implementation in other schools.

The curriculum encourages students to take responsibility for their own learning and explore and affirm human values. In all core content areas, each FLACS school implements a curriculum that reflects a balance between teacher-guided learning (direct instruction), guided instruction, and student-guided learning (such as independent research and project-based work). In line with its mission, the pedagogical approach at FLACS emphasizes student engagement, in which students build excitement about learning, ownership of their own learning, and eventual independence in learning. The program supports classrooms in which learning is engaging, meaningful, and joyful.

FLACS has adopted curriculum that allows opportunities for differentiation to meet the needs of individuals in the classroom. Since the curriculum has many student-centered learning opportunities, rather than being mostly focused on teacher led activities, there are ample opportunities for differentiation of the curriculum.

A major focus throughout the curriculum is on literacy skills, which is explicitly stated in the FLACS key design elements. Teachers integrate literacy instruction throughout every subject area. This includes explicit vocabulary development in mathematics, social studies, science, art, music, and physical education. Reading, writing, speaking, and listening standards are infused in all subject areas. Students are consistently asked to explain their thinking about topics orally and in writing, and to read texts about a variety of subjects. This focus helps support struggling students, students with special needs, and English language learners by providing additional opportunities to practice these literacy skills.

Another cross-cutting element in all curriculum areas is a focus on character development, which is embedded in the FLACS key design elements. Students learn how to be scholars, respectful and responsible members of a community, leaders, and engaged citizens. In English language arts (ELA), this occurs in the choice of texts that are incorporated in the curriculum. The social studies curriculum focuses heavily on community and civics. Throughout all curricular areas, there is a heavy focus on discussion and group work, and explicit instruction on how to engage with one another in respectful and productive ways.

#### *English Language Arts Curriculum*

FLACS takes a balanced approach to teaching literacy with the goal that students become independent and capable readers, writers, listeners, and speakers. In reading, this approach includes instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. In writing, the approach addresses both the writing process and the grammar and conventions of English. The curriculum that

FLACS uses is completely aligned with the New York State Next Generation Learning Standards in ELA.

As part of the FLACS balanced literacy approach, students engage in literacy activities with varying levels of support from their teachers through the gradual release model. Teachers purposefully shift responsibility to students through first using teacher modeling of academic learning, then using having experiences which require joint responsibility with students, and finally giving students opportunities independent practice (Pearson & Gallagher, 1983). Teachers teach strategies and skills for reading and writing through read alouds using quality literature and whole group mini-lessons, modeling the skills that good readers and writers use. By thinking aloud and modeling for students, teachers show students the cognitive learning that students will try for themselves (Allington, 2002). Each FLACS school devotes time to teaching strategies for close reading of texts through shared reading experiences, in which both teacher and student read a text together. Each day, students engage deeply with challenging texts and practice using textual evidence to answer questions about those texts. Students receive targeted guided instruction for their individual skill level in small groups. During small group instruction, students practice using targeted reading and writing strategies with support from their teachers (Fountas and Pinnell, 1996). While the teacher works with one group, the other groups work on independent activities designed to meet the specific needs of that group. Students also have opportunities to engage in daily independent reading and writing. While students read and write independently, the teacher confers with students, teaching individualized strategies to each particular student. This allows teachers to meet the varied needs of the students in their classes, which is a critical FLACS key design element.

Explicit instruction in phonemic awareness, phonics, grammar and vocabulary are an intentional and important part of the FLACS balanced literacy model at all grade levels. Teaching these areas in a strategic model benefits all students, but is especially essential for English language learners (Krashen, 1987) and students with special needs. Since vocabulary is one of the greatest predictors of reading comprehension, the schools place special emphasis on teaching vocabulary, by providing rich and varied language experiences, teaching individual words by providing definitional and contextual information, and teaching word-learning strategies and fostering word consciousness (awareness and interest in words and their meanings). As meeting the needs of all students, and especially English language learners is embedded in the FLACS key design elements, this an especially critical piece of the curriculum.

A focus on discussion is evident throughout literacy instruction. Through whole class and small group discussion, students learn to become effective listeners and speakers. Students have the opportunity to be active participants in their own learning through these discussions. Students develop the oral language foundation needed to support the academic language necessary to succeed in all content areas (Cazden, 2001). These discussions involve questions that require student to think deeply and critically, and use textual evidence. The focus on discussion supports all students, but also is critical in helping English language learners develop their oral language skills and learn from their peers.

Writing skills are emphasized in daily instruction in all grades. Students learn strategies to gather ideas, create drafts, and revise and edit their writing before celebrating their work with their peers (Calkins, 1994). They also develop skills in different writing traits, such as voice, organization and word choice. This approach has helped students become capable, confident writers.

To support this approach in the elementary school, FLACS IV will use the network-developed curriculum maps that are being used at the other three schools. These maps include network-developed units of study built around authentic texts incorporating read-alouds, direct instruction, and close reading

opportunities. The curriculum makes use of leveled libraries of authentic texts for independent and guided reading and Curriculum Associates *Ready NY* in grades two through five to support the development of reading comprehension. In kindergarten through grade two, *Open Court* is used for explicit phonics instruction. The schools use the Heinemann *Units of Study in Opinion, Information and Narrative Writing* for writing instruction.

To support this approach in the middle school, FLACS IV will use the network-developed curriculum maps that are being used at the other schools. The middle school uses *EngageNY* as the basis of this curriculum. The curriculum makes use of leveled libraries of authentic texts for independent and small group strategy work.

### *Mathematics Curriculum*

At FLACS, students gain a deep conceptual understanding of math through a curriculum that has problem solving at its core. As important as being able to arrive at a correct solution is understanding how to arrive at that solution and defending the solutions to problems (Skemp, 1976; Wathall, 2016; Rittle-Johnson & Jordan, 2016). Concepts are taught with a learning progression through concrete, pictorial, and abstract representations. FLACS places an emphasis on real-world, hands-on experiences and problems and the interconnection between mathematics and real world applications, science and technology.

There is a heavy focus on inquiry and exploration in mathematics, with activities that are scaffolded strategically to help students discover mathematical concepts on their own that in other curricular programs may be presented to them by the teacher. This allows students to have more ownership of their own learning and to gain a deeper and more lasting understanding of the concepts they are learning (Suurtamm et al., 2015).

Math instruction at FLACS has an emphasis on talking and writing mathematically (Hufferd-Ackles et al., 2004). These skills are an essential part of the NYS Next Generation Learning Standards. Vocabulary development is explicitly taught in the area of mathematics, to ensure all children acquire the language to speak and write about mathematics, but also to support ELLs, who need direct support in language development in all subject areas.

To support this approach to mathematics, all FLACS schools adopt *Math in Focus*, the United States edition of *Singapore Math*. Along with this core curriculum, Houghton-Mifflin Harcourt's *Everyday Counts* is used. This program reinforces core concepts and provides additional opportunities for previewing, reviewing and reteaching concepts in 15 minutes a day. Teachers also incorporate *Number Talks* each week to help build mental math and computation strategies.

Research conducted by the Educational Research Institute of America in 2009-2010 found that students using the Math in Focus program made significant gains on state accountability tests compared to the control group. Overall, students learning math through *Math in Focus* improved an average of 12.4 points while students in the control group gained an average of 3.5 points. These results provide strong evidence of the effectiveness of the *Math in Focus* program.

### *Science Curriculum*

In science, the FLACS curriculum is aligned to the New York State Next Generation Science Standards

(NGSS). Science learning at FLACS is phenomenon based rather than topic based. In each unit, there is a science phenomenon which serves as the anchor for the unit and students engage in scientific inquiry and research to understand why this phenomenon happens. As such, students study cross-cutting concepts, frequently making connections between life, physical and the earth sciences. In this inquiry-based approach, students engage in experimentation, modeling (both with physical and digital models) and reading about science in order to fully understand the phenomenon. Students are actively engaged in constructing their own understanding of these concepts, rather than always engaging in direct instruction. The activities in the curriculum are strategically positioned to facilitate this inquiry. As students engage with the program, they uncover different scientific learning in a specific, logical sequence. There are also multiple opportunities for students to engage with the engineering practices, which are one major part of the NGSS. Students are also given ample opportunities to present what they have learned in oral and written presentations of varying forms.

To support this approach, each FLACS school will use *Amplify Science*, which was developed by the Lawrence Hall of Science in kindergarten through grade eight. *Amplify* is a research-driven, digitally enhanced core curriculum that comprehensively addresses the vision described in the National Research Council (NRC) Framework for K-12 Science Education, including the three dimensions of the Next Generation Science Standards. The NGSS have raised the bar in science education, moving the focus away from memorization and toward active engagement. *Amplify Science* is a robust, multimodal, hands-on program made to fulfill 100 percent of the NGSS, as well as a substantial number of the Common Core ELA and Math standards. *Amplify Science* is rooted in the Do-Talk-Read-Write-Visualize model of learning. Coupling this process with a suite of digital apps, including modeling tools, computerized simulations, and science practice apps, students step into the world of science and learn from within it.

### *Social Studies Curriculum*

In social studies, FLACS students are actively engaged in their own learning. Students learn about how they are part of many different communities, how these communities function today, and how these communities have grown and changed throughout history. Students first learn about their own families and communities, then about their city and state, and finally about their country and global communities. Students learn about their responsibilities and rights as a member of these various communities. An emphasis is placed on analyzing primary source documents such as historical documents, journals, letters, political cartoons, and photographs. Students participate in project-based and inquiry learning.

To support this approach, FLACS IV will use a new network-developed framework based on the NYS social studies standards and the College, Career, and Civic Life (C3) Framework for Social Studies State Standards. This curriculum was developed working backward from the New York State K-12 Social Studies Framework. At each grade level, there are four to six essential questions that address the key ideas from the framework. Students explore these essential questions using the social studies practice standards. The schools have developed sets of trade books that students will use to research and explore these essential questions. The units are also aligned with the C3 inquiry units that have been identified by NYS as supporting the frameworks. The Inquiry Design Model is a distinctive approach to creating instructional materials that honors teachers' knowledge and expertise, avoids over-prescription, and focuses on the key elements envisioned in the C3 Inquiry Arc. The C3 Inquiry Arc outlines the social studies habits of mind, disciplinary tools and conceptual content that students need to become ready for college and career, and most importantly, civic life. The inquiries are explicitly

linked to the Key Ideas as well as to the related Conceptual Understandings, Content Specifications, and Social Studies Practices of the New York State K-12 Social Studies Framework.

The framework emphasizes deep engagement in topics through a series of inquiry units and emphasizes an integration with literacy through the use of a series of authentic nonfiction and historical fiction texts.

#### *Other Curricular Areas: Developing the Whole Child*

FLACS takes a holistic approach to teaching students. While academic development is at the core of mission, the physical, artistic, social and emotional development of each student is a critical element of the FLACS approach. By developing all parts of the child, academic development is also maximized. To support this philosophy, students have the opportunity to engage in classes other than ELA, mathematics, science, and social studies. Instruction in these areas is also mandated by New York State.

To help foster self-expression, build awareness of various cultures and traditions, and encourage students to think creatively, all FLACS IV students will receive instruction in art and music from specialists in these areas. Students create their own art and music compositions; present and perform their art and music compositions in various ways (such as curating a portfolio or performing a piece); respond to the artwork and musical compositions of others with works of art of their own, discussion, and writing; and make connections between a work of art or music and other works, culture and society. The specific curriculum for these two areas has been developed by the teachers and FLACS network and is aligned directly with the NYS Learning Standards in Arts, which were recently updated.

To help ensure that students learn to take care of and develop their physical bodies, all students will engage in physical education every year and will take health courses in grades six through eight. As with art and music, teachers and the FLACS network have developed curriculum that will support students in meeting the NYS learning standards in Physical Education and Health.

To help prepare students to be global citizens, FLACS IV will offer foreign language instruction in the middle school. This curriculum will ensure that students master the Checkpoint A expectations for the language, which include following and participating basic conversations and reading and writing short, informal texts. The exact foreign language will depend on the expertise of the teaching staff identified to instruct the class at which point the curriculum materials will be identified.

#### *Common Curriculum Maps*

The FLACS network uses central curriculum maps and pacing guides, which delineate what content will be taught and when it will be taught. These curriculum maps also address what resources and assessments will be used. Because FLACS IV will be a replication, these curriculum maps and pacing guides will have already been developed in all subject areas prior to the opening of the school.

The FLACS network curriculum and instruction team (consisting of curriculum specialists and the staff responsible for professional development) is responsible for ensuring these documents are created, updated and revised annually, and for ensuring that they are made available to all teachers. These documents are shared to teachers via an internal curriculum website, which in turn links shared Google Drive documents. When FLACS IV opens, staff will have access to these resources. Professional development around using these documents will be provided to teachers by the network staff.

These curriculum maps are updated annually to reflect changes to the curriculum in response to observational and assessment data collected through the year. This process is described in the next section.

#### *Continuous Review, Evaluation and Revision of Curriculum Materials*

The curriculum, curriculum maps and pacing guides are living documents that are in a constant state of refinement. Each summer, the curriculum will be reviewed by the network curriculum and instruction staff and data specialists. Data from end-of-year assessments, work samples, and the state tests will be analyzed to determine where the curriculum has been effective in producing high student achievement and meeting each of the state standards. This data will be disaggregated to determine if the curriculum and instruction are disproportionately successful for different subgroups. Quantitative and qualitative data gathered from discussions with principals and teachers and from classroom visits will be also used in evaluating the curriculum. For example, this data might include whether students were engaged during lessons.

After examining this data and evaluating the efficacy of the curriculum, areas for revision will be identified. If the scope of these changes are small, such as reordering the sequence of units, devoting more time to a topic or supplementing curriculum with small additions, these changes will be made in the summer by the curriculum and instruction team in consultation with the principals. If the changes are bigger, such as adopting new curriculum, a timeline is developed for this revision that accounts for research, stakeholder input, evaluation of changes to be made, and notification to the authorizer, if necessary. This timeline may last months or a year depending on the scope of the change to be made.

#### **Response 06b - Assessment System**

One of FLACS's key design elements is "data-driven planning fueled by a rigorous system of assessment and accountability." As such, the assessment system, and how it is used, will be critical at FLACS IV. FLACS IV will use the same assessment system and data practices that are in place at the other FLACS schools. The network has developed a guide to assessment and data use at FLACS, which is updated annually, that will be used to replicate best practices at FLACS IV.

#### *List of Assessments*

In ELA, FLACS IV will give the following assessments:

- *FLACS Network Foundational Skills Assessment for Kindergarten*: This Foundational Skills Assessment consists of a series of short tasks which will be administered to students five times a year (or fewer, if students master the skills before the fifth administration). The tasks are adapted from the Fountas & Pinnell optional assessments and are aligned with the Foundational Skills in the State standards. These include assessment of: Early Literacy Behaviors/Concepts of Print, Letter Recognition, Letter Sound Identification, High Frequency Words, and Phonological Awareness. This assessment is intended to help diagnose what the instructional needs of the students are to assist in planning whole group, small group and individual instruction.
- *Fountas and Pinnell Benchmark Assessment (F&P)*: The F&P assessment will be given three times a year to all students (or until the student hits the level V on this test, which is the end of grade five standard; students may hit this benchmark earlier or later). The purpose of the F&P

assessment is to gain information about students' reading behaviors and their ability to read text at increasing levels of complexity. The levels and other information about student reading behaviors are used to group students for small group instruction, provide students with independent reading material at an appropriate reading difficulty, and plan for each student's instructional needs.

- *On-Going Diagnostic Assessment*: In all grades, teachers will use students' daily work samples (for example, exit tickets) as a means of on-going diagnostic assessment.
- *NWEA MAP Growth*: The NWEA MAP Growth is a nationally norm-referenced assessment that the school will give three times a year to measure student's proficiency in ELA standards and to measure student's growth over time. The assessment is given via computer and is adaptive; by dynamically adjusting to each student's responses, MAP Growth creates a personalized assessment experience to accurately measure performance. The assessment uses continuous equal-interval scale across grades, and can be used to track longitudinal growth from kindergarten through grade eight. NWEA has done correlation studies with the NYS assessments and provides projections for how students will do on the state test. Results and reporting from the assessment are immediate and are linked directly to the New York State learning standards with instructional suggestions for teachers. The MAP Growth also gives students a lexile reading score that has implications for instruction.
- *Writing Process Pieces*: In kindergarten through fifth grade, the work that students publish as part of each writing unit will be assessed using a set of network wide writing rubrics. The use of these rubrics will be normed by grade level teams. This assessment is used to see what students have learned from the unit and serve as a basis of formative assessment for future writing. The work is assessed knowing that the students received some support from the teacher and/or their peers through conferences during the unit.
- *On-Demand Writing*: In kindergarten through fifth grade, throughout the year, students will write a series of on-demand writing pieces. The purpose of this assessment is to assess what students can do independently. A given assessment will be given twice - once before a unit begins and once after it ends. Before the unit, it serves as both a formative assessment. When used at the end of a unit, this assessment informs teachers of which skills need to be reinforced in future units.
- *EngageNY Assessment*: In grades six through eight, students will complete the assessment pieces from EngageNY. These include multiple choice question tests, short responses and extended responses, as well as literary essays and other writing pieces. The purpose of the assessments vary - some are given at the beginning of the unit and serve as formative assessments and some are given at the end of the unit to be summative. All of the assessments focus on the critical skill of using textual evidence to support ideas about text.
- *New York State Assessment*: In grades three through eight, students will take the New York State Assessment. This will be used to determine if students met the state standards, assess the overall efficacy of the school, and make instructional decisions for the upcoming year.

In mathematics, FLACS IV will give the following assessments:

- *Pre-Tests from Math in Focus*: In first through eighth grade, *Math in Focus* offers pre-tests, which assess students' readiness for an upcoming unit. These assessments consist of the foundational skills that students should have already mastered in order to be successful in the unit. These formative assessments assist teachers in knowing which students may need extra support in the upcoming unit.

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- On-Going Diagnostic Assessment: In all grades, teachers will use students' daily work samples (for example, exit tickets) as a means of on-going diagnostic assessment.
- End-of-Chapter Assessments from Math in Focus: Formal assessments, including multiple choice, short answer and extended response questions, will be given at the end of each unit/chapter to assess whether or not students mastered the standards in a given unit. Infrequently, the assessments might be slightly modified to include additional questions or remove questions if the unit was modified to better align to the New York State standards.
- NWEA MAP Growth: The NWEA MAP Growth is a nationally norm-referenced assessment that the school will give three times a year to measure student's proficiency in mathematics standards and to measure student's growth over time. The assessment is given via computer and is adaptive; by dynamically adjusting to each student's responses, MAP Growth creates a personalized assessment experience to accurately measure performance. The assessment uses continuous equal-interval scale across grades, and can be used to track longitudinal growth from kindergarten through grade eight. NWEA has done correlation studies with the NYS assessments and provides projections for how students will do on the state test. Results and reporting from the assessment are immediate and are linked directly to the New York State learning standards with instructional suggestions for teachers.
- New York State Assessment and/or Algebra I Regents: In grades three through eight, students will take the New York State Assessment and/or the Algebra I Regents (in grade eight). This will be used to determine if students met the state standards, assess the overall efficacy of the school, and to make instructional decisions for the upcoming year.

In science, FLACS IV will give the following assessments:

- On-Going Diagnostic Assessment: In all grades, teachers will use students' daily work samples (for example, exit tickets) as a means of on-going diagnostic assessment.
- Amplify Science Assessments: Formal assessments, including multiple choice, short answer and extended response questions, will be given at the end of each unit to assess whether or not students mastered the standards in a given unit.
- New York State Living Environment Regents: Students in grade eight will take the NYS Living Environment Regents, which will be used to assess their mastery toward the NYS learning standards.

In social studies, FLACS IV will give the following assessments:

- On-Going Diagnostic Assessment: In all grades, teachers will use students' daily work samples (for example, exit tickets) as a means of on-going diagnostic assessment.
- Performance Tasks: In all grades, teachers will use performance tasks to assess student learning. These have been created at the network level for use in all schools. These tasks focus on synthesizing the information: for example writing a comparative essay about world religions.
- Document Based Questions: In grades four through eight, the network will develop a series of document based questions related to the content that students have learned. These will serve as another means to assess what students have learned.
- Mid-Unit and End-of-Unit Tests: In grades six through eight, students will take more formal assessments, including multiple choice and short response questions, to demonstrate what they have learned in a unit.
- New York State US History Regents: In grade eight students will take the NYS US History Regents, which will be used to determine student mastery of the social studies standards.

In art, music, physical education, health and foreign language, FLACS IV will give the following assessments:

- On-Going Diagnostic Assessment: In all grades, teachers will use students daily work samples, observational records, participation, and performances as a means of on-going diagnostic assessment.
- Performance Based Assessments: Because of the nature of these curriculum areas, which are heavily focused on creating, performing and speaking, teachers will develop performance based assessments (including presentations, artistic compositions, etc.), and checklists and rubrics to assess these, to ensure that students are meeting the grade level standards in each area.

#### *Selecting, Creating, and Ensuring the Validity and Reliability of Assessments*

Every assessment at FLACS is chosen because it will reliably measure student progress toward meeting the New York State Learning Standards. All assessments will include questions that require students to think critically and deeply. The assessments will be aligned not only to the state standards but the curriculum that is taught in the classroom.

At times, assessments will be created by the school and network teams. When this done, a team will be assembled to create, review, and revise these assessments. After they are given, adjustments for future administrations will be made.

Throughout the year, the network data specialists will assess the validity and reliability of the assessments. Specifically, these staff members look to see if there is high correlation between the different assessments the school uses. They also study how students do on the internal assessments as compared to how they perform on the New York State tests. When there is not a high correlation, these tests may be discontinued.

#### *Staff and Structures to Support Assessment and Data Analysis*

Teachers will be the primary individuals responsible for administering assessments at FLACS IV. School and network staff share the responsibility for collecting, organizing, and analyzing data from common assessments to support teachers, school administrators and network administration in their analysis of the data. A data liaison, which is a school-based position, will support schools in the timely collection of data from school-based assessments, network-mandated assessments, and other data streams so that schools and network can analyze and use this data to impact student achievement. The network data specialists will work to organize and analyze this data and to create and evaluate action plans using this data with teachers, school administration, network administration and the board. They take the burden of data collection, organization and initial analysis off of the individual schools and teachers.

Depending on the nature of the assessment, the teacher may be the one responsible for collecting and analyzing the results since assessment happens every day, but not every assessment is analyzed at the principal or network level (for example: an informal exit ticket). Teachers will receive professional development about using data to inform their practice, how to use assessment to make changes and improvements to instruction and planning, and develop a common understanding of the meaning and consequences of assessment results. This professional development will be provided the school and/or network leadership.

#### *Ensuring that Student Work Products Indicate Preparation for Success on State Assessments*

The first step in ensuring that student work products will indicate preparation for success on the state assessments is to ensure that all teachers and administrators have a clear understanding of what the state standards are and how these are assessed on the state test. To do this, all teachers will receive professional development in which they study the state standards and look at exemplar student work that meets the standards. They will examine the released state test questions from previous years and discuss the expectations of the work that students must do to succeed on the state test. Administrators will look for evidence of these expectations when they monitor instruction.

A second step in ensuring that student work products will indicate preparation for success on the state assessments is to ensure the curriculum is aligned with the internal assessments and that the internal assessments are aligned with the state assessment. This process was discussed in the previous section on data validity and reliability. If all of these items are aligned, the work products will indicate success on the state assessments.

#### *Stakeholder Access to Assessment Results*

All stakeholders will have access to assessment results, although the mechanisms for what they have access to and how they can access this will vary. There is a pressing need for standardized data management to streamline the collection of data and minimize the time needed to organize data for analysis. The FLACS network has contracted the services of a web-based data warehouse to keep all assessment information organized and accessible. This warehouse has portals for administrators, teachers and students. This warehouse also allows for the generation of report cards and progress reports. The network data specialists will also create data visualizations (charts, tables, dashboards, etc.) that distill this information into its most useful and critical elements to create more efficiency in analyzing this data. Teachers and the school data liaison are responsible for collecting and entering this data into the warehouse in a timely fashion.

Teachers: Teachers will have access to assessment results through the data management system and visualizations (spreadsheets, charts, interactive dashboards) prepared by the network data specialists. They will use the assessment results to identify individual student strengths and needs, plan for whole group, small group, and individual instruction.

School leaders: School leaders will have access to assessment results through the data management system and visualizations (spreadsheets, charts, interactive dashboards) prepared by the network data specialists. They will use the assessment results to identify individual class strengths and needs, plan for intervention services, plan for professional development and allocate fiscal and human capital resources. They will also assess whether the school is making progress toward achieving its accountability plan goals.

Network leaders: Network leaders will have access to assessment results through the data management system and visualizations (spreadsheets, charts, interactive dashboards) prepared by the network data specialists. They will use the assessment results to identify individual school and class strengths and needs, plan for intervention services, make curricular decisions, and allocate network resources. They will also assess whether the school is making progress toward achieving its accountability plan goals.

Board: The board of trustees will have access to assessment results through the visualizations (spreadsheets, charts, interactive dashboards) prepared by the network data specialists. The board

accountability committee will review these in depth and report findings to the board as a whole, although all board members will have access to this information. They will use the assessment results to identify school strengths and needs, project whether schools will meet their accountability goals, and allocate resources.

Families: All parents will be given access to the assessment results for their child and the use of the data warehouse system will be encouraged by the school administration and teachers. Teachers will refer to this system when talking with parents about a child's performance. Schools will provide training sessions for parents and technical assistance to ensure that parents can use the system. Through this, they will be able to access their child's assessment results at any time. Some assessments will be sent home to parents throughout the year as well. At parent teacher conferences, teachers will help parents use these assessment results to create action plans for students, in which both the teacher and family have shared responsibility.

Students: Teachers will ensure that students have an opportunity to see their assessment results in class. Teachers will also help students use these assessment results to set goals for themselves and understand what they need to do to progress. This will occur even for the school's youngest learners. Older students will also have access to the learning management system.

#### *Sharing Student Progress with Parents*

Families are continuously informed of student academic progress. Families will have access to their children's assessment results via the online data warehouse described above. It is expected that teachers will also contact families proactively when there are concerns about academic progress.

Although there is continual data sharing, there are also more formal mechanisms for sharing student progress with families. Report cards will be generated and distributed three times a year. The first two report cards will be distributed at mandatory parent-teacher conferences. The final report cards will be mailed or sent home with students, and there will be optional parent-teacher conferences. Progress reports will also be sent to students in between report card distributions.

While there will be two formal, mandatory conferences per year, teachers or families may request additional meetings as necessary and it will be expected that there is communication, whether in person, via phone, or in writing with families throughout the year.

At the elementary level (kindergarten through grade five), report cards are standards based. Students receive a grade based on a performance level (1, 2, 3, or 4) for a number of critical standards for the grade level. Students also receive separate grades for academic behaviors. At the middle school level (grades six through eight), students receive a holistic grade for each subject area out of 100%. These structures have been chosen because they are in line with how many New York City public schools report their final grades; changing this makes it difficult for students when they are applying to programs in which they are competing against students from all over the city (i.e. New York City public high schools application process, specialized weekend enrichment programs run by external organizations, such as Prep for Prep). FLACS does not want its grade reporting structure to be a hindrance to students in this process.

## Response 06c - Instructional Methods

### *Strategies and Models*

To implement this approach, FLACS IV will use a variety of instructional methods and techniques. Broadly speaking, the pedagogical approach FLACS IV will use to implement its curriculum is a student centered approach. This approach shifts the learning responsibilities to the students while teachers guide and facilitate students (Ralabate and Nelson, 2017). All FLACS schools believe in strategically and systematically positioning students to construct and lead their own learning, rather than only positioning them to receive information from their teachers. This is in line with the mission of the school, which emphasizes active engagement from students. A second, and equally important approach, is to differentiate instruction for diverse learners. The instructional methods employed at FLACS schools have been proven successful for English language learners and students with special needs.

While the list below does not include every possible method teachers will use nor every support that will be needed to effectively implement these methods, it does list the major techniques that FLACS IV expects teachers will use. These techniques have been specifically chosen because they meet the needs of diverse learners, including ELLs, students in special education, and at-risk learners.

Gradual Release Model: Many of the FLACS programs implement a gradual release model, in which the teacher directly models a new skill or strategy, teachers and students practice the skill or strategy together, and student then practices and applies this learning independently. This model is used at FLACS in ELA. This is sometimes referred to as a “I do, we do, you do” model of instruction.

Structured Inquiry: Other FLACS programs implement structured inquiry approach, in which the teacher introduces a strategic set of activities through which students develop an understanding of the topic independently. This is done in math, science, and social studies. Inquiry at FLACS is not a completely open-ended process in which students explore topics without guidance. Instead, in math, science, and social studies, the programs that the school have adopted guide students through activities in which they are successfully set-up to discover a predetermined learning target. For example, through working with manipulative materials to solve a specific word problem, students may “discover” that multiplication is repeated addition. At this point, the teacher will lead a whole group discussion about what students have “discovered” and then provide direct instruction to solidify student learning. This approach is a “you do, we do, I do” approach.

Small Group Instruction: At FLACS, in addition to whole group instruction, there are frequent opportunities to provide direct small group instruction to explicitly teach skills or strategies that only a small group needs (Calkins 2013). This may involve pre-teaching a skill to a group of students before it is introduced to the whole class, providing remediation for a skill that has not yet been taught, or providing enrichment to a group that is ready to move on to a new concept or idea.

Setting Content and Language Objectives: Teachers will create clearly defined content and language objectives for every lesson that will be explicitly introduced and reviewed with the students throughout the lesson. This will support ELLs, special needs students, and struggling students in focusing on what information is essential throughout the lesson. The language objectives highlight the functions and structures of the English language. By explicitly presenting language objectives in all lessons, teachers are supporting the language development of ELLs and other students. All students will benefit from

knowing the content objectives and having a clear understanding from the onset of the lesson what they will be learning.

Nonlinguistic Representations: Teachers will prepare supplementary materials to help support ELLs, struggling students and special needs students. These may include nonlinguistic representations that will help promote comprehension. Non-linguistic materials might include: hands-on manipulatives, pictures, illustrations, photos, charts, graphs, multimedia, computer simulation, kinesthetic experiences, demonstrations, graphic organizers, and real-life objects. The use of nonlinguistic representations helps students construct meaning and better remember the information later (Pitler, Hubbell, and Kuhn, 2012).

Adaptation of Contents: Depending on the proficiency level of students in the classroom, teachers will adapt the text, assignment, or supports so students can access the content. Some examples include: using graphic organizers before, during or after reading and writing; using teacher prepare outlines to take notes; highlighting key concepts in a text; using taped text; using adapted text (lower Lexile level that addresses the same content); jigsawing text reading; and using leveled study guides

Meaningful Activities: Teachers will prepare meaningful activities that integrate content with language practice opportunities to read, write, speak and/or listen. Students, especially ELLs or students who are struggling in ELA, need time to practice these language skills, rather than absorb the language by sitting passively in the classroom. By providing opportunities for students to speak with one another, they are making meaning for themselves and learning from their peers (Fisher, Frey and Rothenberg, 2008).

Drawing Connections Between What Students Know and New Information: Building background knowledge helps students make connections between prior knowledge and what they are about to learn (Short, Vogt, Echevarria 2002). Teachers will build background by linking concepts to students' personal, cultural and/or academic experience. Teachers will also build background for students by making explicit links between past learning and new concepts.

Higher Order Thinking Questions and Activities: Inferential and analytical questions will help students build deep understanding of a topic. It is important that all students, including ELLs, struggling students, and special needs students, have opportunities to engage with students that are higher order. All lesson will integrate questions from a variety of levels of Bloom's taxonomy and include activities that represent different Depths of Knowledge. If students are not given opportunities to engage with higher order questions, they will not make as many meaningful connections to the content.

Using Graphic Organizers: Teachers will also make use of advance organizers, which are organizational frameworks that teachers show students prior to a lesson. These organizers emphasize the key ideas and help students draw connections between what they know and what they will learn (Hill and Miller 2013).

Explicit Vocabulary Instruction: Teachers will explicitly pre-teach and/or present key vocabulary to students prior to beginning study of new content. It is critical that new vocabulary be presented in context on the content being presented, rather than in an isolated fashion. Learning academic vocabulary supports students in reading and understanding grade-level texts (Fenner and Snyder 2017). Teachers will also work to limit the number of vocabulary items presented, focusing on the vocabulary most essential to understanding a concept. This also includes explicitly teaching academic language (i.e., identify, compare, define).

Comprehensible Input: Teachers will be mindful of their own speech when teaching new concepts to ELL and other students. Students must be able to understand what is being said to them. Teachers will try to use clear, direct, simple English, adjusting their level of English and vocabulary to scaffold student understanding when introducing new concepts. Teachers will employ pauses, short sentences, simple syntax, and use few pronouns and idioms. It is especially critical for teachers to ensure that they provide clear explanations when giving academic tasks to students.

Grouping and Cooperative Learning: Another focus of the approach is to provide students with opportunities for student-centered learning in which students work independently or in small groups. This allows students to engage in activities relevant to their strengths and needs and also allows students to learn from one another, which supports students at all levels. One hallmark of this is giving students time to engage in academic conversations with one another through structures that include “turn and talks,” collaborative group work, and projects. Working in groups and using cooperative learning helps students to learn the English language (Hill and Miller, 2013). Opportunities for interaction and discussions occur in a variety of ways. Grouping configurations will be appropriate for objectives and allow students to explain their thinking or elaborate on responses. These opportunities must include opportunities that encourage higher level thinking. Grouping students can also create spaces in which ELLs or other struggling students feel more comfortable participating. It also allows built in differentiation for all students. A variety of grouping arrangements will be used to support students. Whole class, homogeneous small groups, heterogeneous small groups, flexible small groups, cooperative learning, and partnering all serve as a means to increase student interaction and communication, rehearse their thinking, and learn from their peers.

Wait Time: A critical strategy that teachers will utilize is giving ample wait time. After asking a question, it takes time for ELLs, and other students, to process and understand what is being asked and to formulate a response. If a teacher does not leave time between asking a question and entertaining student responses, ELL students may not yet be ready to formulate and share a response (Short, Vogt, Echevarria 2002). This can be used in conjunction with other strategies to ensure equitable participation of all students, such as using equity sticks to call on students at random, to help ensure that the same students are not always participating in class. Another way to give students additional wait time is to have them formulate a response and turn and talk with a partner before sharing this response.

Providing Feedback: It is important that students get immediate and clear feedback about their work in learning (Hill and Miller, 2013). Teachers will praise efforts, but also hold high expectations and make immediate, specific feedback, particularly as related to the content and language objective of the lesson.

#### *Specific Supports and Structure for Implementing this Approach*

To support this approach, there are many specific and intentional supports that will be implemented.

Teaching Assistants: FLACS has teaching assistants in all early elementary school classrooms. These teaching assistants serve two primary functions. First, they are responsible for data entry and other tasks, freeing teachers to focus on planning and instruction. Second, they help the teacher to implement small group and independent work by providing support for students. Teaching assistants receive the same professional development as teachers to support them in becoming proficient at working with small groups of students.

Integration of Technology: Technology plays an important role in the FLACS classroom. Many of the programs that FLACS uses have a technology component, most notably the science curriculum which frequently relies on an online modeling program. Technology also plays an important part in allowing teachers and students to access nonlinguistic models and adapt text to higher or lower levels for students. As such, all classrooms will have access to technology in a one to one student to device ratio. The nature of what these devices are will depend on the current technologies that are being developed, but may include tablets, Chromebooks and/or laptop computers.

Caring, Consistent Classroom Management: Much of the instructional program hinges on the ability of the teacher to maintain a safe and orderly classroom such that small group instruction and collaborative groups can function. This approach is detailed in depth in *Response 10a - School Culture* and *Response 10b - Discipline Policy*.

Data Driven Instruction: Assessment and data analyses drive the day-to-day educational program as a vast majority of the instructional strategies require teachers to know exactly the strengths and weaknesses of students in their classrooms. The school uses a robust assessment system to measure student performance toward meeting and exceeding state standards. The school regularly administers assessments aligned to the school's curriculum. The network data specialists, school administration and coaches meet with grade-level teachers to analyze assessment results. Teachers regularly use the data to adjust instruction by evaluating individual student strengths and weaknesses and developing group and individual action plans. Teachers determine what to reteach, how to group students for specific skill instruction and which students to recommend for special intervention. Based on the analyses of the assessment results, daily instruction is modified.

## **Response 06d - Course or Subject Overview**

### ***ELA-READING: KINDERGARTEN***

#### Course Description:

In kindergarten, students will begin the process of learning how to read. A large focus of the curriculum is learning about texts and how to decode text. They will learn about basic features of print, develop phonological awareness, and begin to learn phonics skills. The following foundational skill standards will be taught in kindergarten:

- KRF1: Demonstrate understanding of the organization and basic features of print.
- KRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- KRF3: Know and apply grade-level phonics and word analysis skills in decoding words.
- KRF4: Will engage with emergent level texts and read-alouds to demonstrate comprehension.

Students will also begin to learn how to comprehend texts that are read to them or that they read independently. The following reading standards will be taught in kindergarten:

- KR1: Develop and answer questions about a text.
- KR2: Retell stories or share key details from a text.
- KR3: Identify characters, settings, major events in a story, or pieces of information in a text.
- KR4: Identify specific words that express feelings and senses.
- KR5: Identify literary and informational texts.
- KR6: Name the author and illustrator and define the role of each in presenting the ideas in a text.
- KR7: Describe the relationship between illustrations and the text.
- KR8: Identify specific information to support ideas in a text.
- KR9: Make connections between self, text, and the world.

#### Curricular Program:

- Network-developed curriculum maps based on authentic read-alouds and shared reading
- *Open Court Foundational Skills*
- Guided reading lessons and independent reading conferences, informed by guides such as *Fountas and Pinnell Literacy Continuum*

#### Assessments:

- Foundational Skills Assessment (adapted from Fountas and Pinnell) (five times a year)
- Fountas and Pinnell Benchmark Assessment (three times a year)
- NWEA Map testing (three times a year)

### ***ELA-WRITING: KINDERGARTEN***

#### Course Description:

In kindergarten, students will begin to understand what writers do and begin to see themselves as writers. They will produce basic narrative pieces about their lives, and write informational texts and opinions about topics they know. The following standards are addressed in kindergarten:

- KW1: Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that opinion.
- KW2: Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information.
- KW3: Use a combination of drawing, dictating oral expression, and/or emergent writing to narrate an event or events in a sequence.

- KW4: Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).
- KW6: Develop questions and participate in shared research and exploration to answer questions and to build and share knowledge.
- KW7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways (e.g., drawing, oral expression, and/or emergent writing).

Curricular Program:

- *Units of Study in Opinion, Information, and Narrative Writing*

Assessments:

- Writing samples collected throughout the unit, graded on a common network rubric for writing
- On-demand pieces before and after each unit, graded on a common network rubric for writing

**ELA-READING: GRADE 1**

Course Description:

In grade 1, students will continue to develop phonological awareness and deepen their understanding of phonics skills. The following foundational skill standards will be taught in Grade 1:

- 1RF1: Demonstrate understanding of the organization and basic features of print.
- 1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- 1RF3: Know and apply phonics and word analysis skills in decoding words.
- 1RF4: Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension.

Students will continue to enhance their comprehension skills texts that are read to them or that they read independently. The following reading standards will be taught in grade 1:

- 1R1: Develop and answer questions about key ideas and details in a text.
- 1R2: Identify a main topic or central idea in a text and retell important details.
- 1R3: Describe characters, settings, and major events in a story, or pieces of information in a text.
- 1R4: Identify specific words that express feelings and senses.
- 1R5: Identify a variety of genres and explain major differences between literary texts and informational texts.
- 1R6: Describe how illustrations and details support the point of view or purpose of the text.
- 1R7: Use illustrations and details in literary and informational texts to discuss story elements and/or topics.
- 1R8: Identify specific information an author or illustrator gives that supports ideas in a text.
- 1R9: Make connections between self and text (texts and other people/world).

Curricular Program:

- Network-developed curriculum maps based on authentic read-alouds and shared reading
- *Open Court Foundational Skills*
- Guided reading lessons and independent reading conferences, informed by guides such as *Fountas and Pinnell Literacy Continuum*

Assessments:

- Fountas and Pinnell Benchmark Assessment (three times a year)
- NWEA Map testing (three times a year)

**ELA-WRITING: GRADE 1**

Course Description:

In grade 1, students will continue to develop writers. They will produce narrative pieces about their lives, write informational texts about topics they know, such as how-to pieces, and write opinions about topics. The following standards are addressed in grade 1:

- 1W1: Write an opinion on a topic or personal experience; give two or more reasons to support that opinion.
- 1W2: Write an informative/explanatory text to introduce a topic, supplying some facts to develop points, and provide some sense of closure.
- 1W3: Write narratives which recount real or imagined experiences or events or a short sequence of events.
- 1W4: Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).
- 1W6: Develop questions and participate in shared research and explorations to answer questions and to build knowledge.
- 1W7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways.

Curricular Program:

- *Units of Study in Opinion, Information, and Narrative Writing*

Assessments:

- Writing samples collected throughout the unit, graded on a common network rubric for writing
- On demand pieces before and after each unit, graded on a common network rubric for writing

**ELA-READING: GRADE 2**

Course Description:

In grade 2, students will continue to deepen their understanding of phonics. Students will be capable of reading more complex texts independently. Students will be asked to write responses to what they have read using textual evidence. They will do “close reads” of sections of text and think deeply and critically about what they have read. The following foundational skill standards will be taught in grade 2:

- 2RF3: Know and apply phonics and word analysis skills in decoding words.
- 2RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.

The following reading standards will be taught in grade 2:

- 2R1: Develop and answer questions to demonstrate an understanding of key ideas and details in a text.
- 2R2: Identify a main topic or central idea and retell key details in a text; summarize portions of a text.
- 2R3: In literary texts, describe how characters respond to major events and challenges. In informational texts, describe the connections between ideas, concepts, or a series of events.
- 2R4: Explain how words and phrases in a text suggest feelings and appeal to the senses.
- 2R5: Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text.
- 2R6: Identify examples of how illustrations, text features, and details support the point of view or purpose of the text.
- 2R7: Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features.
- 2R8: Explain how specific points the author or illustrator makes in a text are supported by relevant reasons.
- 2R9: Make connections between self and text (texts and other people/ world).

Curricular Program:

- Network-developed curriculum maps based on authentic read-alouds and shared reading

- *Open Court Foundational Skills*
- Guided reading lessons and independent reading conferences, informed by guides such as *Fountas and Pinnell Literacy Continuum*

Assessments:

- Fountas and Pinnell Benchmark Assessment (three times a year)
- NWEA Map testing (three times a year)
- Assessments from *Ready CCLS*

**ELA-WRITING: GRADE 2**

Course Description:

In grade 2, students will deepen their understanding of writing process, including gathering ideas, drafting pieces, and revising and editing. They will produce narrative pieces about their lives, write informational texts about topics they know using text features such as a table of contents or captions, and write claims and arguments to persuade. The following standards are addressed in grade 2:

- 2W1: Write an opinion about a topic or personal experience, using clear reasons and relevant evidence.
- 2W2: Write informative/explanatory texts that introduce a topic, use facts and other information to develop points, use content-specific language, and provide a concluding statement or section.
- 2W3: Write narratives which recount real or imagined experiences or a short sequence of events, including details to describe actions, thoughts, and feelings; use temporal words to signal event order, and provide a sense of closure.
- 2W4: Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other).
- 2W6: Develop questions and participate in shared research and explorations to answer questions and to build knowledge.
- 2W7: Recall and represent relevant information from experiences or gather information from provided sources to answer a question.

Curricular Program:

- *Units of Study in Opinion, Information, and Narrative Writing*

Assessments:

- Writing samples collected throughout the unit, graded on a common network rubric for writing
- On demand pieces before and after each unit, graded on a common network rubric for writing

**ELA-READING: GRADE 3**

Course Description:

In grade 3, students build on the foundational skills they have learned in kindergarten through grade 2. Students make the transition from learning to read to reading to learn. As such, the focus of instruction in grade 3 is to read complex texts and respond to these orally and in writing, using textual evidence to support their ideas. Students will write their first literary essays. The NYS Next Generation Learning Standards in Reading that are addressed in grade 3 are:

- 3R1: Develop and answer questions to locate relevant and specific details in a text to support an answer or inference.
- 3R2: Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text.
- 3R3: In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. In informational texts, describe the relationship among a series of events,

ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect.

- 3R4: Determine the meaning of words, phrases, figurative language, and academic and content-specific words.
- 3R5: In literary texts, identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. In informational texts, identify and use text features to build comprehension.
- 3R6: Discuss how the reader's point of view or perspective may differ from that of the author, narrator or characters in a text.
- 3R7: Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur).
- 3R8: Explain how claims in a text are supported by relevant reasons and evidence.
- 3R9: Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations.

The following foundational skill standards will be addressed in grade 3:

- 3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.
- 3RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.

Curricular Program:

- Network-developed curriculum maps based on authentic read-alouds and shared reading
- Guided reading lessons and independent reading conferences, informed by guides such as *Fountas and Pinnell Literacy Continuum*

Assessments:

- Fountas and Pinnell Benchmark Assessment (three times a year)
- NWEA Map testing (three times a year)
- Assessments from *Ready CCLS*
- Portfolio of authentic writing about text, including literary essays
- NYS ELA Test

**ELA-WRITING: GRADE 3**

Course Description:

In grade 3, students will deepen their understanding of writing process, including gathering ideas, drafting pieces, and revising and editing. They will produce narrative, informational, and argumentative pieces. Students will learn to introduce a topic or claim and support it with details, reasons and/or evidence that is organized logically. They will develop a topic with facts, definitions, and details; use linking words and phrases to connect ideas within categories of information and provide a concluding statement or section. In narrative writing, students will learn to establish a situation, introduce a narrator and/or characters and describe actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. The following standards are addressed in grade 3:

- 3W1: Write an argument to support claim(s), using clear reasons and relevant evidence.
- 3W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
- 3W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
- 3W4: Create a response to a text, author, theme, or personal experience (e.g., poem, play, story, artwork, or other).
- 3W6: Conduct research to answer questions, including self-generated questions, and to build knowledge.

- 3W7: Recall relevant information from experiences or gather information from multiple sources; take brief notes on sources and sort evidence into provided categories.

Curricular Program:

- *Units of Study in Opinion, Information, and Narrative Writing*

Assessments:

- Writing samples collected throughout the unit, graded on a common network rubric for writing
- On demand pieces before and after each unit, graded on a common network rubric for writing
- NYS ELA Test

**ELA-READING: GRADE 4**

Course Description:

In grade 4, students build on the foundational skills they have learned in kindergarten through grade 3. The focus of instruction in grade 4 is to read complex texts and respond to these orally and in writing, using textual evidence to support ideas. The NYS Next Generation Learning Standards in Reading that are addressed in grade 4 are:

- 4R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.
- 4R2: Determine a theme or central idea of text and explain how it is supported by key details; summarize a text.
- 4R3: In literary texts, describe a character, setting, or event, drawing on specific details in the text. In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text.
- 4R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words.
- 4R5: In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution.
- 4R6: In literary texts, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. In informational texts, compare and contrast a primary and secondary source on the same event or topic.
- 4R7: Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations), and explain how the information contributes to an understanding of the text.
- 4R8: Explain how claims in a text are supported by relevant reasons and evidence.
- 4R9: Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations.

The following foundational standards are reinforced in grade 4:

- 4RF3: Know and apply grade-level phonics and word analysis skills in decoding words.
- 4RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.

Curricular Program:

- Network-developed curriculum maps based on authentic read-alouds and shared reading
- Guided reading lessons and independent reading conferences, informed by guides such as *Fountas and Pinnell Literacy Continuum*

Assessments:

- Fountas and Pinnell Benchmark Assessment (three times a year)
- NWEA Map testing (three times a year)
- Assessments from *Ready CCLS*

- Portfolio of authentic writing about text, including literary essays
- NYS ELA Test

#### ***ELA-WRITING: GRADE 4***

##### Course Description:

In grade 4, students will build on the work of previous grades. In argumentative and informational writing, students will introduce a precise claim or topic, supported by well-organized (in paragraphs and sections) and logical facts, details, reasons and evidence. They will use precise language, content-specific vocabulary and transitional words and phrases to connect ideas within categories of information. They will provide a concluding statement or section related to the argument, information or explanation presented. In narrative writing, students will establish a situation, introduce a narrator and/or characters; use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations; use transitional words/phrases, concrete words/phrases and sensory details; and provide a conclusion that follows from the narrated experiences or events. The following standards are addressed in grade 4:

- 4W1: Write an argument to support claim(s), using clear reasons and relevant evidence.
- 4W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
- 4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- 4W4: Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.
- 4W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards.
- 4W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigating multiple aspects of a topic.
- 4W7: Recall relevant information from experiences or gather relevant information from multiple sources; take notes and categorize information, and provide a list of sources.

##### Curricular Program:

- *Units of Study in Opinion, Information, and Narrative Writing*

##### Assessments:

- Writing samples collected throughout the unit, graded on a common network rubric for writing
- On demand pieces before and after each unit, graded on a common network rubric for writing
- NYS ELA Test

#### ***ELA-READING: GRADE 5***

##### Course Description:

In grade 5, students build on the foundational skills they have learned in kindergarten through grade 4. The focus of instruction in grade 5 is to read complex texts and respond to these orally and in writing, using textual evidence to support ideas. The NYS Next Generation Learning Standards in Reading that are addressed in grade 5 are:

- 5R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.
- 5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text.
- 5R3: In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. In informational texts, explain the relationships or

interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text.

- 5R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood.
- 5R5: In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. In informational texts, compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution.
- 5R6: In literary texts, explain how a narrator's or speaker's point of view influences how events are described. In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- 5R7: Analyze how visual and multimedia elements contribute to meaning of literary and informational texts.
- 5R8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims.
- 5R9: Use established criteria to categorize texts and make informed judgments about quality; make connections to other texts, ideas, cultural perspectives, eras and personal experiences.

The following foundational standards are reinforced in grade 5:

- 5RF3: Know and apply grade-level phonics and word analysis skills in decoding words.
- 5RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.

Curricular Program:

- Network-developed curriculum maps based on authentic read-alouds and shared reading
- Guided reading lessons and independent reading conferences, informed by guides such as *Fountas and Pinnell Literacy Continuum*

Assessments:

- Fountas and Pinnell Benchmark Assessment (three times a year)
- NWEA Map testing (three times a year)
- Assessments from *Ready CCLS*
- Portfolio of authentic writing about text, including literary essays
- NYS ELA Test

***ELA-WRITING: GRADE 5***

Course Description:

In grade 5, students will build on the work of previous grades. In argumentative and informational writing students will introduce a precise claim/topic and organize the information, reasons and/or evidence logically. They will develop a topic or argument with logically ordered facts, definitions, concrete details, quotations, or other relevant information. Students will use precise language, content-specific vocabulary and appropriate transitional/linking words, phrases, and clauses to clarify and connect ideas and concepts. They will provide conclusions related to the argument, information or explanation presented. Students will learn to maintain a style and tone appropriate to the writing task. In narrative writing, they will establish situations, introduce characters, and use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations. They will use a variety of transitional words, phrases, and clauses to manage the sequence of events and use concrete words and phrases and sensory details to convey experiences and events precisely. They will provide conclusions that follows from the narrated experiences or events. The following standards will be addressed in grade 5:

- 5W1: Write an argument to support claims with clear reasons and relevant evidence.

- 5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
- 5W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
- 5W4: Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.
- 5W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards.
- 5W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple sources.
- 5W7: Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources.

Curricular Program:

- *Units of Study in Opinion, Information, and Narrative Writing*

Assessments:

- Writing samples collected throughout the unit, graded on a common network rubric for writing
- On demand pieces before and after each unit, graded on a common network rubric for writing
- NYS ELA Test

**ELA: GRADE 6**

Course Description:

In grade 6, reading and writing will be taught as an integrated course. By grade 6, students will already have a strong foundation in the reading and writing anchor standards. The curriculum will focus on using the standards to deeply analyze a variety of literary and informational texts and write clear arguments that are supported using textual evidence. The curriculum will focus on the following standards:

- 6R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences.
- 6R2: Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text
- 6R3: In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed.
- 6R4: 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, tone, and mood, including words with multiple meanings.
- 6R5: In literary texts, analyze how a particular sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure of a text and how it contributes to the development of theme/central idea, setting, or plot. In informational texts, analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme/central ideas.
- 6R6: In literary texts, identify the point of view and explain how it is developed and conveys meaning. In informational texts, explain how an author's geographic location or culture affects his or her perspective.
- 6R7: Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject.
- 6R8: Trace and evaluate the development of an argument and specific claims in texts, distinguishing claims that are supported by reasons and relevant evidence from claims that are not.

- 6R9: Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.
- 6W1: Write arguments to support claims with clear reasons and relevant evidence.
- 6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- 6W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing
- 6W4: Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.
- 6W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.
- 6W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate.
- 6W7: Gather relevant information from multiple sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and provide basic bibliographic information for sources

Curricular Program:

- *EngageNY*
- Small group strategy lessons and independent reading conferences, informed by guides such as *Fountas and Pinnell Literacy Continuum*

Assessments:

- Fountas and Pinnell Benchmark Assessment (three times a year)
- NWEA Map testing (three times a year)
- Assessments from *EngageNY*, including authentic writing about text such as literary essays
- NYS ELA Test

**ELA: GRADE 7**

Course Description:

In grade 7, reading and writing will be taught as an integrated course. By grade 7, students will already have a strong foundation in the reading and writing anchor standards. The curriculum will focus on using the standards to deeply analyze a variety of literary and informational texts and write clear arguments that are supported using textual evidence. The curriculum will focus on the following standards:

- 7R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences.
- 7R2: Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text.
- 7R3: In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed.
- 7R4: 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, tone, and mood, including words with multiple meanings.
- 7R5: In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes and central ideas. In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes and central ideas.

- 7R6: In literary texts, analyze how an author develops and contrasts the point of view and the perspectives of different characters or narrators. In informational texts, analyze how the author distinguishes his or her position from that of others.
- 7R7: Compare and contrast a written text with audio, filmed, staged, or digital versions in order to analyze the effects of techniques unique to each media and each format's portrayal of a subject.
- 7R8: Trace and evaluate the development of an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient and recognizing when irrelevant evidence is introduced.
- 7R9: Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.
- 7W1: Write arguments to support claims with clear reasons and relevant evidence.
- 7W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- 7W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.
- 7W4: Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.
- 7W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.
- 7W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate. Generate additional related questions for further research and investigation.
- 7W7: Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.

Curricular Program:

- *EngageNY*
- Small group strategy lessons and independent reading conferences, informed by guides such as *Fountas and Pinnell Literacy Continuum*

Assessments:

- Fountas and Pinnell Benchmark Assessment (three times a year)
- NWEA Map testing (three times a year)
- Assessments from *EngageNY*, including authentic writing about text such as literary essays
- NYS ELA Test

**ELA: GRADE 8**

Course Description:

In grade 8, reading and writing will be taught as an integrated course. By grade 8, students will already have a strong foundation in the reading and writing anchor standards. The curriculum will focus on using the standards to deeply analyze a variety of literary and informational texts and write clear arguments that are supported using textual evidence. The curriculum will focus on the following standards:

- 8R1: Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences.
- 8R2: Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text.

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- 8R3: In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed.
- 8R4: 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, tone, and mood, including words with multiple meanings.
- 8R5: In literary texts, and informational texts, compare and contrast the structures of two or more texts in order to analyze how the differing structure of each text contributes to overall meaning, style, theme or central idea.
- 8R6: In literary texts, analyze how the differences between the point of view, perspectives of the characters, the audience, or reader create effects such as mood and tone. In informational texts, analyze how the author addresses conflicting evidence or viewpoints.
- 8R7: Evaluate the advantages and disadvantages of using different media—text, audio, video, stage, or digital—to present a particular subject or idea and analyze the extent to which a production remains faithful to or departs from the written text.
- 8R8: Trace and evaluate an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient and recognizing when irrelevant evidence is introduced.
- 8R9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.
- 8W1: Write arguments to support claims with clear reasons and relevant evidence.
- 8W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- 8W3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.
- 8W4: Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; explain divergences from the original text when appropriate.
- 8W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable
- 8W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources, refocusing the inquiry when appropriate. Generate additional related questions that allow for multiple avenues of exploration.
- 8W7: Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.

Curricular Program:

- *EngageNY*
- Small group strategy lessons and independent reading conferences, informed by guides such as *Fountas and Pinnell Literacy Continuum*

Assessments:

- Fountas and Pinnell Benchmark Assessment (three times a year)
- NWEA Map testing (three times a year)
- Assessments from *EngageNY*, including authentic writing about text such as literary essays
- NYS ELA Test

## **MATHEMATICS: KINDERGARTEN<sup>1</sup>**

### Course Description:

The kindergarten math course addresses all of the Next Generation Learning Standards in mathematics. The major focus of the curriculum in kindergarten is developing a sense of number. In the Counting and Cardinality and Operations and Algebraic Thinking domain, students:

- develop a more formal sense of numbers;
- use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as  $5 + 2 = 7$  and  $7 - 2 = 5$ .
- choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.

In addition, students begin to explore shape. In the Geometry and Measurement and Data domain, students:

- describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and appropriate vocabulary;
- identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres;
- use basic shapes and spatial reasoning to model objects in their everyday environment to create and compose more complex shapes; and
- explore coins and begin identifying of pennies and dimes.

### Curricular Program:

- Core Program: *Math in Focus* (Singapore Math), Chapters 1-12, 14-20
- Additional Programs: *Every Day Counts* and Number Talks

### Assessments:

- End of unit tests included in *Math In Focus*
- NWEA MAP Growth testing

## **MATHEMATICS: GRADE 1<sup>2</sup>**

### Course Description:

The grade 1 math course addresses all of the Next Generation Learning Standards in mathematics. The curriculum in grade 1 focuses on three areas:

- developing understanding of addition, subtraction, and strategies for addition and subtraction within 20;
- developing understanding of whole number relationships and place value, including grouping in tens and ones;
- developing understanding of linear measurement and measuring lengths as iterating length units.

In the Operations and Algebraic Thinking domain, students:

- develop strategies for adding and subtracting whole numbers based on their prior work with small numbers;

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<sup>1</sup> The basis for the course descriptions is the NYS Next Generation Learning Standards

<sup>2</sup> The basis for the course descriptions is the NYS Next Generation Learning Standards

- use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations;
- understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two);
- use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., “making tens”) to solve addition and subtraction problems within 20; and
- build their understanding of the relationship between addition and subtraction by comparing a variety of solution strategies.

In the Number and Operations in Base Ten domain, students:

- develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10;
- compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes;
- think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones); and
- understand the order of the counting numbers and their relative magnitudes through activities that build number sense.

In the Measurement and Data domain, students:

- develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement.

Curricular Program:

- Core Program: *Math in Focus*, Chapters 1-9, 11-19
- Additional Programs: *Every Day Counts* and Number Talks

Assessments:

- End of unit tests included in *Math In Focus*
- NWEA MAP Growth testing

**MATHEMATICS: GRADE 2<sup>3</sup>**

Course

Description:

The grade 2 math course addresses all of the Next Generation Learning Standards in mathematics. The grade 2 math curriculum focuses on:

- extending understanding of base-ten notation;
- building fluency with addition and subtraction;
- using standard units of measure; and
- analyzing and classifying two dimensional shapes as polygons or non-polygons.

In the Number and Operations in Base Ten domain, students:

- extend their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing; and
- understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).

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<sup>3</sup> The basis for the course descriptions is the NYS Next Generation Learning Standards

In the Operations and Algebraic Thinking and Numbers and Operations in Base Ten domains, students:

- use their understanding of addition to develop fluency with addition and subtraction within 100;
- solve problems within 1000 by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations; and
- select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds.

In the Measurement and Data domain, students:

- recognize the need for standard units of measure (centimeter and inch) and use rulers and other measurement tools with the understanding that linear measure involves an iteration of units; and
- recognize that the smaller the unit, the more iterations needed to cover a given length.

In the Geometry domain, students:

- describe and classify shapes as polygons or non-polygons;
- investigate, describe, and reason about decomposing and combining shapes to make other shapes; and
- draw, partition, and analyze two-dimensional shapes to develop a foundation for understanding area, congruence, similarity, and fractions in later grades.

Curricular Program:

- Core Program: *Math in Focus*, Chapters 1-7, 10-19
- Additional Programs: *Every Day Counts* and Number Talks

Assessments:

- End of unit tests included in *Math In Focus*
- NWEA MAP Growth testing

**MATHEMATICS: GRADE 3<sup>4</sup>**

Course Description:

The grade 3 math course addresses all of the Next Generation Learning Standards in mathematics. The grade 3 math curriculum focuses on:

- developing understanding of multiplication and division and strategies for multiplication and division within 100;
- developing understanding of fractions, especially unit fractions (fractions with numerator 1);
- developing understanding of the structure of rectangular arrays and of area; and
- describing and analyzing polygons based on the number of sides and vertices. Please note that while every standard/topic in the grade level has not been included in this overview, all standards should be included in instruction.

In the Operations and Algebraic Thinking domain, students:

- develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models; multiplication is finding an unknown product, and division is finding an unknown factor in these situations. For equal-sized group situations, division can require finding the unknown number of groups or the unknown group size;

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<sup>4</sup> The basis for the course descriptions is the NYS Next Generation Learning Standards

- use properties of operations to calculate products of whole numbers, using increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors; and
- compare a variety of solution strategies to learn the relationship between multiplication and division.

In the Number Sense and Operations—Fractions domain, students:

- develop an understanding of fractions, beginning with unit fractions;
  - view fractions in general as being built out of unit fractions, and use fractions along with visual fraction models to represent parts of a whole;
  - understand that the size of a fractional part is relative to the size of the whole. Use fractions to represent numbers equal to, less than, and greater than one; and
  - solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators.
3. Through their learning in the Measurement and Data domain, students:
- recognize area as an attribute of two-dimensional regions;
  - measure the area of a shape by finding the total number of same-size units of area required to cover the shape without gaps or overlaps, a square with sides of unit length being the standard unit for measuring area; and
  - understand that rectangular arrays can be decomposed into identical rows or into identical columns. By decomposing rectangles into rectangular arrays of squares, students connect area to multiplication, and justify using multiplication to determine the area of a rectangle.

In the Geometry domain, students:

- classify polygons by examining their sides and vertices; and
- relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole.

Curricular Program:

- Core Program: *Math in Focus*, Chapters 1-16, 18-19
- Additional Programs: *Every Day Counts* and Number Talks

Assessments:

- End of unit tests included in *Math In Focus*
- NWEA MAP Growth testing
- NYS Mathematics Test

**MATHEMATICS: GRADE 4<sup>5</sup>**

Course Description:

The grade 4 math course addresses all of the Next Generation Learning Standards in mathematics. The grade 4 math curriculum focuses on:

- developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends;
- developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; and
- understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

In the Number and Operations in Base Ten domain, students:

- generalize their understanding of place value to 1,000,000, understanding the relative sizes of numbers in each place;

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<sup>5</sup> The basis for the course descriptions is the NYS Next Generation Learning Standards

- apply their understanding of models for multiplication (equal-sized groups, arrays, area models), place value, and properties of operations as they develop, discuss, and use efficient, accurate, and generalizable methods to compute products of multi-digit whole numbers;
- select and accurately apply appropriate methods to estimate or mentally calculate products, depending on the numbers and the context;
- develop fluency with efficient procedures for multiplying whole numbers; understand and explain why the procedures work based on place value and properties of operations; and use them to solve problems;
- apply their understanding of models for division, place value, properties of operations, and the relationship of division to multiplication as they develop, discuss, and use efficient, accurate, and generalizable procedures to find quotients involving multi-digit dividends; and
- select and accurately apply appropriate methods to estimate and mentally calculate quotients, and interpret remainders based upon the context.

In the Numbers and Operations—Fractions domain, students:

- develop understanding of fraction equivalence and operations with fractions;
- recognize that two different fractions can be equal (e.g.,  $15/9 = 5/3$ ), and develop methods for generating and recognizing equivalent fractions; and
- extend previous understandings about how fractions are built from unit fractions, composing fractions from unit fractions, decomposing fractions into unit fractions, and using the meaning of fractions and the meaning of multiplication to multiply a fraction by a whole number.

In the Geometry domain, students:

- deepen their understanding of properties of two-dimensional shapes (e.g., angles, parallelism, and symmetry).

Curricular Program:

- Core Program: *Math in Focus*, Chapters 1-14
- Additional Programs: *Every Day Counts* and Number Talks

Assessments:

- End of unit tests included in *Math In Focus*
- NWEA MAP Growth testing
- NYS Mathematics Test

## **MATHEMATICS: GRADE 5<sup>6</sup>**

Course Description:

The grade 5 math course addresses all of the Next Generation Learning Standards in mathematics. The grade 5 math curriculum focuses on:

- developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions);
- extending division to 2-digit divisors, integrating decimals into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and
- developing understanding of volume. Please note that while every standard/topic in the grade level has not been included in this overview, all standards should be included in instruction.

In the Number and Operations – Fractions and Operations and Algebraic Thinking domains, students:

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<sup>6</sup> The basis for the course descriptions is the NYS Next Generation Learning Standards

- apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators;
- develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them; and
- use the meaning of fractions, of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense.

In the Operations and Algebraic Thinking and Number and Operations in Base Ten domains, students:

- develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations;
- apply understandings of models for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths;
- develop fluency with decimal computations to hundredths, and make reasonable estimates of their results; and
- use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers (i.e., a finite decimal multiplied by an appropriate power of 10 is a whole number), to understand and explain why the procedures for multiplying and dividing finite decimals make sense.

In the Measurement and Data and Geometry domains, students:

- recognize volume as an attribute of three-dimensional space;
- understand that volume can be measured by finding the total number of same-size units of volume required to fill the space without gaps or overlaps;
- understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume; select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume;
- decompose three-dimensional shapes and find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes; and
- measure necessary attributes of shapes in order to determine volumes to solve real world and mathematical problems.

Curricular Program:

- Core Program: *Math in Focus*, Chapters 1-14
- Additional Programs: *Every Day Counts* and Number Talks

Assessments:

- End of unit tests included in *Math In Focus*
- NWEA MAP Growth testing
- NYS Mathematics Test

**MATHEMATICS: GRADE 6<sup>7</sup>**

Course Description:

The grade 6 math course addresses all of the Next Generation Learning Standards in mathematics. The grade 6 math curriculum focuses on:

- connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems;
- completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers;

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<sup>7</sup> The basis for the course descriptions is the NYS Next Generation Learning Standards

- writing, interpreting, and using expressions and equations;
- deepening understanding of area, surface area and volume; and
- developing understanding of simple probabilities and statistical thinking.

In the Ratios and Proportional Relationships domain, students:

- use reasoning about multiplication and division to solve ratio and rate problems about quantities;
- connect understanding of multiplication and division with ratios and rates by viewing equivalent ratios and rates as deriving from, and extending, pairs of rows (or columns) in the multiplication table, and by analyzing simple drawings that indicate the relative size of quantities; and
- expand the scope of problems for which they can use multiplication and division to solve problems, and they connect ratios and fractions.

In the Number System domain, students:

- use the meaning of fractions and relationships between multiplication and division to understand and explain why the procedures for dividing fractions make sense;
- extend their previous understandings of number and the ordering of numbers to the full system of rational numbers, which includes negative rational numbers, particularly negative integers; and
- reason about the order and absolute value of rational numbers and about the location of points on a coordinate plane.

In the Expressions, Equations, and Inequalities domain, students:

- write expressions and equations that correspond to give situations, using variables to represent an unknown and describe relationships between quantities;
- understand that expressions in different forms can be equivalent, and use the properties of operations to rewrite and evaluate expressions in equivalent forms; and
- use properties of operations and the idea of maintaining the equality of both sides of an equation to solve simple one-step equations.

In the Geometry domain, students:

- find areas of polygons, surface areas of prisms, and use area models to understand perfect squares; and
- extend formulas for the volume of a right rectangular prism to fractional side lengths and use volume models to understand perfect cubes.

In the Statistics and Probability domain, students:

- learn to describe and summarize numerical data sets, identifying clusters, peaks, gaps, and symmetry, considering the context in which the data were collected; and
- understand the probability of a chance event and develop probability models for simple events.

Curricular Program:

- Core Program: *Math in Focus*, Chapters 1-14

Assessments:

- End of unit tests included in *Math In Focus*
- NWEA MAP Growth testing
- NYS Mathematics Test

## **MATHEMATICS: GRADE 7<sup>8</sup>**

Course Description:

The grade 7 math course addresses all of the Next Generation Learning Standards in mathematics. The grade 7 math curriculum focuses on:

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<sup>8</sup> The basis for the course descriptions is the NYS Next Generation Learning Standards

- developing understanding of and applying proportional relationships;
- developing understanding of operations with rational numbers and working with expressions and linear equations; and
- drawing inferences about populations based on samples.

In the Ratios and Proportional Relationships domain, students:

- extend their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems;
- use their understanding of ratios and proportionality to solve a wide variety of percent problems;
- solve problems about scale drawings by relating corresponding lengths between the objects or by using the fact that relationships of lengths within an object are preserved in similar objects; graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line; and
- distinguish proportional relationships from other relationships.

In the Number System and the Expressions, Equations, and Inequalities domains, students:

- develop a unified understanding of number, recognizing fractions, decimals (that have a finite or a repeating decimal representation), and percents as different representations of rational numbers;
- extend addition, subtraction, multiplication, and division to all rational numbers, maintaining the properties of operations and the relationships between addition and subtraction, and multiplication and division;
- explain and interpret the rules for adding, subtracting, multiplying, and dividing with negative numbers by applying properties of operations, and view negative numbers in terms of everyday contexts; and
- use the arithmetic of rational numbers as they formulate expressions and equations in one variable and use these equations to solve problems.

In the Statistics and Probability domain, students:

- build on their previous work with single data distributions to compare two data distributions and
- address questions about differences between populations;
- begin informal work with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences; and
- extend previous understandings of simple probabilities in grade 6 to calculate probabilities of compound events.

Curricular Program:

- Core Program: *Math in Focus*, Chapters 1-10
- Network designed unit on Circles and Scale Drawings

Assessments:

- End of unit tests included in *Math In Focus*
- NWEA MAP Growth testing
- NYS Mathematics Test

## **MATHEMATICS: GRADE 8**

Course Description:

The grade 8 math course addresses all of the Next Generation Learning Standards in mathematics. The grade 8 math curriculum focuses on: