

STAMFORD CHARTER SCHOOL FOR EXCELLENCE

**Application to the State of CT Department of Education
for a State Charter School
January 24, 2014**

Submitted by founding members:

Charlene Reid
Joyce Frost
Rosemary Milliman
Kathy Lathen
Stacey Lauren
Lynette Parker
Tanya Ghans
Aleisha Rodriguez Burgos
Monica Rios

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SECTION I. SCHOOL VISION AND DESIGN**1. Mission and Vision Statements**

- a. *Describe the mission of the school. Define the core purpose and key values of the school, including the school model and the students served. The mission should be consistent with high academic standards, succinct and meaningful, and reflected throughout all sections of the application.*

The Stamford Charter School for Excellence will prepare young people in Stamford, Connecticut to compete for admission to and succeed in top public, private, and parochial high schools by cultivating their intellectual, artistic, social, emotional, and ethical development. The Stamford Charter School for Excellence will accomplish this by offering a challenging and rigorous academic curriculum – which at the earliest grades will have an eye toward college preparation. The Stamford Charter School for Excellence will accomplish this in a supportive and caring environment that has high expectations for all students.

The fundamental objective of the Stamford Charter School for Excellence (SCSE) is to provide the families of the Stamford region with a high-quality educational option that elevates every student, family, and the surrounding community. The mission, vision, and programs of SCSE were developed based on the simple, yet profound principle that *every* child has the ability to succeed. A rigorous curriculum, data-driven differentiation for individualized instruction, high expectations for all students, and a culture of caring will be the foundation of SCSE’s challenging yet supportive learning environment. SCSE will focus on utilizing a holistic approach to cultivate lifelong scholars equipped with the skills, knowledge, and habits for success in high school, college, and chosen careers.

SCSE is proposing a comprehensive PK-5 program, with a potential request for expansion to include a middle school model upon renewal. The school will be modeled after the highly successful Bronx Charter School for Excellence (BCSE), named a 2012 National Blue Ribbon School. As a recipient of this prestigious award, BCSE is recognized as one of the top-performing schools in New York State and the country. SCSE will duplicate many of BCSE’s key design elements, strategies, and best practices that have proven successful, particularly for students who have been underserved by traditional district schools. The program is designed specifically to address the individualized needs of the students and promote maximum achievement. SCSE will enrich this model to one that is more relevant to the students and families of Stamford, while offering the community an enhanced educational option based on a nationally recognized, field-tested, and successful program.

- b. *Present the vision of the school. The vision should align with the mission and provide an image of the school once it is operating. It should articulate what the school will achieve for students, parents, teachers, and the community.*

The Current State of Education in Stamford and Connecticut

The state of Connecticut currently has 21 charter schools in operation and two schools that were recently approved to open. Of the total 23 approved charter schools, 10 serve elementary level students, five of which include a pre-kindergarten program, and none of which are located in Stamford. The city of Stamford presently hosts two existing charter schools – one high school and one middle school. This means that there are currently no elementary charter school options for the families of the Stamford region.

In his January 13, 2013 State of the State Address, Governor Dannel P. Malloy remarked, “When it came to education, the stakes were clear: take action together or risk losing an entire generation of young people to failing schools and a widening achievement gap.... The status quo is no longer acceptable... When it comes to public education we can’t keep doing what we’ve always done and hope for better results; that our kids can’t afford it, and neither can our state.... Reaching kids early is critical to success, and early childhood education had to be a central part of reform.” (Malloy, 2013)¹

The Connecticut Coalition for Achievement Now (ConnCAN), a movement to improve educational outcomes for Connecticut’s children, has published several articles, press releases, and studies highlighting the achievement gap in Connecticut. Each year, ConnCAN conducts an analysis of results from the

¹ Malloy, Governor Dannel P. (2013, January 13). *2013 State of the state address*. [Speech]. State Capitol, Hartford, CT. Retrieved from <http://www.governor.ct.gov/malloy/cwp/view.asp?A=11&Q=516548>

Connecticut Mastery Test (CMT), administered to students in grades 3-8, and the Connecticut Academic Performance Test (CAPT), administered to the state's tenth graders. On August 14, 2013, the ConnCAN published a press release illustrating the need for schools to improve, particularly in service to minority, low-income, and English language learners. Jennifer Alexander, CEO of ConnCAN, stated, "Some of these test results are encouraging, but large achievement gaps persist and too few children of color or low-income children are performing at grade-level. These results show that we must continue and accelerate our efforts to ensure great teachers, principals, and public schools for every child. Our students are counting on us to give them the tools they need to succeed" (Alexander, 2013).² The report also noted that across the board, every student group in 2013 showed a decline in the percent of students at "goal", which is the level of performance indicating that a student is meeting or exceeding grade level expectations, when compared to 2012 results. ConnCAN further purports that one of the largest declines on the CMT were demonstrated by English Language Learners (ELLs). There was minimal progress towards closing achievement gaps for low-income, African-American, and Latino-Hispanic students, and at the current rate, ConnCAN approximates that it will take the state decades to close the achievement gap: 64.3 years for African-American students, 46.1 years for Latino-Hispanic students, and 75.8 years for low-income students. Sadly, the gap is still growing for English Language Learners.³

An additional Op-Ed written by Jennifer Alexander published in *The Courant* on December 27, 2013 also highlights the disparities in performance of the students in Connecticut. This article examined an in-depth analysis of results from the National Assessment of Educational Progress (NAEP) and Connecticut's performance compared to the other 49 states. Specifically, Alexander states, "In Connecticut, students from low-income families are three grade levels behind wealthier students." She also states, "NAEP results show that Connecticut's black students of all income levels are, on average, three grade levels behind their white peers. Hispanic students, too, are an average of three grade levels behind white students in Connecticut. For English-language learners, the news is worse – Connecticut students who are learning to speak English are, on average, five grade levels behind other kids. In fact, Connecticut's achievement gap is the nation's worst in six out of 16 categories, and in the case of English-language learners, the gap is getting wider" (Alexander, 2013).⁴ Clearly, Connecticut is in dire need for immediate changes and improvements to the educational landscape to close these achievement gaps.

According to Connecticut's State Department of Education's (CSDE's) Public Summary Performance Reports (updated 8/13/13)⁵ for the CMT, Stamford performance rates (the percentages performing at or above "goal") in most cases and in many grades, fell below state averages. Further reports and analyses revealed evidence supporting the staggering trend of the persistence of the achievement gap.

All of Connecticut's schools have been classified under CSDE's new accountability system. For 2013 in Stamford, 3 schools were classified as Progressing, 15 schools were Transitioning, 2 schools were designated as Focus schools, and 1 was a Turnaround school.⁶ The CSDE identified Stamford School District as a Priority School District for the 2013-14 school year⁷, making it one of thirty Alliance Districts with the lowest-ranked statewide District Performance Indexes (DPI). According to Stamford School District's Performance Report for 2012-13⁸, the district achieved a DPI of 76.6 for all students on the CMT, which is slightly higher than the target DPI of 76.3, but fell short of Connecticut's ultimate target of 88 or above. This indicates that students did not perform at or above the "goal" level on the majority of tests. Stamford School District had a 2011-12 Cohort Graduation Rate of 85.2%, falling short of its target of

² ConnCAN. (2013, August 14). *ConnCAN: Connecticut CAPT scores improve while CMT scores decline*. Retrieved from <http://www.conncan.org/media-room/press-releases/2013-08-conncan-connecticut-capt-scores-improve-while-cmt-sc>

³ ConnCAN. 2013 CMT/CAPT analysis [PDF document]. Retrieved from http://webiva-downton.s3.amazonaws.com/696/05/0/761/ConnCAN_2013_CMT-CAPT_Analysis.pdf

⁴ Alexander, Jennifer. (2013, December 27). *Despite our wealth, connecticut schools fall short*. The Courant. Retrieved from <http://touch.courant.com/#section/2348/article/p2p-78698078/>

⁵ Connecticut State Department of Education. (2013) *Public summary performance reports* [Data files]. Retrieved from <http://solutions1.emetric.net/cmtpublic/Index.aspx>

⁶ Connecticut State Department of Education. (2013). *Connecticut 2012-13 school classifications*. Retrieved from http://www.sde.ct.gov/sde/lib/sde/pdf/evalresearch/accountability/2012-13_school_classification_summary.pdf

⁷ Connecticut State Department of Education. (2013). *Priority school program*. Retrieved from <http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=321612&sdePNavCtr=#45478>

⁸ Connecticut State Department of Education. (2013). *Connecticut district performance report for school year 2012-13*. Retrieved from http://www.csde.state.ct.us/public/performance-reports/Reports/Dist_135.pdf

86%. The aggregate and all but one subgroup failed to meet targets for Cohort Graduation Rates, and neither the aggregate nor subgroup populations met targets for Cohort Holding Power Rates. Overall performance on the CMT shows that the district did not achieve targeted DPIs for Black/African American students, English language learners, or Students with Disabilities. In math, neither the aggregate nor any of the subgroups achieved performance targets. The district failed to achieve targets for English language learners in writing, as well as students with disabilities in reading, writing, and science.

As explained on the district's performance report, an achievement gap is defined by a disparity of at least 10 DPI points between achievement of the majority of subgroups and the aggregate group in a district (excludes High Needs). The following table was compiled based on data gathered from Stamford School District's Performance Report for 2012-13 and illustrates the differences in CMT DPIs between Stamford's aggregate performance and subgroup performance:

Population	DPI	Target	Achieved	Difference (Overall and subgroup DPI)
All Students	76.6	76.3	YES	-
Subgroup Performance				
Black or African American	62.1	62.8	NO	(14.5)
Hispanic or Latino	69.2	68.9	YES	(7.4)
English Language Learners	52.7	54.0	NO	(23.9)
Free/Reduced Lunch Eligible	65.8	65.5	YES	(10.8)
Students with Disabilities	45.0	48.8	NO	(31.6)
High Needs	65.0	64.7	YES	(11.6)
MATH PERFORMANCE				
Math Overall	78.0	78.8	NO	-
Black or African American	60.6	63.8	NO	(17.4)
Hispanic or Latino	71.8	72.7	NO	(6.2)
English Language Learners	55.8	60.6	NO	(22.2)
Free/Reduced Lunch Eligible	67.1	68.7	NO	(10.9)
Students with Disabilities	45.9	52.0	NO	(32.1)
High Needs	66.4	68.0	NO	(11.6)
READING PERFORMANCE				
Reading Overall	73.8	72.3	YES	-
Black or African American	59.9	57.6	YES	(13.9)
Hispanic or Latino	64.1	62.4	YES	(9.7)
English Language Learners	43.3	40.8	YES	(30.5)
Free/Reduced Lunch Eligible	61.5	58.9	YES	(12.3)
Students with Disabilities	43.8	44.2	NO	(30.0)
High Needs	60.8	58.3	YES	(13.0)
WRITING PERFORMANCE				
Writing Overall	81.3	80.9	YES	-
Black or African American	71.4	71.4	YES	(9.9)
Hispanic or Latino	75.6	74.7	YES	(5.7)
English Language Learners	62.5	62.7	NO	(18.8)
Free/Reduced Lunch Eligible	73.3	72.5	YES	(8.0)
Students with Disabilities	45.5	48.9	NO	(35.8)
High Needs	72.5	71.7	YES	(8.8)

Population	DPI	Target	Achieved	Difference (Overall and subgroup DPI)
SCIENCE PERFORMANCE				
Science Overall	77.1	76.0	YES	-
Black or African American	61.2	61.0	YES	(15.9)
Hispanic or Latino	68.2	68.0	YES	(8.9)
English Language Learners	52.7	49.6	YES	(24.4)
Free/Reduced Lunch Eligible	64.9	64.4	YES	(12.2)
Students with Disabilities	54.8	57.7	NO	(22.3)
High Needs	64.8	64.2	YES	(12.3)

The table shows that, despite Stamford's subgroup populations' success in achieving some of their DPI targets, there is a clear distinction in many areas with students achieving well below 10 DPI points than their peers, exemplifying the achievement gap that exists in Stamford School District. These facts highlight the dire need for more equitable and high quality options for the families of Stamford. In contrast with Connecticut's current state of education, SCSE's model school has made Adequate Yearly Progress (AYP) for every year with testing grades and remained "in good standing" according to No Child Left Behind (NCLB) statutes for ELA, Math, and Science in aggregate and for every reportable subgroup⁹.

A Course Correction

SCSE reflects the mission and vision of its founders to transform the educational landscape of the Stamford region with a school that will elevate every child, family, and the community. The school will eradicate the achievement gaps that have pervaded the district's schools and provide a positive, supportive, and challenging learning environment where *every* child will succeed. With an eye towards college and career readiness, SCSE will utilize a holistic approach to cultivate scholarly habits, 21st century global thinkers, and offer a broad liberal arts curriculum to promote students' intellectual, artistic, social, emotional, and ethical development. The school will also establish a highly accountable culture where all stakeholders are dedicated to the success of the students.

SCSE will cultivate a close-knit professional learning community with a rich and rigorous curriculum, high expectations for all children, data-driven individualized instruction, and effective best practices. Modeled after the highly successful and 2012 National Blue Ribbon Award recipient Bronx Charter School for Excellence, SCSE's program is reflected in twelve key design elements, which summate the school's model and will serve as the cornerstones of its quality instructional program. These components distinguish the school's model, and embody the spirit of the charter movement in providing the families of the Stamford region with an innovative, highly accountable, and superior educational option that improves student achievement for all learners. These key design elements are captured below and threaded throughout the narratives that follow. They are:

- High academic standards
- Data-driven instruction and flexible groupings
- A broad liberal arts education
- Foundational academic and critical thinking skills that expand to a 21st century global perspective
- A longer school day
- Performance-based compensation for staff
- Clearly articulated standards for students that encourage holistic growth
- School uniforms for students
- A commitment to academic performance accountability
- Parent engagement
- Open collaboration with the community of educators and external stakeholders

⁹ New York State Education Department. (2005-2012). *New York state report cards*. Retrieved from <https://reportcards.nysed.gov/schools.php?year=2012&instid=800000056707>

- Organizational commitment to life-long learning and to the professional development of all staff

These core tenets have been carefully established to provide an educational program relevant to the Connecticut Common Core State Standards (CCSS) and the diverse student population it will serve. The key design elements will serve as the hallmarks of the school.

SCSE will attract, enroll, and retain a diverse population of learners. Upon approval, the school will launch a well-devised recruitment plan to establish a demographic reflective of the Stamford region. The recruitment plan will include outreach in communities populated by families of lower socio-economics, English language learners, and families of children with special needs. SCSE anticipates that students will enter the school from an array of backgrounds and with a spectrum of learning needs. The school has deliberately been designed to address the needs of diverse learners entering the program with a variance in skills, knowledge, strengths, and deficits. SCSE will embrace a culture that celebrates the diversity of its students, staff and community, while cultivating a unified vision for the school.

At SCSE, *all* students will be held to high performance expectations. As a PK-5 school, SCSE will be able to reach students at an early age when fundamental and rudimentary skills are acquired. The school will develop a matrix of school-wide standards and performance benchmarks to guide instruction and monitor student progress throughout the course of their enrollment. The matrix will be designed to ensure that students are making adequate progress throughout the year, and comprehensively articulated to ensure progress as they advance to subsequent grade levels. These standards for student achievement will align to the CCSS to secure a solid foundation upon graduation from the school's program, and will encompass and incorporate all facets of student learning to ensure the holistic growth of each child.

The academic program will be rigorous and nurturing to support every child to achieve his or her maximum potential by targeting students' needs in their Zone of Proximal Development.¹⁰ SCSE's program is designed to challenge every student with highly supportive and sophisticated differentiation. Flexible instructional groupings uniquely tailored for every child's needs will be availed daily and based on ongoing real-time data. Instructional practices, technology, and 21st century learning strategies will foster deeper levels of critical, innovative, and creative thinking, with activities that connect classroom learning to global perspectives. Teachers will also utilize cooperative learning and multisensory, hands-on, and inquiry-based activities to support varying modalities of learning. A longer school day with additional instructional blocks allow for differentiation, remediation, and enrichment activities to take place daily. Each of these components will allow SCSE to maximize resources to promote appropriately rigorous and supportive learning for every child.

The school will advance student achievement by creating a culture that inculcates positive work habits and develops lifelong scholars. Students will feel safe, interconnected, and empowered to take educational risks to stretch the boundaries of their learning. The school will foster character development and encourage students to continuously "RISE UP" and demonstrate the virtues of Responsibility, Integrity, Success, Etiquette, Unity, and Pride. SCSE will also emphasize the values of Respect, Citizenship, Teamwork, and Honesty with a College-Bound Attitude. These virtues and values will provide a common vocabulary for school-wide expectations and permeate the daily nurturing interactions within the school community. Additionally, SCSE will utilize the 16 Habits of Mind¹¹, which teach the essential skills, habits, and positive attitudes that cultivate lifelong scholars and success in middle school, high school, college, and chosen careers.

SCSE will deliver a unified and affirming message for the expectations for school-wide conduct. Students will be held to expectations set forth in the Family Handbook, Discipline Code, and Code of Conduct. These documents will describe the roles and responsibilities of students to maintain a safe and productive learning environment to promote a strong culture of respect and rapport among all stakeholders. The school's uniform policies will remove socio-economic barriers and pressures that detract from an academic focus, and provide a visible and public symbol of the school community, pride, and expectations.

¹⁰ Fisher, D., & Frey, N. (2010). Scaffolds for learning: The key to guided instruction. In *Guided instruction: How to develop confident and successful learners* (chapter 1). Retrieved from <http://www.ascd.org/publications/books/111017/chapters/Scaffolds-for-Learning@-The-Key-to-Guided-Instruction.aspx>

¹¹ Costa, A., & Kallick, B. (Eds.). (2009). *Habits of Mind Across the Curriculum: Practical and Creative Strategies for Teachers*. Alexandria, VA: Association for Supervision and Curriculum Development. Retrieved from <http://www.ascd.org/Publications/Books/Overview/Habits-of-Mind-Across-the-Curriculum.aspx>

Concurrently, a smaller school setting, reduced student-to-teacher ratios, and close professional relationships will help to strengthen the bonds between stakeholders and establish a school-wide family/community atmosphere.

SCSE will recruit passionate teachers with a “whatever it takes” attitude to help the students of SCSE succeed. The school’s teaching model is based on the collaboration and teamwork of 4-5 teachers at each grade level. Each classroom will have one Lead Teacher, and one Education Associate, both of whom are certified instructors. Some classrooms will also employ Integrated Co-Teaching for students’ whose Individualized Education Programs (IEPs) mandate a higher level of intervention. Teachers will collectively be responsible for individual students and their grade level cohort performance. The reduced student to teacher ratio (14:1) will help facilitate more individualized and differentiated small group instruction. Common planning periods will allow each team to plan together, analyze data and its implications, share resources, and conduct peer reviews to promote professional growth. Each teacher will receive support from his or her team, a Grade Level Chair, specialists, and the school’s leadership for ongoing professional development and individualized professional growth plans.

A Principal with outstanding records of accomplishment will spearhead the school’s programs. The Principal’s collaboration with the secondary leadership team, that includes Grade Level Chairs and a Learning Specialist (Special Education Coordinator), will endorse a more effective instructional model that accelerates student achievement with every lesson. The seasoned leadership team will also build capacity among the staff and provide ample opportunities for professional growth. SCSE plans to provide performance-based compensation for teachers who assume additional responsibilities, tuition reimbursement for those who wish to pursue advanced degrees, and bonuses for outstanding performance and student achievement.

Parents will be true partners in their child’s education, not just in token, but also in actualization. SCSE will offer workshops and trainings to help parents support their child on their educational journey. They will receive frequent reports about their child’s progress, and have abundant opportunities for engagement through conferences, dialogues, school-wide events, parent focus groups, a Parent Association, and a reserved seat on the Board. The community at large will play a role as SCSE develops partnerships with organizations to rally in support of the school. The school hopes to develop collaborations with the district, other schools, higher educational institutions, and local, regional, and national organizations to share resources and promote best practices to improve the educational quality for all children.

SCSE will establish a clear organizational structure of staff, systems, and procedures to support the daily operations of the school and ensure that the terms of the school’s mission, vision, and charter are strictly upheld. Each stakeholder will have clearly defined roles, regulating policies and procedures, and mechanisms for evaluating effectiveness. A committed Board of Trustees (BOT, Board), the school’s governing council, will be the steward of the school’s charter and the presiding body of the academic, organizational, and fiscal programs and policies of the school, while the Principal will oversee the daily management of the school’s programs. The Board will be comprised of 5-20 dedicated volunteers with the expertise and fortitude to ensure the success of the School. Loaning their vast expertise, the BOT will provide oversight of the school to support its educational, financial, and organizational integrity. SCSE will maintain a respectable track record of compliance with timelines, reporting, and all applicable municipal, charter, state, and federal regulations. The Board will remain vigilant of the school’s academic performance, as well as SCSE’s overall health and act responsively to any potential areas of vulnerability. Through their effective oversight, the Board members will ethically and responsibly safeguard the school’s fidelity to its mission, vision, and charter.

Working with the Board’s Finance Committee, the Principal and Director of Finance and Operations will oversee and ensure the school’s responsible and ethical financial and operational management. SCSE will invest time, resources, personnel, and training to promote a highly collaborative, motivated, and inspiring professional environment. Teachers will be provided with ample access to curriculum resources, participation in collaborative professional learning communities, and frequent, differentiated, and ongoing professional development. Every aspect of the school’s programs and professional staff will work cohesively to provide students with a learning environment that is focused on the healthy academic, social, emotional, and physical development of the students.

SCSE strives to be a beacon of hope for the students, families, and community of Stamford. By developing a culture of caring, collaboration, and accountability that embraces diversity and provides equitable opportunities for excellence for every student, SCSE will deliver a premiere education that eliminates the disparities in student achievement among its economically disadvantaged, English language

learning, special needs, and minority student populations. The transformative power of education and the high quality instruction that students will receive at SCSE has the power to eliminate the economic isolation that many families of Stamford have endured. This can only be achieved through the high expectations, support, and collaboration of the key stakeholders all in service to the success of the every child. Together, SCSE will bring together families of diverse backgrounds in a unified cause of transforming the educational landscape of Stamford and Connecticut. Collectively, the staff, students, families, Board, and community members of SCSE will unite to bring the vision to a reality.

2. Educational Philosophy

The educational philosophy should address the diverse needs of the student population and should be founded on an understanding of effective, research-based educational practices and high standards for student learning. The educational philosophy should serve as a basis of the school's pedagogical approach, curriculum, assessment, culture and other elements that create a comprehensive educational program.

a. Describe the founding group's core beliefs and values about education.

The founding group's core beliefs and values about education are summarized in the following six statements. The mission, vision, and programs of SCSE have been inspired by and are rooted in these fundamental beliefs.

1. Every child has the ability to succeed.

The mission, vision, and programs of SCSE were developed based on this simple, yet profound principle. A child's success is not determined by his/her race, cultural background, creed, history, native language, or ability/disability. The founding group of SCSE believes that every child can achieve to his or her maximum potential given the appropriate support, challenges, resources, and learning environment. Every child at SCSE will be supported by individualized instruction uniquely tailored to promote optimal growth. The school will utilize ongoing real-time data to drive instruction and performance. SCSE will cultivate a safe and highly accountable learning environment that equips students with the academic and behavioral skills necessary for success. Students will also be prepared with positive attitudes and habits that foster resilience and strengthen their abilities to solve problems. SCSE is committed to providing all scholars with the tools they need to succeed without exception or excuses.

2. Every child should have access to free, high-quality educational options.

The founders believe that this is not just an option, but also a moral obligation to future generations. Success should not be confined or restricted by an absence of quality options based on socio-economic instability, geographical restrictions, or district feeding patterns. Education is one of society's great equalizers. It has the power to take a child from socio-economic, academic, and emotional poverty to success in achieving lifelong goals. It has the capacity to alter the trajectory of children's lives from cyclical and habitually dangerous behaviors, to positive and productive habits. Quality educational environments also have the power to bring together families and generations to transform entire communities where every individual is focused and invested in safeguarding future generations. Additionally, innovations in technology allow students and individuals from across the globe to share commonalities and embrace diversity. In order to furnish students with the tools they need for success, students must have access to such programs, and these options must be available, particularly in high-need communities. SCSE proposes to provide a high-quality option to the families of the Stamford community based on a research-based, nationally recognized, and field-tested model.

3. Education is about creating scholars for life.

The 21st century global society is inundated with technological advances and virtual access to information that is constantly changing, sometimes at a feverish pace. What was once considered state-of-the-art last year, is immediately antiquated and replaced by an upgrade or new advancement. Because of this principle and in order to prepare students for college- and career-readiness, SCSE must prepare students for this high-paced culture, to continually improve, adapt, and evolve to maintain success. Education does not stagnate after a test is passed or upon graduation from high school. Learning must continually take place to enrich lives and maintain success. SCSE will cultivate the desire, motivation, and ability to become

lifelong learners. SCSE will cultivate the will to strive, achieve, and succeed throughout life and promote a quest for further knowledge by teaching students to be conscientious about the learning process, seek opportunities for further development, and how to best achieve learning objectives. SCSE will use the 16 Habits of Mind (Costa & Kallick, 2008) and challenge students to continuously RISE UP, by emphasizing Responsibility, Integrity, Success, Etiquette, Unity, and Pride. The school will inculcate the core values of Respect, Citizenship, Teamwork, and Honesty with a College-Bound Attitude. In this process, students will be inspired and motivated to learn and experience the joys and success that education affords. In doing so, students will develop a love of learning.

4. Great education is about the quality of learning.

SCSE scholars will be provided with a holistic, challenging, and supportive curriculum. Curriculum, Instruction, and Assessment go hand-in-hand to promote student achievement. The founding group believes great education is not just about “what” is taught, but also “how” it is taught. At SCSE, students will learn through research-backed best practices that foster student engagement and achievement at the highest levels. Instruction will be data-driven, differentiated, and uniquely tailored to each student to promote the ongoing development of lifelong scholars. SCSE will offer classes in the arts, physical education, and foreign language and integrate instructional technology whenever possible to expand upon the academic program. The school will foster social-emotional growth by cultivating core values, virtues, positive attitudes and habits for success through nurturing dialogue and support. Students will be pushed to think creatively and access higher order thinking skills through rigorous stem questions, inquiry-based activities, and interdisciplinary learning.

5. Success is a moving target focused on continual improvement.

The founding group believes that there is always room for improvement. Success is not determined simply by passing a test or meeting the minimal standards. It is determined by striving for excellence, setting progressively higher goals, and achieving them incrementally. Students at SCSE will be taught in such a way to maximize their potentials. As scholars continually grow and evolve through the school’s rich curriculum, so, too, will their needs and potentials. SCSE will continually raise the bar and maintain high expectations for all students.

6. All stakeholders must collaborate and do “whatever it takes” to support students on their pathway to success.

In order to support every student on their pathway to success, students must receive as much support from the staff and community as possible. As SCSE cultivates a highly accountable and “no excuses” environment, the responsibility for learning and developing responsible and productive citizens relies on the collaboration between the students, staff, families, governing council, and community. The SCSE staff will be dedicated and committed to providing every support possible, within ethical and professional standards, to defy the achievement gap and break the cycle of socio-economic isolation that pervades the community of Stamford. Teachers will unrelentingly pursue continually improved methods for supporting student achievement and provide “whatever it takes” to help students succeed to the highest expectations. This may include devising additional strategies for teaching content, providing additional support measures such as tutoring or counseling, creating workshops to help parents support their children with learning, or conducting daily “check-ins” with students who are struggling. The leadership team will support teachers in their endeavors through professional development and provision of resources as they endeavor to promote maximal achievement and character development in the students they serve. SCSE is committed to this collaboration, and will expect all stakeholders to invest time, energy, and resources in the students’ best interests.

b. Demonstrate that the philosophy will serve the diverse needs of individual students.

The educational philosophies detailed above have inspired the school’s strategies for serving the diverse needs of individual students. SCSE has identified and designed a curriculum deliberately developed to advance the achievement of every student. The curriculum goes hand in hand with instructional strategies that encourage and challenge every student to achieve maximum potential. Critical to SCSE’s program is the use of differentiation through dynamic and flexible instructional groups based on ongoing, real-time assessment data. Using frequent formative assessments, teachers will be able to determine each student’s developmental needs and design instruction that specifically targets those needs.

Regardless of whether a student is identified as abled or disabled, an English language learner, performing below grade level, or accelerated, instruction will be grounded in the standards and tailored to build upon students' current capacities to challenge him or her to achieve the high expectations designed by the school. To the maximum extent possible, SCSE will provide push-in support services in students' classrooms with specialists, such as those qualified to support English Language Learners (ELLs) or Special Education, so that students receive support in addition to, rather than in lieu of, regular core instruction. Rather than diluting content, all students will have access to the same challenging curriculum with varied levels of support and scaffolding. Moreover, SCSE will provide additional scheduled blocks of instruction for remediation, growth, and enrichment outside of core classes.

SCSE will cultivate a team approach for staff. Two certified teachers, one Lead Teacher and one Education Associate, will provide instruction in all general education classrooms during core instruction. The Lead Teacher is distinguished from the Education Associate based on established track records for effective instruction and improving student achievement. Daily, uninterrupted flexible reading groups allow grade-level teachers to provide support focused in smaller groups for struggling readers while offering enrichment activities for more accelerated learners. SCSE is also prepared to offer classes that include a third, Special Education teacher using an Integrated Co-Teaching model for students whose Individualized Educational Plans (IEPs) require more intensive support throughout the day. Similarly, the school intends to provide a nurse, social worker, and additional support personnel to safeguard the development of students comprehensively. The school's smaller learning environment coupled with reduced student-to-teacher ratios will facilitate more individualized instruction.

SCSE will cultivate a highly accountable environment, not just for students, but for teachers as well. Instruction will be purposeful, relevant, challenging, and supportive. The leadership team at SCSE will provide ongoing support and professional development through weekly meetings and daily classroom visits to review assessment data and help teachers understand the implications thereof for use in informing instruction and developing flexible groupings. Instructional staff will have individualized growth plans for professional development and will receive ongoing support every week. Teachers will also be provided with common planning periods that allow for collaborative and strategic lesson planning, sharing resources, and opportunities for coaching and mentoring. The leadership team will create several opportunities for leadership development and building capacity. Additionally, collaboration, the assumption of additional leadership roles, and high student achievement will be rewarded with discretionary bonuses. Each of these components allows the school to establish a sense of urgency with student learning to ensure that instruction continues to advance progress towards excellence.

In order to ensure every student's success, SCSE will engage the entire school community. Parents will be given opportunities for active partnership in their child's success and have direct input in shaping the programs at the school. The Board will maintain oversight of the school's programs to ensure fidelity to the school's mission, vision, and philosophies, and allocate resources accordingly. SCSE will also develop partnerships with local, state, and national organizations to support student achievement and enhance school programs. Every stakeholder will have an active role and investment in improving educational outcomes for the students at the school.

SCSE will take a holistic approach in providing students with a safe and nurturing, yet rigorous learning environment. Students will be encouraged to develop creative and innovative solutions through lesson activities that foster critical-thinking, productive work habits, and creative problem solving. In addition to a general liberal arts education, students will participate in classes such as art, physical education, and foreign language instruction to enrich and enhance their knowledge and skill base. SCSE will cultivate 21st century global perspectives by developing students' technological skills, celebrating diversity, and exposing students to various cultural heritages and traditions worldwide. In order to affect changes and improvements to the educational landscape, SCSE must help students gain a stronger understanding of themselves, the lasting affects that education brings to enhance the quality of life, and foster stronger perspectives to their civic responsibilities and impacts on their families, local community, and global society.

c. Explain how the philosophy will lead to student academic achievement.

In accordance with the school's mission to provide "a challenging and rigorous academic curriculum" in "a supportive and caring environment that has high expectations for all students", SCSE's underlying philosophies were vital in deliberately developing programs that would promote academic achievement. By virtue of challenging students outside of what they are already capable, given the right supports students

will be pushed to their maximum potentials. Instruction will be grounded in the standards, and flexible grouping will be based on real-time data. Instruction will be accessible with multiple points of entry for students but every child must be challenged and pushed to think deeper and more critically in order to authentically grow.

Success is born from a persistent need to continuously improve, consistently challenge, and favor ambition and determination over complacency. The educational theory that best encapsulates how SCSE will advance student achievement is described in Lev Vygotsky's theory of the Zone of Proximal Development (ZPD). The ZPD is most readily described as, "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers."¹² Put simply, the ZPD is what a student is capable of learning and achieving given the appropriate support or scaffolding. Thus, although the curriculum will be standards-based and aligned, the standards serve merely as the "ground", not the "ceiling" for learning. The school's high expectations and academic rigor are reflected when students are consistently and appropriately challenged. Mastery of objectives and content standards is important, but SCSE believes that even when those standards have been achieved, all students can be further endorsed to a greater and deeper level of learning. When students are challenged and supported, this is when the acquisition of new skills and knowledge is optimized and students discover the extent of their true potentials.

SCSE will also encourage students to develop the 16 *Habits of Mind*, developed by educational practitioners around the world whose strategies have been compiled and presented in a book edited by Arthur Costa and Bena Kallick. The 16 *Habits of Mind* describe how an individual behaves when pragmatically and intellectually solving a problem, dichotomy, dilemma, or other source of uncertainty when solutions are not readily apparent. They are:

1. Persisting
2. Managing Impulsivity
3. Listening to Others with Understanding and Empathy
4. Thinking Flexibly
5. Thinking About Our Thinking (Metacognition)
6. Striving for Accuracy and Precision
7. Questioning and Posing Problems
8. Applying Past Knowledge to New Situations
9. Thinking and Communicating with Clarity and Precision
10. Gathering Data Through All Senses
11. Creating, Imagining and Innovating
12. Responding with Wonderment and Awe
13. Taking Responsible Risks
14. Finding Humor
15. Thinking Interdependently
16. Learning Continuously

By developing these attributes in students, SCSE will cultivate conscientious and critical thinkers, capable of problem-solving in academic studies as well as with life encounters, and building resilience and strategies for success¹³.

Another theory that has influenced the design is that of Bloom's Taxonomy, whereby learning and the assessments thereof can be categorized into six levels that describe the depth of cognitive engagement. The six levels are: Remember, Comprehend/Understand, Apply, Analyze, Evaluate, and Create/Synthesize. Referencing these categories, teachers at SCSE will help students build rudimentary skills and knowledge

¹² Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. (M. Cole, V. John-Steiner, S. Scribner, & E. Soubberman, Eds.). Cambridge, Massachusetts: Harvard University Press. Retrieved from <http://research.kinasevych.ca/2010/05/vygotsky-1978-mind-in-society-the-development-of-higher-psychological-processes/>

¹³ Costa, A., & Kallick, B. (Eds.). (2009). *Habits of Mind Across the Curriculum: Practical and Creative Strategies for Teachers*. Alexandria, VA: Association for Supervision and Curriculum Development. Retrieved from <http://www.ascd.org/Publications/Books/Overview/Habits-of-Mind-Across-the-Curriculum.aspx>

prior to engaging students in more complex treatments of content matter. Carefully designed lesson planning and questioning strategies allows students to grow from basic and foundational knowledge, to much deeper, higher-order thinking skills that are essential for creativity, innovation, and advancement as 21st century global thinkers.

Based on these underlying philosophies, SCSE will employ instructional strategies and pedagogy that will maximize students' potentials. Higher-order and critical thinking skills will be inculcated using strategic classroom activities, inquiry-based projects, and guided questioning strategies. Students will benefit from daily, uninterrupted blocks of differentiated instruction using data-driven flexible groupings. Common planning periods and an expanded staffing plan, which includes one lead teacher and one education associate for every classroom, will allow teachers to share resources and develop activities collaboratively. An extended school day will also provide additionally scheduled opportunities for growth, remediation, and enrichment.

3. Curriculum

Charter schools have the freedom to choose and/or develop curriculum models that best reflect the mission and educational philosophy of the school, and that best serve the needs of the anticipated student population. The curriculum must align with the Common Core State Standards (CCSS) for English language arts and mathematics and the Connecticut State Frameworks for all other areas of study.

a. Explain the process utilized to identify or develop the curriculum and provide the criteria for selecting the curriculum.

SCSE offers a holistic liberal arts education to cultivate students' intellectual, artistic, social, emotional, and ethical development. SCSE has a comprehensive set of specific performance standards, organized by grade and core academic subject areas. The curriculum is aligned to the CCSS for English language arts and mathematics, Next Generation Science Standards (NGSS) for science instruction, and CSDE Frameworks for all other content areas.

As the mission statement asserts, SCSE will provide a rigorous and supportive educational program to prepare all students to compete for success in top public, private, and parochial high schools, colleges, and chosen careers. SCSE will accomplish this goal by offering a challenging and robust academic curriculum and creating a sense of urgency whereby learning is a continual process of furthering students' potentials. Rather than promoting mastery of standards as a "finish line", SCSE believes that true learning and rigor occur when students are continually encouraged and challenged to exceed their current levels of development. Thus at SCSE, the standards and expectations are the "floor", not the "ceiling" for learning.

The educational program at SCSE is based on the simple, yet powerful principle that every child can successfully achieve to his or her potential given the appropriate support, challenges, resources, and learning environment. While the teaching strategies employed by the staff play a critical role, the written curriculum must provide sufficient resources to enable effective teaching to take place. In order to provide instruction that is uniquely tailored to the needs of each student, the curriculum must provide the instructional staff with the flexibility to challenge, differentiate, and support scholars at their individual developmental levels to meet and exceed the school's high performance standards. As such, in order to authentically meet the needs of all learners, curriculum development must remain an ongoing process to adjust the instructional program to the changing needs of the students served.

The founding group worked with its model school (BCSE), educational experts, and practitioners to commence the process of researching, identifying and designing a comprehensive curriculum to accelerate student achievement. Upon its charter approval and with the support of the school's Principal (once hired) and an Educational Advisory Committee of the Board, SCSE will use its planning year to finalize the research, identification, and development of a curriculum for implementation starting in the school's inaugural 2015-16 school year.

The founding group has established a set of criteria to identify and develop the SCSE curriculum. Resources will be carefully vetted to ensure that the written and taught curriculum is:

- Research-backed
- Aligned to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and Connecticut State Frameworks
- Relevant to the school's mission, vision, and rigorous expectations for student achievement
- Allowing multiple points of entry and provide flexibility to allow teachers to differentiate instruction to meet the needs of diverse learners

- Designed to develop a strong foundation of knowledge to ensure rudimentary skills are intact prior to more complex treatments of content matter
- Comprehensive and rigorous
- Providing opportunities for ongoing monitoring and assessment
- Appropriate for the developmental needs of the student population
- Coherent with articulation within and between grades
- Supportive in preparing students for Smarter Balanced Connecticut state exams content and testing processes

Curriculum identification requires an assessment of resources against these criteria. Although many commercially available curriculum resources purport comprehensive programs and standards alignment, SCSE takes measured precaution of the dangers of simply adopting a prescribed curriculum for its advertised benefits without carefully researching the risks and values of those resources. Vetting programs will entail online research, presentations by publishing companies, analyzing outcomes and reviews by other schools that have adopted the material, and soliciting the support and perspectives of BCSE staff, as well as professional colleagues within district, private, parochial, and charter schools. The founding members may also visit other schools to observe curriculum implementation or choose to pilot units from programs prior to full implementation. Additionally, SCSE benefits from the years of knowledge and experience offered by its model school, which provides an additional layer of field-tested assurance.

SCSE's curriculum will be an amalgamation of commercial and proprietary materials, and staff-developed resources. Any potential gaps in the commercial curriculum will be amended by supplemental or internally created supports. Additional resources may also be adopted or developed to address specific needs of the student population. When instructional units are adopted or created for a specific group or subgroup of students (i.e. students identified as ELL, Special Education, etc.), the leadership team will coordinate with instructional support specialists to ensure that appropriate supports and considerations are included within the curriculum units.

The SCSE staff will use Wiggins and McTighe's *Understanding by Design* model to develop the curriculum framework. Wiggins and McTighe state that "curriculum selection and development begins with identifying what students should know, understand, and be able to do with content, course, and grade level targets".¹⁴ Through a careful examination of and alignment to the Connecticut CCSS and State Frameworks, SCSE has established school-wide and grade level goals. Next, SCSE has developed a comprehensive assessment program to measure and monitor achievement and progress towards goals. Finally, the instructional activities are developed to facilitate students' achievement and surpassing of standards and targets. The use of commercial and proprietary resources requires a thorough analysis to ensure that it will support 100% attainment of standards and instructional targets. Additionally, curriculum development must also include alignment to the school's mission, vision, and instructional philosophies. Internally created student-centered lessons and instructional units will be developed following the backwards design process with consideration to year-end goals. As instructional units are implemented, teachers will utilize frequent assessment and analyses thereof to monitor student progress, common planning periods to collaboratively plan and adjust daily lessons, and cumulative summations for strategies to improve curriculum effectiveness. (Sample units are included in response to Section I.3c.)

- b. Demonstrate that the curriculum is aligned to the CCSS for English language arts and mathematics. In addition, please provide research on the curriculum, including citations, that demonstrates the potential of the curriculum to result in high student achievement.*

All identified curriculum resources were selected based on the criteria indicated in Section I.3a. Specifically, SCSE requires that ELA and math resources are research-based and aligned to the school's mission, vision, and model. The curriculum development process at SCSE will ensure alignment to the CCSS for ELA and math utilizing various tools and strategies that include the K-12 Publisher's Criteria for CCSS Revised, the K-12 Tri-State Rubric for CCSS, proprietary publishers' documents, and internal unpacking of standards. The following paragraphs describe the resources that are currently under consideration. As noted previously, SCSE will utilize its planning year to finalize research, identification, and development of a curriculum for implementation starting in the school's inaugural 2015-16 school

¹⁴ Wiggins, G. & McTighe, J. (2005). *Understanding by Design* (expanded 2nd edition). Alexandria, VA: ASCD.

year. SCSE will notify the CSDE should any major changes to the curriculum be required prior to implementation.

English Language Arts

SCSE will provide a balanced reading program that supports the development of rudimentary skills and knowledge necessary for proficient reading. These include: alphabetic principles; understanding how phonemes are connected to print; the ability to decode words and read fluently; background knowledge and robust vocabulary to foster comprehension; development of active strategies to construct meaning from print; building academic vocabulary within and across disciplines; and development and maintenance of a motivation to read. SCSE has determined that Houghton Mifflin Harcourt *Journeys Common Core* and *Story Town* have met the criteria utilized to identify and develop the curriculum for ELA instruction. Both support explicit and systematic instruction and offer a platform for ongoing professional development for teachers in the critical elements and methods of instruction for phonemic awareness, phonics, fluency, building academic vocabulary, and comprehension strategies. The programs also include assessment components that provide appropriate measures for screening, progress monitoring, and achievement outcomes. These programs will be supplemented by Guided Reading and Literature Circles based on students' learning needs. Students will regularly be exposed to rich, authentic, and complex texts and provided with supportive, challenging, and intensive guided instruction. Teachers will use multiple levels of Bloom's Taxonomy question stems to promote critical thinking and provide strategies to guide students in developing evidence-based responses. All instructional staff will participate in professional development workshops, as well as differentiated and ongoing modeling and coaching throughout their tenure to enhance their instructional effectiveness, particularly as it relates to curriculum implementation and the CCSS.

Studies demonstrate that core reading programs for Kindergarten and First-grade that are aligned with scientifically based reading research had five reading components (phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies). These successful core programs also provided teachers with explanations of why explicit and systematic teaching is necessary. There was a clear scope and direction for instruction, links across pedagogy, and lastly "consistent and student material to support instruction" (Al Otaiba, Kosanovich-Grek, Torgesen, Hassler & Wahl, 2007, p. 393)¹⁵.

The Harcourt *Journeys* and *Story Time* curriculums both have programs outlined to adhere to these best practices determined by Al Otaiba et. al. (2007) and SCSE instructors will use the balanced literacy approach to successfully teach reading. That is, the *Journeys* and *Story Town* curriculum will be used to guide work with phonics, reading comprehension, speaking, and writing. A report by the National Reading Panel (2000) found that when teaching students to read alphabetic (including phonemic awareness and phonics), fluency, and comprehension (including vocabulary text comprehension), they are more successful. The quality and nature of these components are particularly salient for bringing about desired results. For example, the panel found that phonemic awareness instruction needs to be direct and explicit. And, that phonemic awareness "contributes to children's ability to read and spell for months, if not years, after the training has ended."¹⁶

The report also found that effective phonics instruction is systematic and involves explicit instruction where students are being introduced to pre-determined letter sounds and are able to practice decoding words. SCSE will use a balanced literacy approach that focuses on direct explicit instruction because in-house data from the model school, BCSE, has also substantiated research. As similarly supported by literature (Heydo, Hibbert and Iannacci, 2005; Kamps, Abbott, Greenwood, Arreaga-Mayer, Wills, Longstaff, Culpepper, & Walton, 2007), SCSE will use small group instruction for work with ELLs for intervention and primary grade students' instruction¹⁷.

¹⁵ Al Otaiba, S., Kosanovich-Grek, M. L., Torgesen, J. K., Hassler, L., & Wahl, M. (2007). Reviewing core kindergarten and first-grade reading programs in light of No Child Left Behind: An exploratory study. *Reading & Writing Quarterly*, 21(4), 377-400.

¹⁶ National Reading Panel (US), National Institute of Child Health, & Human Development (US). (2000). *Report of the national reading panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups*. National Institute of Child Health and Human Development, National Institutes of Health.

¹⁷ Heydon, R., Hibbert, K., & Iannacci, L. (2004/2005). Strategies to Support Balanced Literacy Approaches in Pre-and Inservice Teacher Education. *Journal of adolescent & adult literacy*, 48(4), 312-319.

The implementation of the reading program will be effective largely due to SCSE's uninterrupted, consistent, daily flexible reading groups that will focus support in smaller groups with remediation for struggling readers and enrichment activities for more proficient and accelerated readers. Small group instruction will allow teachers to design versatile, daily guided activities that augment the larger scope of the curriculum uniquely tailored to students' needs based on a data-driven model. Teachers will incorporate authentic and complex texts to develop comprehension strategies, build vocabulary, illustrate habits of good readers and writers, and inculcate an appreciation for literature.

Composition and writing skills are also promoted from the earliest stages and supported by the workshop approach. The writing program at SCSE will employ the basic components of the Writers Workshop model of Columbia University. The Writers Workshop is a framework for students to develop: writing fluency; effective communication; students' knowledge of the English written language system with an emphasis on syntax and discourse; an understanding of the connections between reading and writing, as well as the reader and the writer; facility in writing across various genres; a love of writing; and evidence-based texts. As students advance in grade level, they will build upon prior knowledge through an articulated instructional program that enhances skills in creating a diversified repertoire of substantive, craft rich pieces that are functional, narrative, persuasive, informational, and poetic. Together, the reading and writing programs at SCSE will be designed and delivered such that the six instructional shifts of the CCSS are fully incorporated and developed. Additionally, the curriculum will provide students with the requisite skills for the speaking and listening, language, reading, and writing strands and anchor standards, crossing multiple disciplines and preparing them for success in middle school, high school, college, and chosen careers.

Research: Houghton Mifflin Harcourt *Journeys Common Core*¹⁸

Houghton Mifflin Harcourt, the publisher, provides extensive information on their website regarding the benefits of the program, including instructional, planning, and assessment resources aligned to the standards. The program purports that it was designed based on the CCSS with instruction integrated across all strands. The publisher also provides documentation of correlations between the program and the CCSS, as well as scope and sequence documents at every grade level. As the website asserts, "Like the Common Core State Standards themselves, *Journeys Common Core* reflects an integrated model of literacy. Instruction and application in Reading, Writing, Speaking and Listening, and Language are linked to the complex texts and topics with which students engage." The program also offers: exemplar and extended texts with reading and writing extensions focused on repeated reading of complex text (literature, informational, and trade texts); developing academic vocabulary and close-reading skills; and a text complexity rubric for text selection. Language instruction incorporates sequenced spelling, grammar, and writing activities with emphasis on discerning correct sentence structure, proofreading, and identifying segmented sounds. Word studies are also available to build students' academic vocabulary, with daily conversations to practice clear expression of ideas, and effective speaking and listening. The publisher continues to assert that, "*Journeys Common Core* provides instruction for the full range of foundational skills in the Reading Standards: Print Concepts, Phonological Awareness, Phonics and Word Recognition, and Fluency." Distributed practice throughout the units of instruction allows students to review previously taught concepts and build upon prior knowledge to progress towards more complex treatments. Each lesson targets a fluency skill that is to be modeled by the teacher and practiced by students. Harcourt *Journeys Common Core* also provides resources for technological integration, scaffolded and differentiated activities, comprehensive assessment tools, and intervention strategies.

All of these components align well to the instructional goals of SCSE to provide a solid foundation of skills and content knowledge with flexibility for more complex treatments. Teachers will employ the various activities and extensions that are embedded in *Harcourt Journeys Common Core* to provide accessible and appropriately challenging instruction. As curriculum resources go hand-in-hand with instructional strategies and ongoing assessments, *Harcourt Journeys* will support the development of foundational skills while providing the flexibility to differentiate instruction to challenge students and monitor progress with assessments. Moreover, the use of a commercially developed curriculum implemented throughout the entire grade span supports consistency in strategies, vocabulary, and instruction for articulation across and between grade levels.

¹⁸ Houghton Mifflin Harcourt. (2013). *Why journeys common core*. Retrieved from <http://www.hmhco.com/shop/education-curriculum/reading/core-reading-programs/journeys/why>

Research: Houghton Mifflin Harcourt *Story Town*¹⁹

According to the *Story Town* publisher's website, this program is built on non-fiction and fictional text, including news articles, narratives, poems, plays, biographies, research, and fantasy. Instruction for PK is organized in rich thematic content for developing language and early literacy skills. The program includes Big Books for shared reading, oral language development, skill modeling, listening comprehension, and building vocabulary. The series also includes pre-decodable and decodable books for high frequency and phonics instruction, as well as leveled readers to practice fluency and decoding. The kindergarten program builds upon the PK structure, but incorporates: fiction and non-fiction trade books for thematic extensions to support comprehension and literacy by theme; big book anthologies to build skills in print awareness, rhyming, and poems for oral language; and music CDs, white boards, and magnetic letters for extensions. Instruction for grades 1-6 delves deeper into cross-curricular investigations. It continues with thematic organizations and begins the program's "2+2, then review" strategy: 2 weeks of concentrated instruction focused on a key skill or strategy, 2 weeks targeting another key skill or strategy, then a 5th week to review both skills comprehensively, with assessments built into each week. A Readers' Theater activity helps to reinforce thematic vocabulary, fluency, and language skills. These skills are translated across genres. Lessons are organized to include a focus skill, vocabulary, core and companion literature selections, critical thinking questions, and opportunities for connections between text-to-text, text to self, and text to the world. Finally, the program touts clearly delineated strategies for incorporating data-driven and differentiated instruction, which aligns to SCSE's methodologies. *Story Town* is also published by Houghton Mifflin Harcourt, serves similar benefits and research-backed data as Harcourt *Journeys*, and provides a seamless integration of resources.

Research: *Writers Workshop*²⁰

The Teachers College Reading and Writing Project (TCRWP) was founded and is directed by Lucy Calkins. Calkins is the author of several books, including the *Art of Teaching Reading* and the *Art of Teaching Writing*, and is the Robinson Professor of Children's Literature at Teachers College of Columbia University in New York. TCRWP is a research and professional development organization, as well as a think tank supporting literacy reform. The mission of TCRWP is, "to help young people become avid and skilled readers, writers, and inquirers... through research, curriculum development, and through working shoulder-to-shoulder with students, teachers, principals, and superintendents." The program supports instructional tools and methodologies as well as performance assessments and learning progressions to advance student achievement.

Fluency in the CCSS requires schools to provide a coherent and systematic approach to teaching writing skills. Although the workshop model is not a curriculum, there are vast resources available by the TCRWP that will be used within the framework of the workshop model. As students differ in their skill sets and needs, the Writers Workshop does not determine a single document or text, such as the Gettysburg Address, that will be used as a model to guide students to become proficient writers. Instead, the Writers Workshop provides a structure for lesson delivery that can be used with a variety of resources to promote mastery of writing skills. It provides a pathway for students to advance their writing skills to meet and exceed standards.

Using this model, teachers at SCSE will provide opportunities for students to collect information, draft, revise, edit, and publish crafted narrative and expository texts. Lessons begin with direct instruction of a mini-lesson. Teachers identify explicit skills and objectives that are targeted in the lesson, models the skill, and then provide guided instruction. Students are given time to write and practice the skill, applying what they have learned independently. During this time, teachers confer with students individually and in small groups to provide guidance and feedback. One-on-one conferences, anecdotal records, and published products become forms of assessing students in an ongoing manner. Calkins has also developed *Writing Pathways* to guide assessments of student work. According to the TCRWP website, "Three intertwined PreK-6 learning progressions, one each in opinion, information, and narrative writing, are at the center of this system. These learning progressions are aligned to the Common Core State Standards and to... the teaching of writing. These writing pathways provide a system to engage in formative assessment, provide

¹⁹ Harcourt School Publishers. (2013). *Storytown*. Retrieved from <http://www.harcourtschool.com/storytown/>

²⁰ The Reading and Writing Project. (2010). The reading and writing project. Retrieved from <http://readingandwritingproject.com>

high-level actionable feedback to students, and support student self-assessment aimed at accelerating progress.”

The Writers Workshop model has been adopted by hundreds of thousands of educators in over 40 cities. TCRWP has conducted research on the outcomes of the programs, particularly in New York City, Chicago, Seattle, and in other cities, which revealed the following results:

- “Data from 31 Project schools with continually high levels of involvement in TCRWP across the past decade show students in Project schools in New York City tend to score significantly higher than their peers in other city schools;
- The English Language Arts proficiency rate of students in all grades in New York City schools working with TCRWP increased by 18 percent from 2007 to 2009;
- In 2009, 73.5 percent of fourth grade students in all TCWRP schools scored in the highest brackets on English Language Arts test scores, versus 69 percent of the rest in New York City”²¹

These success stories have been reported at both the elementary and middle school level and support the rationale for SCSE to adopt this model.

Mathematics

The balanced math curriculum will emphasize the core tenets of mathematical instruction, such as computational fluency, multiple processes for developing solutions, and conceptual understanding, to support and facilitate success with authentic problem solving activities. The curriculum will foster mathematical practices, such as making sense of problems and persevering in solving them, reasoning abstractly and quantitatively, and constructing viable arguments and critiquing the reasoning of others. SCSE will use *Math in Focus: Singapore Math by Marshall Cavendish*²², which is a research-backed program that provides instruction on core skills, integrates intervention, and helps all students master the standards and prepare for high-stakes assessments. *Math in Focus* emphasizes problem-solving as a focus in mathematical learning. This program balances conceptual understanding using a concrete to visual to abstract progression anchored in real-world hands-on activities. *Math in Focus* offers an array of activities that support best practices and differentiation to increase the depth and breadth of studies. The program aligns to the goals of the CCSS and provides seamless integration of technology to support learning. SCSE’s enriched curriculum will include making connections between past experiences and new activities; sharing ideas through discussions using mathematical vocabulary; cooperative learning through partner and small group activities; developing concept readiness through hands-on activities and explorations; and playing mathematical games. Students will be asked daily to demonstrate their mastery of basic concepts to build automaticity with fundamental skills, allowing teachers to dedicate more time on robust and challenging mathematical questions and complex treatments of concepts. The focus is promoting fluency in mathematics as evidenced by their ability to tackle concepts from a variety of angles.

Research: Math in Focus: Singapore Math by Marshall Cavendish

After undergoing a series of revisions to its curriculum, the Singapore math program was revised in 2006 for a stronger focus on developing mathematical concepts and fostering the ability to apply them in mathematical problem-solving situations. In addition, the new guidelines:

- Emphasize computational skills along with more conceptual and strategic thinking.
- Cover fewer topics in-depth and are carefully sequenced grade by grade.
- Cover concepts in one grade and in later grades at a more advanced level.
- Ensure that students master prior content, not repeat it.
- Encourage representing problems mathematically, using reasoning, and communicating mathematical content.²³

Each of these new guidelines provides alignment to the CCSS. According to Achieve, a nonprofit

²¹ Teachers College Columbia University. *The tc reading and writing program*. Retrieved from <http://www.tc.columbia.edu/news.htm?articleID=7498>

²² Houghton Mifflin Harcourt Publishing Company. (2013). *Math in focus: Singapore math by marshall cavendish*. Retrieved from <http://www.hmco.com/shop/education-curriculum/math/math-in-focus-singapore-math>

²³ Houghton Mifflin Harcourt Publishing Company. (2013). *Math in focus by marshall Cavendish*. Retrieved from http://www.hmco.com/~media/sites/home/education/global/pdf/white-papers/mathematics/elementary/math-in-focus/MIF_2013_History_Flyer_LR.pdf

educational reform organization that partnered with NGA [National Governor's Association] and CCSSO [Council of Chief State School Officers] on the CCSS Initiative, "Overall, the Common Core State Standards (CCSS) are well aligned to Singapore's Mathematics Syllabus. Policymakers can be assured that in adopting the CCSS, they will be setting learning expectations for students that are similar to those set by Singapore in terms of rigor, coherence, and focus" (2010).²⁴

Math in Focus was developed in 2007 and branded as the U.S. version of Singapore math's *My Pals Are Here!* currently the most widely used and highly rated textbook series in Singapore. The program was designed to ensure children's ability to achieve mastery of mathematics concepts, computational skills, problem solving skills, and application of mathematics to daily life activities. *Math in Focus* utilizes the same curriculum syllabus and pedagogy as the Singapore program, but includes additional resources, differentiated instruction, and technology for U.S. classrooms.

As described in the *Singapore Math Research and Efficacy Overview*, published by Houghton Mifflin Harcourt Publishing Company (2013), "Singapore math emphasizes problem solving and positive attitudes toward mathematics, while focusing on student development of skills, concepts, process, and metacognition. Students are encouraged to reflect on their thinking and learn how to self-regulate so that they can apply these skills to varied problem-solving activities" (2013, p. 1).²⁵ These principles coincide well with the instructional shifts inherent to the CCSS, as well as SCSE's use of the 16 Habits of Mind, emphasizing positive attitudes, self-regulation, problem solving, and metacognition. *Math in Focus* is ideal for embedding applications of flexible problem solving strategies to mathematical knowledge. The program uses concrete to pictorial to abstract pedagogy reflecting a natural progression of concept acquisition, from simpler and tangible to more abstract and complex treatments.

Math in Focus allows accessible learning for an array of students to allow for differentiated and small group instruction that targets students' needs. The program also incorporates technology as extensions for greater applications and connections to multiple representations and situations.

Singapore math is an internationally recognized and acclaimed program, which has propelled Singapore to one of the top ranking countries in the world for performance on the Trends in International Math and Science Study (TIMSS) and Programme for International Student Assessment (PISA). Singapore outranked the U.S. by 70 points on the TIMSS in 2007, and had a difference of 75 in scale scores on the 2009 PISA. Several schools and districts have adopted Singapore math and have experienced strong gains.

- New Jersey state test score analysis of student performance on the New Jersey Assessment of Skills and Knowledge (NJ ASK) for 2010 in Old Bridge, NJ shows that students who were taught using *Math in Focus* improved an average of 12.4 points versus the control group, which advanced only 3.5 points. *Math in Focus* students had over three times greater gains than their peers. Fourth grade students scoring at the test's highest level, advanced proficient, increased by 22% for *Math in Focus* students, while the control group increased by 4%.
- Grade 4 students' performance was also compared to the performance of peers who were taught using constructivist and explicit math programs. All three programs were taught concurrently, in the same school, and by similar teachers. *Math in Focus* students posted gains of 34%, while explicit program students posted a 23% increase, and constructivist students posted a 16% gain.
- Results on Kentucky's Thinklink Benchmark Tests comparing 2010 results to 2011 reflect similar results, with performance increasing from 57% at Distinguished level, the highest performance level, to 91%.²⁶

As the mission statement purports, SCSE will cultivate students' intellectual, artistic, social, emotional, and ethical development within a broad, liberal arts curriculum. In addition to CCSS aligned ELA and math curriculum, the school will offer instruction in science, social studies, visual arts, music and dance to foster the skills of cooperation, perspective, appreciation, and interpretation. Physical education will combine with a health program that balances physical well-being with healthy choices. Reading, writing,

²⁴ Achieve. (2010). *Comparing the common core state standards and Singapore mathematics syllabus*. Retrieved from <http://achieve.org/files/CCSSandSingapore.pdf>

²⁵ Houghton Mifflin Harcourt Publishing Company. (2013). *Singapore math: Research and efficacy overview*. Retrieved from http://www.hmco.com/~media/sites/home/education/global/pdf/white-papers/mathematics/elementary/math-in-focus/MIF_Research_Efficacy_LR.pdf

²⁶ Houghton Mifflin Harcourt Publishing Company. (2013). *Singapore math: Research and efficacy overview*. Retrieved from http://www.hmco.com/~media/sites/home/education/global/pdf/white-papers/mathematics/elementary/math-in-focus/MIF_Research_Efficacy_LR.pdf

and problem-solving will be integrated across content areas to allow students to make connections across disciplines and foster a deeper understanding of content.

- c. *Explain why the curriculum is appropriate for the students the school intends to serve as well as students with disabilities, English language learners, students below or above grade level, and other at-risk students.*

As listed in the school's criteria for resource identification and development, SCSE's curriculum is deliberately selected and designed to address the needs of all learners. As SCSE seeks and anticipates the enrollment of a diverse student population, children will likely enroll with skills and knowledge along a wide spectrum, including students who are at risk, struggling, reluctant, accelerated, have special needs, and English language learners. Because the school is building a program based on an existing and successful model, SCSE has the benefit of selecting, developing, and implementing a curriculum that has already been field-tested and proven effective for similar demographic populations. However, it is important to note that the curriculum and instructional strategies employed at SCSE will be specifically tailored to the needs of the students served.

The founding group understands that while all students are capable of achieving success, not all students are the same, learn the same way, or have the same needs. This is a critical factor of SCSE's model to individualize and tailor instruction to the needs of the students. Rather than constructing lessons for the sake of following a commercial program, at SCSE, the curriculum has deliberately been identified and developed to allow flexibility and versatility for adjustments based on the students' needs. This includes the commercially developed ELA and math programs (*Journeys, Story Town, Writers Workshop, Math in Focus*), which were selected based on meeting the criteria outlined in Section I.3a, as well as internally developed instructional units used to augment learning.

In accordance with the school's philosophies, teachers will provide instruction uniquely tailored to each child that will challenge and support students in their zone of proximal development to meet the school's high expectations. The curriculum at SCSE will be accessible to all students and allow multiple points of entry. In order for teachers to authentically promote every child's growth, the curriculum must allow teachers the flexibility to differentiate instruction with ongoing, real-time data, while securing foundational knowledge prior to progressing to more complex treatments of content. For example, the ELA programs focus heavily on developing the foundational skills necessary for proficient readers, writers, and communicators. Components of the curriculum include emphasis on pre-reading strategies, decoding, vocabulary development, making connections between visual, verbal, and print cues, and project-based assignments. Similarly, the math program also provides an array of supports for understanding concepts through academic vocabulary, manipulatives, visual aids, hands-on problem solving, and multiple approaches for finding solutions. For students who are struggling or have special needs, strategies may include more individualized scaffolding, concrete applications, word studies, collaborative learning projects that promote peer support, and accommodations, such as preferential seating for visually impaired students or behavioral plans for students who struggle to stay on task. Additionally, SCSE is prepared to offer Integrated Co-Teaching with a third special education teacher providing instruction in classes with students whose IEPs require more intensive support. For English language learners, teachers may utilize strategies such as visual aids, word studies, repeated read alouds and guided reading, providing instructions in incremental steps, building on terms within the student's current level of comprehension, and providing opportunities for students to collaborate with peers to develop listening and speaking skills. All programs provide extensions and resources to support specialized needs that include word strategies to build vocabulary and conceptual understanding, developing content knowledge from concrete, visual and tangible expressions to more abstract concepts, cross disciplinary learning to foster connections and deeper understanding, and alternate teaching strategies specific to populations of higher needs. SCSE will ensure that the staff is proficient within the curriculum and that specialists provide adequate support to classroom teachers to increase proficiency and effectiveness.

Although many schools focus only on the student who is on or below grade level, SCSE recognizes the importance of addressing the needs of more accelerated learners as well. Once students have mastered basic concepts, the curriculum will open doors to more complex treatments of content. Students will be able to embark on studies of greater depth and breadth within smaller groups creating enrichment activities that access more critical thinking and higher order levels of Bloom's Taxonomy. These activities may include inquiry- and project-based extensions that cross into other subject areas. Technology will also be integrated into all core subjects for all learners, providing further vehicles for augmentations.

- d. *Describe a plan that will facilitate ongoing development, improvement, and refinement of the curriculum. Please also explain the process that will be used to evaluate whether the curriculum is effective and successfully implemented.*

As discussed in Section I.3a, one of the key criteria for identifying and selecting the curriculum is the requirement that resources must provide teachers with the flexibility to inculcate foundational knowledge, while offering adaptability to target students' diverse needs. Those needs will evolve as students progress in their learning throughout the year, and from year to year. In order to provide instruction that is consistently challenging, supportive, and uniquely tailored to promote maximum growth, SCSE will facilitate ongoing development, evaluation, improvement, and refinement of the curriculum.

For the school's inaugural year, SCSE will have access to its model school's resources, and modify its successful programs for alignment to the Connecticut CCSS and State Frameworks. The leadership team of SCSE will develop curriculum maps, scope and sequences, and unit outlines designed to provide challenging, supportive, and CCSS aligned instruction. All instructional staff members will participate in a full week's pre-service training prior to the commencement of the school year when school leaders will introduce teachers to the school's high expectations and orient the staff to the culture and design of the school's programs. Teachers will use the guiding documents and curriculum resources to design purposeful, rigorous, and outcome-driven instructional lessons and units. Learning objectives will be student-oriented with actionable and measureable outcomes that reflect the standards. Learning standards will be prioritized with consideration to foundational skills and prevalence to ensure that necessary skills and concepts are mastered in a systematic and timely manner. Instructional units will be grounded in the standards and designed with flexibility and adaptability to support and challenge every student. These units will be backwards designed to ensure that students develop sufficient foundational knowledge and tailored to students' needs for remediation and enrichment. Once the school begins operation, teachers will implement the lessons and units they create, and incorporate ongoing assessment data to inform instruction and any necessary short-term revisions or improvements.

Throughout the year, teachers will be provided with ongoing, embedded professional development, as well as frequent observations and feedback from the leadership team and grade level peers. The daily schedule will provide common planning periods for teachers to collaborate in small Professional Learning Communities (PLCs) at each grade level. Teachers will collaborate to plan and review lessons, analyze data to guide instruction, develop activities for flexible groupings, and make any necessary adjustments or improvements to lessons based on students' performance on formative assessments. Throughout their tenure, teachers will be trained on how to continually improve upon effective curriculum implementation and how to teach through team planning. Depending on the teacher's individual growth plan, additional support may be provided after school. In order to promote successful development of students, SCSE is committed to providing the necessary resources and supports for the continual development of its staff.

The School's implementation of the CCSS will facilitate a more deliberate approach for teachers to use the curriculum to promote the instructional shifts in ELA and Math with strategies that include: the incorporation of informational and literary texts; sourcing evidence from text to support responses; cross-subject integration to promote deeper understanding of content; scaffolded support for students to advance from foundational knowledge to deeper levels of complexity; richer and deeper evidence-based dialogue for reading and writing; building fluency; increased opportunities for balancing content knowledge and applications; and metacognitive practices to guide students in understanding multiple approaches in problem-solving. Literacy and writing will also be implemented across the content areas, including the use of both authentic literature and informational texts. SCSE will focus on building pedagogical fluency and effectiveness within the CCSS using curriculum resources and instructional approaches. Teachers will learn effective strategies for implementation to increase the depth and breadth of learning. As with all training, the leadership team will monitor the staff's implementation of these items and gauge the effectiveness with student outcomes, observations, and teacher feedback. Accordingly, teachers will receive ongoing support from their grade level peers and leadership team to improve facility within the shifts. Support will be provided to teachers from their peers during peer lesson reviews, collaborative planning strategies, and observations, and from feedback from the Principal after formal and informal observations and discussions. Any necessary short-term revisions to the curriculum such as lesson or unit revisions will be the responsibility of the grade level team.

Once in operation and as the school grows professional capacity, the SCSE leadership team will enlist the instructional and support staff to frequently monitor and refine the curriculum as needed, based on

regular assessments, to address the needs of the students. SCSE's assessment program will provide frequent and ongoing real-time data to measure student performance against state and school standards. The leadership team, lead teachers, and support staff will analyze student data during weekly meetings and carefully examine curriculum resources to ensure alignment with the state and school's high standards. Based on performance patterns, any areas of weakness or deficiencies will be identified and augmented by additional resources and staff-developed materials. Concurrently, the Principal will furnish the Board and its committees with student achievement data at each meeting to ensure appropriate oversight of student progress towards academic goals and to allocate appropriate resources and personnel accordingly. Analysis of student achievement, as in the case of state exams, will also play a critical role in measuring the effectiveness of curriculum and instruction.

At the conclusion of each year, Deans, Grade Level Chairs, leadership team members and members of the Education and Accountability Committee of the Board will meet to review students' progress as measured against performance goals, and utilize the information to measure program effectiveness. Any short-term modifications are completed during the summer for implementation for the subsequent school year. Throughout the school year, teachers will continue to monitor ongoing student data and revise the curriculum as needed. After the school has had the opportunity to implement and refine any curriculum resources, if an item is deemed ineffective, the staff and leadership team begin seeking alternative resources using the school's intensive vetting process. The Board and its committees will provide final approval of curriculum resources and revisions based upon recommendations from school leadership and personnel. As described in subsection (c) of C. G. S. § 10-220, the Board will annually submit a comprehensive school profile to the Commissioner of Education that includes data reflective of the effectiveness of SCSE's curriculum model.

- e. *Provide one sample curriculum unit for English language arts and math for one grade to be served in year one of the proposed school's operation. The following minimum curriculum components must be included in the unit: content and skills; standards, CCSS, and state frameworks; learner expectations; big ideas/key concepts; assessments; teaching strategies; learning activities; and instructional resources.*

SCSE's sample curriculum units are attached as Appendix A and reflect examples of the school's curriculum units for Pre-Kindergarten mathematics and First grade ELA.

4. Instruction

- a. *Describe the instructional methods or techniques that will be used in the proposed school, including any specific requirements for implementing a particular pedagogical approach (i.e., co-teaching or aides, technology, physical space, etc.).*

SCSE will offer a highly accountable and collaborative model to addressing students' needs. SCSE will utilize a team teaching approach to instruction. Two grade-level classes, each composed of 28 students, will be heterogeneously grouped with one Lead Teacher and one Education Associate, facilitating an approximate 14:1 student-to-teacher ratio. While both teachers will be certified instructors, the Lead Teacher will be distinguished with a track record of accomplishment in driving student achievement. For classes with students whose IEPs stipulate more intensive interventions, a third Learning Specialist will join the general education classroom teachers in an Integrated Co-Teaching model to provide appropriate support and accommodations as indicated in students' IEPs.

Each child will be attached to a cohort instructed by the grade level team. Working collaboratively, the team of teachers will be accountable and responsible for individual students as well as the entire grade level cohort. Frequent assessment of student progress will inform and facilitate flexible small group instruction, whereby teachers on each grade level will be responsible for providing data-driven lessons that target specific areas of need. Teachers will meet during common planning periods to analyze ongoing and real-time data, design and adjust lessons, and coordinate instructional groupings accordingly. The team approach to data-driven flexible groupings will facilitate small group instruction differentiated to target students' needs during ELA and Math instruction. In all other content areas, differentiation will occur within the homeroom.

Using the backwards design model, lessons will be developed to align with curriculum documents and frameworks, and reviewed on a weekly basis. Lessons will typically begin with a whole-group mini-lesson to introduce or review content matter. Students will, then, be divided into smaller groups for guided and

independent practice based on students' needs. SCSE founders believe that true rigor and learning occur when students are encouraged to exceed and excel to their maximum potentials. In accordance with Vygotsky's theory of the Zone of Proximal Development, small group activities will be designed to provide appropriate scaffolding to build student knowledge from what they already know or are able to do independently, to more complex treatments with more challenging activities. While mastery is critical, it is equally important to encourage students to delve deeper into content. This approach aligns well to the CCSS in promoting studies of greater depth and breadth.

SCSE will also inculcate the 16 Habits of Mind, which essentially describe the key components to successful problem solving and learning. Teachers will model appropriate strategies and use research-based best practices to facilitate maximum growth for all learners in cognitive, social, and emotional domains. These skills extend beyond academics and students will learn to utilize the 16 Habits of Mind to think creatively and critically to identify solutions to any problems they may encounter.

When supporting all learners on a wide spectrum of development and skills, teachers will be prepared to employ Bloom's Taxonomy. Grade level teams will plan lessons collaboratively with consideration to the developmental needs of the students and the six levels of Bloom's Taxonomy to advance students from basic, foundational knowledge, to activities that require higher-order thinking skills. As with all instructional practices, teachers will receive intensive and ongoing support from colleagues and the leadership team to continually develop and improve effective strategies. Students will be encouraged to transition from the basic, lower levels of the Taxonomy, to the higher levels to drive creativity and innovation.

In order to prepare students for 21st century learning and global perspectives, instruction will be supported by technological integration. SCSE founders will use Smartboards, Homebooks, iPads, data management software, and ereaders, as well as graphic arts and computer science classes for older students. Teachers will also use technology to make connections between the school and home. Students will be able to log onto computers to access programs and curriculum connections at home or on other publicly accessible computers, such as those found at libraries or community centers. Parents may also log in to review their child's assessment data and receive regular reports on performance. During the school's planning year, SCSE will identify the resources to be utilized to advance students' technological skills and awareness.

The technology department at SCSE will be modeled after the Bronx Charter School Excellence technology department, which focuses on teacher and student technical knowledge and development. For teachers, it connects the dots between implementation and thinking of technology as a pedagogy. For students, the technology program supports the delivery of media rich content, while enforcing student achievement with flipped learning at home. By embracing various Web 2.0 technologies, our practices better serve students in a blended learning environment. The underlying program view is that technology is a pedagogy for teachers, not an over reliance on the particular devices. Teachers create content with a blended mindset, then support their curriculum designs with available cloud technologies and devices. Using cloud technology, classroom sites become their own learning environment capable of delivering media rich content and interactions with students.

The blended Quiz Reflection Poll (QRP) format allows for the use of technology and a real-time check for knowledge.

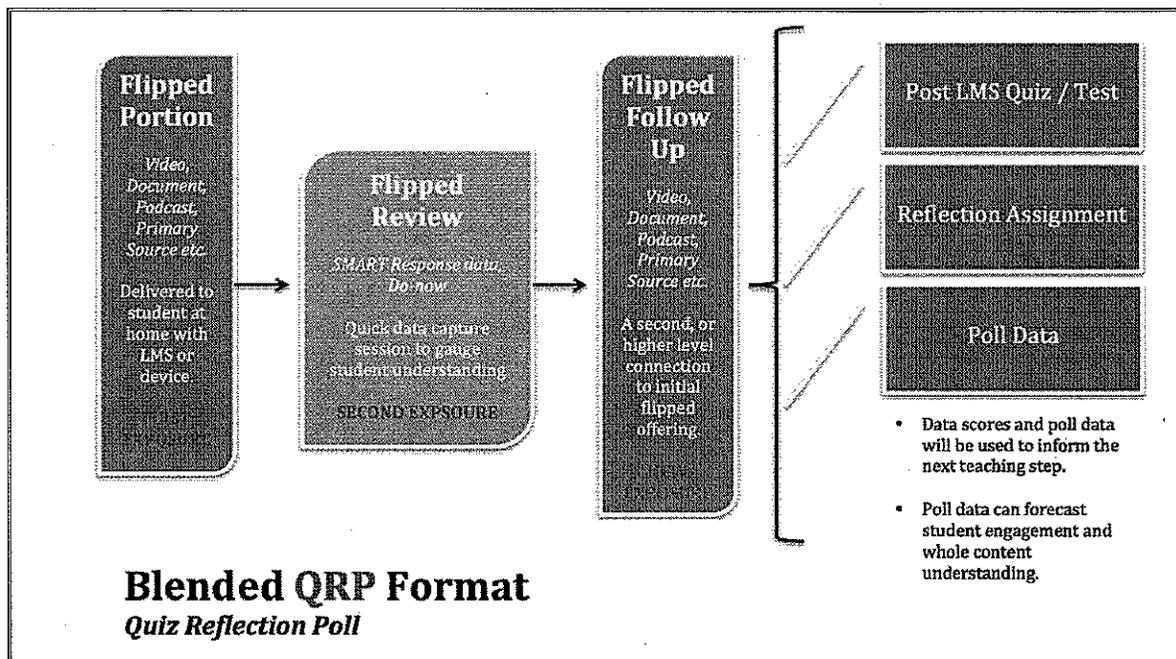


Figure 1.1 – Quiz Reflection Poll (QRP) format. *Source:* BCSE Technology Christopher Brignola

Teachers' lessons also follow the pedagogical tenets established by International Society for Technology in Education - National Education Technology Standards (ISTE.NETS-T) for effective teaching:

- Facilitate and inspire student learning and creativity
- Design and develop digital age learning experiences and assessments
- Model digital age work and learning
- Promote and model digital citizenship and responsibility
- Engage in profession growth and leadership

Teachers will be trained on the importance of creating relevant data points. These data points are specifically designed to promote best practices in spiraling, content enforcement, and enrichment. Each subject program design allows for a specific structure to data capture points, which in turn, informs dynamic student groupings. The results of these data capture points provide readily amiable data for the subscription and targeted approach of blended and adaptive learning services and content support or enrichment.

Students at Stamford Charter School for Excellence will be trained to work with technology by embracing self-paced adaptive online learning. The technology objectives include exposing students to basic computing, digital citizenship, and academic support using technology. They will create, respond, and share all in the cloud. SCSE technology students will become technology literate students that can be creative in the use of technology in academics.

Adaptive learning centers will spearhead independent student learning towards discovery and self paced content mastery. Teacher-created units of instruction will be pushed out to student devices for students to gain initial exposures. Independent work will take place at various student centered lab stations. During instruction, students will learn and construct content knowledge with technology, with the use of a specific Universally Designed Learning Lab (UDL) students will become part of the lessons as they synthesize multimedia contributions and participate in data capture points that will check for understanding simultaneously as the lesson proceeds. A record of these infused lessons will be made available for parents via a parent learning web portal.

In addition to ICT classes and push-in models, SCSE will provide Academic Intervention Services (AIS) through pull-out sessions for students, especially those qualifying for special education, English language learners and students who are struggling in ELA and Math. General education teachers will consult regularly with the Learning Specialist (Special Education Coordinator, SEC) to discuss best practices in differentiating instruction for students with IEPs and students who are at-risk. The SEC will also be able to model effective strategies for general education teachers and provide resources and assistance in creating academic intervention plans for students. Moreover, there will be additional blocks of instruction built into the schedule for remediation. The founders also hope to provide an array of enrichment activities after school.

A Grade Level Chair, will represent the team during higher-level meetings with administrative staff. Again, these individuals will be distinguished by a strong track record of performance as well as a willingness to contribute and participate in more leadership capacities. Additionally, a seat on the school's Board of Trustees will be reserved for a teacher representative, most likely an individual who is also a Grade Level Chair. This allows a direct exchange between staff representatives, school leadership, and the Board during critical discussions and decisions that impact instruction.

The founding group is in the process of identifying potential sites and facilities in which the school will reside. The facility will be constructed or remodeled to ensure appropriate and safe access for all students, and adequate square footage to support the educational program. The facility will have dedicated classrooms, resource rooms, office space, and common areas. The building will be safe, secure, and conducive to learning. As well, the facility will provide adequate space for IDEA accessibility and mobility and sufficient classroom space to facilitate small group instruction. With high academic expectations, rigorous and differentiated instruction, and support in developing successful habits, students of SCSE will be prepared for and successful in their transitions to middle school, high school, college, and chosen careers.

b. Describe how these instructional methods support high standards of achievement and are accessible and appropriate for all students at all levels, including English language learners, special education students, students who enter below grade level, and other at-risk students.

As the school name purports, SCSE strives for excellence for all students. Every student will benefit from highly supportive and intensive individualized instruction through SCSE's small learning environment, with reduced student to teacher ratios, differentiated instruction facilitated through flexible groupings, additional time for learning with longer a school day/year, and individualized learning plans for each student. By virtue of providing highly differentiated instruction that is uniquely tailored to each child's learning needs, in essence, SCSE will be providing Tier I Response To Intervention (RTI) support to its entire student body. Thus, whether struggling, reluctant, accelerated, at-risk, on grade level, or with special needs or limited English proficiency, every child receives uniquely tailored instruction. Frequent assessments provide ongoing real-time data for teachers to adjust instruction to optimize student learning within each child's zone of proximal development and implement instruction that is rigorous yet supportive. Teachers will also utilize Bloom's Taxonomy to help students delve deeply into instructional content and access higher levels of cognitive engagement. Whenever possible, lesson activities will integrate multiple disciplines allowing students to make connections between subject areas. Inquiry-based projects and real-world connections allow students to approach and interact with content in purposeful and meaningful contexts. Diversification of instructional approaches and employing multisensory tactics enable students to interact with content and develop skills that might have otherwise been lost in traditional instructional methods. Likewise, collaborative and cooperative activities allow students to learn from one another, experience learning together, and can help students understand that there is more than one way to solve a problem.

The enrollment plan is deliberately designed to attract students at a younger age, starting in pre-kindergarten. SCSE intends to begin with students in grades pre-kindergarten through first grade. Typically, this is when students are still developing foundational language and literacy skills. As the American Council on The Teaching of Foreign Languages (ACTFL) purports, students begin acquiring language through listening and speaking prior to developing reading and writing skills. Enrolling students at the beginning of their academic careers and retaining students as they progress in grade levels allows SCSE the opportunity to provide a strong foundation for basic skills that are necessary for all students to develop good reading and writing skills, and continue to build upon those skills with consistently

supportive and challenging instruction as students advance in grade levels. This is also beneficial for math and all other content areas.

The enrollment plan also helps to facilitate a smoother transition to a structured immersion model for ELLs. As with their English-speaking peers, ELLs typically have yet to master reading and writing skills in the earliest enrollment grades. The ELL student, thus, has the benefit of learning subsequent reading and writing skills along with their peers as they advance through the program. Although the school anticipates that it will enroll students in the early grade levels and retain the majority of its students as they progress through grade levels, there is the possibility of students enrolling at an older grade level having minimal to no exposure to the English language. In such events, SCSE will develop learning plans for students and provide supports on a case-by-case basis and is prepared to provide a deeper level of support, depending upon the child's needs. SCSE is prepared to provide as much support as needed to help such students succeed. Provisions will be provided to support the whole child in addition to, rather than in lieu of core instruction. Students will receive additional accommodations such as repeated instruction, visual cues, multisensory approaches, and enhanced conversational practice to ensure that instructional content is not diluted, but rather the strategies for engaging students is modified to meet and improve the linguistic capabilities of the students. Students' strengths and areas of weakness will be identified and incorporated into individualized learning plans.

Similarly, the enrollment plan for admitting students at a young age allows SCSE to identify needs at a younger age, and immediately institute interventions to support students academically and behaviorally. This includes Child Find screenings for students who have potential special or even existing needs and students who enter with skills below grade level. By identifying students' needs and employing interventions early, SCSE has the potential to prevent barriers at a later stage when a student might have otherwise already developed unproductive work habits or spent years being unsuccessful in a traditional school.

c. Describe how the proposed school will create a data-driven culture to meet a wide range of student needs using differentiated instruction.

The manner in which SCSE will use data to drive instruction have been documented throughout the narratives. This reflects the important role that data plays in all facets of the school's programs. The founders recognize that curriculum, instruction, and assessments go hand-in-hand. As such, SCSE will establish a highly accountable and data-driven culture. The instructional model of flexible groupings and differentiation will depend heavily on the provision of ongoing and real-time data. Frequent formative and summative assessment cycles will enable the staff to utilize student data to inform curricular and instructional decisions. This data will be used to design instructional lessons that target students' strengths and areas in need of improvement. Teachers will create and develop flexible small group activities, especially for reading, to address students' needs and target instruction in their zone of proximal development. Teaching schedules will include common planning periods to compile and analyze data, and discuss its implications on learning. The leadership team will begin by facilitating weekly discussions in order to train grade level teams, specifically Lead Teachers, to gain fluency so these meetings can later be conducted at any time with or without a school leader present. Student achievement will be one of the biggest variables for successful evaluations of teacher performance. As such, teachers will receive ongoing professional development on designing appropriate assessments and utilizing data to promote optimal achievement.

SCSE recognizes the critical role that data plays in informing daily instruction, student achievement, curricular decisions, and program evaluations. Based on test scores from formative and summative assessments, teachers are able to make informed instructional and curricular decisions. These decisions are not taken lightly, as they may require revisions to lesson plans, adjustments to instructional approaches, or modifications to the available curriculum resources, all of which impact student learning. As teachers collect assessment data, the school leader presents reports to the Board for appropriate oversight. This helps to drive programmatic policies and decisions at the Board level. Through subsequent years, the data may either affirm curriculum alignment to the students served, or it may exemplify a need for modifications. Curriculum revisions may also impact instructional strategies and hiring practices. The Board will maintain constant short-term, intermediate, and long-term planning that includes curricular and instructional decisions. The Board will ensure that all critical decisions will be based on the needs of the students, the effectiveness of the teaching staff, the goals and benchmarks for monitoring adequate progress, student achievement outcomes, and financial stability.

d. Explain how the proposed school will ensure that teachers are proficient in delivering the chosen instructional method to their students.

Ongoing professional development is vital to ensuring that students benefit from improved instructional practices. Every school year begins with a one-week orientation to program, followed by continual coaching and development throughout the year. All teachers will have their own professional growth plan to ensure that professional development is differentiated and individualized for maximal growth. Teachers at SCSE will be expected to complete 200 hours of professional growth each year. One hundred of those hours can be allocated towards graduate coursework, online courses, and external workshops, or staff may submit proposals for alternative plans, such as additional degree or license programs. The remaining 100 hours are dedicated towards building leadership capacity in the staff, qualified through activities such as mentoring other teachers, providing workshops for parents, creating exemplar units, creating an enrichment club for students, and planning activities to increase parent engagement. Such activities may be coordinated individually, or as a grade level team. Teachers will meet individually with the leadership team specific to their personal growth plans to establish goals towards individual students, grade level, and school-wide achievement. In addition to school-wide goals based on the SEED model for educator evaluations, teachers will also have specific and individualized instructional and learning goals. For example, if a staff member needs help with teaching how to write persuasive essays, s/he will collaborate with the school leader to create a plan for improvement, which may include attending workshops, team teaching, or observing a master teacher. Goals and progress are carefully monitored and documented on each teacher's growth plan and compiled into a portfolio. As the year progresses, the teacher and leadership team meet formally two more times to review portfolios, assess the teacher's progress towards established goals, and formulate a plan to ensure success. Teachers' progress towards goals in the professional growth plan will add to their summative evaluations.

SCSE will utilize a team teaching approach. The underpinnings of this approach are to optimize student achievement. Students will benefit from at least two teachers in each classroom for core instructional content. For classes with students whose IEPs mandate a higher level of intervention, there will be a third special education teacher to facilitate Integrated Co-teaching (ICT) classes. Each classroom will minimally have one Lead Teacher and one Education Associate, both of whom are certified professionals. The Lead Teachers are the school's master teachers, and will be distinguished by a track record of accomplishment, years of experience, and expertise in an array of fields, which may include strong pedagogy, excellence in differentiation, specialization in curriculum and instruction, and the ability to develop strong relationships with parents and colleagues. Education Associates are those individuals who have less experience, but demonstrate promise as they gain experience. The Lead Teacher will be a primary source for ongoing development for the Education Associate. Together, these individuals will be responsible for cultivating a positive learning environment within their respective classrooms.

Novice teachers will be hired at the Education Associate levels, where they will work with and receive support from their paired Lead Teacher, the grade level chair, and the grade level team. Thus, with at least two teachers per classroom and two classes per grade, the novice teacher will receive ongoing coaching and training by a minimum of 4 to 5 individuals, including the school's instructional leaders and support staff. All teachers will benefit from feedback from their respective grade level peers, as well as from the leadership team.

Teachers on each grade level will all be responsible for their cohort and their cohort's achievements. As such, they will be expected to work as a team to support students on their grade level. The leadership team will strive to establish grade level teams with complimentary skills to enhance their overall performance as a grade level unit. Teachers will have common planning periods to cooperatively develop lesson plans, implement instruction collaboratively, analyze data together, and formulate plans for improvement based on the data implications. Teachers may also utilize hours after school or on weekends for these purposes.

SCSE will not rely on a series of isolated workshops that will have little to no sustainable effects on instructional practices. Instead, SCSE will promote continual improvement through ongoing professional development, coaching, mentoring, modeling, feedback and subsequent assessments. For the first year, the leadership team will establish a framework for guiding documents that inform instruction. Once the school is in operation, teachers will have common planning periods built into their daily schedules, which will allow time for collaborative planning, sharing of resources, informal peer reviews, lesson critiques, inter-visitations and observations, data analysis, and other key exchanges to facilitate effective teaching. These planning periods also provide time for lead teachers to consult with grade level colleagues and

administrators for ongoing feedback for improvement. Each grade level team will receive constant feedback from the school's leadership. On a weekly basis, the leadership team will train grade level teams how to maximize the curriculum resources and utilize data to inform instruction. Although Education Associates receive critical feedback from Lead Teachers, and all teachers receive feedback from grade level teams, the school Principal is responsible for conducting formal evaluations at least three times each year. As the staff leaders visit classrooms daily, teachers will benefit from informal observations with real-time feedback that can be immediately implemented. This ongoing exchange and delivery of professional development will help to ensure that SCSE delivers an instructional quality of the highest standards.

5. Student Assessment

Beginning in the 2014-15 academic year, the Smarter Balanced Assessments will replace the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) as statewide assessments.

- a. *Describe the proposed school's comprehensive assessment system, including formative, benchmark, and summative assessments. Please ensure that the assessment system is aligned to the curriculum and educational philosophy.*

Data plays a critical role in the educational program at SCSE. The founders recognize the interconnectedness of curriculum, instruction, and assessment and have developed a robust program for gathering, analyzing, and understanding the instructional implications of data. In order to provide a truly supportive and challenging curriculum with rigorous instruction for all students within their zones of proximal development, teachers must continually assess students' knowledge and skills, establish growth targets, and frequently monitor and promote progress towards established goals and objectives.

SCSE identified and developed its assessment tools based on alignment to the learning standards, the curriculum, the school's performance goals, and predictive value for performance on accountability measures such as the Smarter Balanced Assessments. Every item provides meaningful and purposeful information. An articulated assessment calendar ensures that data is collected systematically throughout the year. SCSE will incorporate an amalgamation of formal and informal benchmark, formative, and summative assessment, statewide measures, interim assessments, diagnostic and predictive evaluations, commercially developed unit tests, internally designed supplemental assessments, and informal measures such as portfolios, observations, and interviews. Data garnered from these multiple measures will be used for purposes that include: monitoring individual student, cohort, and school-wide progress towards established benchmarks and standards for achievement; informing instructional pacing and flexible groupings; allocating appropriate resources and personnel to maximize students' success; providing diagnostic, identification, and prognostic indicators, particularly for students who may require special services, are at-risk, or exhibit limited English proficiency; ongoing professional development of staff; and evaluating program, instructional, and curriculum effectiveness. As the state assessments measure students' mastery of grade level learning standards at the conclusion of each year, they also provide a vehicle for determining students' readiness for grade level promotion and graduation from the school's program.

Teachers will maintain ongoing anecdotal records for each student and store quantitative data in a school-wide data management program that will provide quick and manageable access to compile data reports, aggregate and disaggregate information, and conduct various analyses thereof. The leadership team will conduct weekly meetings with staff to increase proficiency in the use of data, develop expertise in monitoring student learning, and informing all relevant stakeholders of students' academic achievement. The leadership team will coordinate with the school's Board of Trustees to monitor school-wide achievement, evaluate instructional, curricular and assessment programs, and make any necessary decisions for modifications. This will also allow the Board to maintain appropriate oversight of the schools' educational programs.

Connecticut is in the process of transitioning to the full implementation of the CCSS and will pilot the Smarter Balanced assessments in the 2014-15 school year. As a school that intends to open with grades PK-1 and grow one grade level each subsequent year, SCSE will not have students eligible for the third grade state exam until the 2017-18. The school is preparing to provide an assessment program that is aligned to the CCSS, the curriculum and educational philosophies, and will prepare students for success on the Smarter Balanced Assessments. The assessment program will also include appropriate measures to prepare students for the computer-adaptive testing model, with coinciding training for teachers and staff. Between now and 2017, SCSE will continue to closely monitor the CSDE's guidance and regulations to

ensure that the educational program will lead to successful outcomes and authentic measures of student achievement. The school's initial year's testing data from statewide mastery exams will allow the school to consider results in a statewide and district-wide context when comparing SCSE's student performance with that of their peers. Subsequent years will provide data over a period of time to identify performance trends from year to year. These will provide particularly valuable data as it relates to performance and program evaluations.

The assessment table provided in Section I.5e provides a list of the assessments that SCSE is considering for implementation, as well as information on the administration calendar. As illustrated, the items include a vast array of purposeful and informative measures that provide real-time data to drive instructional decisions. These include ample measures to guide intervention and remediation of students who are not meeting established achievement targets.

b. Explain how the assessment system ensures the participation of all students, including those students identified as requiring special education, in the appropriate Smarter Balanced Assessments and/or other alternate assessments for students through the Planning and Placement Team (PPT) process.

SCSE will comply with all policies, procedures, and guidelines for administering Connecticut's state examinations, including the appropriate assessments and accommodations for students with disabilities per the Smarter Balanced Assessment guidelines, students' IEPs and the Planning and Placement Team (PPT) process. These include the use of the universal tools, designated supports, and accommodations permitted by the Smarter Balanced Assessment Consortium's "Usability, Accessibility, and Accommodations Guidelines"²⁷ protocols and in accordance with students' IEPs and the PPT. SCSE will continue to monitor these guidelines as they may be revised based on state experience and research findings.

As the current guidelines stipulate, all students will be held to the same participation and performance expectations on the state exam. Embedded and non-embedded universal tools will be available to all students, designated supports will be made available when indicated by an adult or team, and accommodations will be provided to students pursuant to students' IEPs or 504 plans. For students with special needs, these decisions will be made by the PPT. Students with the most significant cognitive disabilities who meet specific criteria may be permitted to take an alternate assessment for ELA and/or math based on alternate achievement standards. Exceptions will also be made for English language learners who are enrolled in their first year of school in the United States. SCSE will follow the state's guidance for alternate assessments based on modified achievement standards (AA-MAS) and participate in any training the state or consortium offers.

As SCSE proposes to open with grades PK-1 in its inaugural year and add a grade level in each subsequent year, the school will not have a third grade class eligible for the Smarter Balanced Assessments until the year 2017-18. This will allow the school to make any necessary adjustments to the assessment program in order to ensure all students are adequately prepared for the exam and testing format. SCSE is preparing to provide an assessment program that is fully accessible in accordance with state guidelines and will prepare students for success on statewide assessments. The assessment program will also include appropriate measures to prepare students for the computer-adaptive testing model, with coinciding training for teachers and staff.

While statewide mastery exams will provide performance data at the end of each year, SCSE will employ an ongoing assessment model that allows the school to provide immediate remediation and ongoing monitoring of progress. SCSE will use real-time data to identify the instructional needs of students, develop flexible daily small group configurations to target instruction, and provide comprehensive Tier I interventions to all students. SCSE will utilize all requisite statewide assessments as well as other items from the school's catalog to target concepts and skills for remediation. Groupings are based on student profiles created from the various assessments, as well as item-analyses to target specific instructional content. SCSE will also implement diagnostic tools to identify specific student needs for supportive services such as ESL, Title I, or Special Education services. Results from these assessments provide key indicators of student progress in areas such as English language proficiency, achievement of IEP goals, and targeted needs for differentiated instruction. The school will continue to work with the PPT to ensure that adequate provisions are aligned to promote and monitor student achievement.

²⁷ Smarter Balanced Assessment Consortium. (2013). Smarter balanced assessment consortium: Usability, accessibility, and accommodations guidelines. Retrieved from http://www.smarterbalanced.org/wordpress/wp-content/uploads/2013/09/SmarterBalanced_Guidelines_091113.pdf

Support staff members, such as the Learning Specialist or special education teachers, use data to identify the particular needs of the students they serve and adjust instruction to accommodate special needs. Data will also be shared with the Planning and Placement Team (PPT) to ensure that students are identified for special services, making progress towards IEP goals, and to evaluate the school's special programs. As a member of the leadership team will play a role in the PPT, this data will also be shared with the Board to ensure that students are receiving adequate support in compliance with their learning programs.

- c. *Explain how the assessments will be used to determine, monitor, and report individual student, cohort, and school progress over time. In particular, please describe a purposeful approach for measuring student progress toward achieving academic and non-academic goals tied to the school's mission and educational priorities.*

As a school that utilizes a data-driven approach to instruction, information collected from the school's various assessments play a vital role in the educational programs. SCSE will utilize multiple measures to monitor and report individual student, cohort, and school progress over time. The school will administer a variety of formative, summative, informal, formal, diagnostic, and prognostic assessments. Data garnered from these assessments will be used to inform instruction, monitor individual, cohort, and school-wide performance, allocate resources and personnel, direct any special services that individual students may require, and guide any adjustments to the curriculum and instructional program of the school. All teachers will maintain anecdotal records that document student performance on classroom assessments. Quantitative data will also be recorded in the school's data management system. Data is analyzed by item, in the aggregate to gauge school-wide performance, and disaggregated by student, class, cohort, teacher, and subject. Grade level teams will be responsible for individual student performance as well as grade level cohort achievement. Data gathered from various assessments and evaluations will be analyzed by the Principal and discussed with grade level teams and instructional support personnel during weekly meetings to monitor individual and cohort performance, provide differentiated instruction for all content areas, and develop flexible groupings in reading and math. In order to provide truly challenging and rigorous instruction within the zone of proximal development, teachers must assess students' current knowledge and skills and establish growth targets. Subsequent assessments will be administered to ensure adequate progress and inform next steps of instruction. During common planning periods, teachers will also analyze the instructional implications to optimize student learning. This allows teachers to consistently monitor individual and cohort progress towards established goals and uniquely tailor instruction to support student success.

Within each classroom, teachers use a variety of informal assessments to check for students' understanding and attainment of lesson objectives. These include conferencing with individual students, Exit Tickets which help teachers gauge mastery of lesson objectives, projects, science fairs, essays, oral presentations, writing assignments, and unit tests. The instructional staff will develop powerful and rigorous grading rubrics for less formal assessments, such as presentations, projects, and writing assignments. Teachers will review data and recalibrate these grading rubrics as needed each summer to ensure that they not only meet, but also exceed state standards.

An added benefit of maintaining ongoing real-time data is the ability for leadership to identify where any instructional or curricular gaps occur, and to implement corrective measures immediately. For example, if a classroom data profile shows that all students have mastered the week's objectives except for one student, then it is possible that the gap is associated with the individual student. From here, the teacher can investigate if the gap is due to absences, learning differences, or other contributing factors and provides remediation accordingly. An item analysis for the class may reveal that a group of students did not acquire a particular skill or concept. Thus, the teacher must revisit the topic to ensure that all students master it. However, if the gaps persist over time and/or within the same subject material or subgroup, this would indicate a more profound issue involving the curriculum. In this case, the leadership team would work with the instructional staff to make any necessary adjustments. Further, the data can also help to identify areas of strength where individual students or classes might pursue deeper investigations into the content. But unless a school fully utilizes and understands the implications of such analyses, instruction is merely subject to follow a schedule without ensuring that students truly master the content.

At SCSE, data will be collected and analyzed on multiple levels and used in conjunction with the curriculum framework to ensure that instruction is responsive to students, while also addressing the learning standards and objectives. Data analysis can also provide information, not just about the "what", but the "how". For example, teachers may use informal assessments to develop daily small group

configurations within the classroom, while the Learning Specialist might use data to facilitate remediation that crosses grade levels. We also know that students learn and express themselves in various modalities, so the data may indicate that a teacher needs to take a new approach to delivering the content. Furthermore, the analyses might reveal common mistakes that are repeated by certain individuals, resulting in a greater need to focus on test-taking strategies or vocabulary.

Parents will also be regularly informed of their child's progress through report cards, progress reports, conferences, and other means of communication. Report cards are a direct reflection of student progress based on data and provide a quantitative snapshot of students' performance. They provide an excellent tool for parents to gauge and monitor their child's progress. Report cards will be distributed at the conclusion of each trimester, accompanied by parent and teacher conferences. Parents will also receive progress reports every two to four weeks to provide ongoing information. This way, there are no surprises when report cards arrive, and families can monitor their child's ongoing progress and collaborate with teachers to ensure that students receive the support they need. Teachers will also be responsible for communicating with parents on a regular basis through classroom newsletters, email, the school's website, phone calls, and face-to-face meetings. These communications help the staff monitor student achievement as well as gauge parent satisfaction and engagement.

Prior to each meeting of the Board of Trustees (BOT, Board), the school's governing council, Principal will compile school-wide data reports to share with the Education and Accountability Committee of the Board and the Board at large. These data reports will help the leadership team and Board monitor the school's ongoing progress towards academic and non-academic goals in relation to the school's mission and educational priorities. SCSE will utilize its school-wide standards and performance benchmarks matrix to measure student progress throughout the school year. Based on student performance, the leadership team and Board of Trustees will make decisions about resource allocations, curriculum, and instructional strategies that will be implemented school-wide.

In addition to academic data, SCSE will collect and monitor other statistics to measure progress towards non-academic goals. These include: daily attendance records; enrollment figures; attrition and retention rates; financial statements; disciplinary referrals; family survey results; parent engagement rates; community partnerships; fifth grade graduation rates; admission rates to top middle schools; and records of compliance. These are critical for ensuring appropriate oversight and governance by the Board of Trustees. The leadership team will prepare comprehensive reports prior to each Board meetings that includes both academic and non-academic data to keep the Board apprised and ensure that the school is implementing sound educational, operational, and financial practices with fidelity to the school's mission and vision.

d. Describe how the school will use student assessment data to improve curriculum and instruction.

In addition to the descriptions in previous sections that describe how data will be used to develop, improve, and revise curriculum and instruction, SCSE will use data to manage and monitor the school's overall performance. The school's leadership team will use data with other stakeholders, such as the Board of Trustees and its Education and Accountability Committee, to ensure adequate gains toward school-wide goals. During the school's planning year and as Connecticut refines the process for Smarter Balanced Assessments, SCSE may refine and/or modify its assessment program in accordance with SDE's guidance to ensure progress is effectively monitored towards and prepares students for the computer-adaptive testing model. In addition to the assessments, parents will also receive regular reports of their child's progress throughout the year. Further, SCSE will administer annual surveys, create parent focus groups, form a Parent Association, maintain an open door policy for parents to speak with school leaders and staff members, reserve a seat on the Board for a parent representative, and monitor statistical data such as attendance and retention rates to assess parent satisfaction. These strategies provide a valuable exchange of information to maintain open dialogues with the families of SCSE, and also provide another indicator of the school's program effectiveness.

The teaching faculty will analyze data during weekly meetings with the leadership team to inform classroom instruction and flexible groupings. Short-term adjustments may be made to the curriculum units in accordance with students' progress and needs. The leadership team will compile school-wide data to report to the Board and analyze its implications towards curriculum, instruction, and personnel decisions. Based on students' performance towards school-wide goals, the Board and leadership team may also implement short-term adjustments. At the conclusion of each year, all data will be thoroughly vetted by grade level chairs and school leaders to evaluate the curriculum and instructional strategies. Based on student achievement data, SCSE will devise improvement plans for implementation the following school

year. Moreover, staff may also need to modify curriculum units and resources over the summer. Any adjustments made will be reflective of students' needs, the CCSS, the Smarter Balanced assessments, CSDE's guidelines, and the pursuit of continual improvement.

- e. *Provide an assessment calendar and explain how the calendar provides opportunities for remediation. Please include a plan to address the needs of students who do not meet established achievement targets.*

The following table describes the types of assessments and its uses that will be considered to improve instructional effectiveness and student learning:

Type of Assessment or Evaluation	Curriculum and CCSS Alignment	Frequency	Accessibility & Communication to Stakeholders (Staff, students, parents, and Board)	Evaluating & Reporting Program Effectiveness (Accountability Goals)	Influencing Program Design Decisions	Influencing Instructional Decisions
Smarter Balanced Summative Assessment for ELA and Math (to replace CMT)	X	Annually	X	X	X	X
Smarter Balanced Interim Assessments for ELA and Math	X	Three times per year	X	X	X	X
Connecticut Master Test (If still in use)	X	Annually	X	X	X	X
ITBS (Iowa Test of Basic Skills)	X	Once per year	X	X	X	X
DRA-2 (Developmental Reading Assessment-2)	X	Three times per year	X	X	X	X
Locally Developed Assessments	X	Weekly	X		X	X
Unit Tests	X	Every 4-6 Weeks	X		X	X
Quizzes	X	Weekly	X		X	X
Portfolio (Authentic Assessments)	X	Every 4-6 Weeks	X	X	X	X
Commercially Developed Assessments	X	Every 2-6 Weeks	X		X	X
Informal Teacher Assessments:	X	Daily: Every Lesson			X	X

Type of Assessment or Evaluation	Curriculum and CCSS Alignment	Frequency	Accessibility & Communication to Stakeholders (Staff, students, parents, and Board)	Evaluating & Reporting Program Effectiveness (Accountability Goals)	Influencing Program Design Decisions	Influencing Instructional Decisions
Check for Understanding						
Benchmark Assessments	X	Three times per year	X		X	X
Writing Assessments	X	Every 2-6 Weeks	X		X	X
Language Assessment Scales (LAS) Links for ELLs	X	Annually	X	X	X	X
Connecticut Mastery Test Modified Assessment System (CMT MAS) (If still in use)	X	Annually	X	X	X	X
Smarter Balanced - Alternate Assessments based on Modified Achievement Standards (AA-MAS)	X	Annually	X	X	X	X
Early Childhood Outcomes, Child Find, and other Diagnostic Screenings	X	Annually	X	X	X	X

SECTION II: STRENGTH OF ORGANIZATIONAL EFFORT**1. Experience and Expertise of Founders**

a. *Provide a list of the founding group members that developed and designed the application for the proposed school, as well as resumes detailing the background, relevant experience, knowledge and expertise, and/or qualifications of each founding member.*

The founding group is comprised of 9 diverse individuals who are committed to the establishment, mission, and vision of SCSE. Collectively, they represent and dedicate over 100 years of professional experience to designing and refining the model that SCSE proposes. Each individual contributes specialized expertise in the fields of Education, Administrative Leadership, Real Estate, Business Development, Marketing, Communications, Research, Policy, Statistics, and Business Development to enhance the school model. The founders are listed below along with a brief summary of their qualifications and their affiliations to the Stamford community. Resumes and Curriculum Vitae are included as Appendix B.

Charlene Reid, Head of School. Charlene Reid started her career in education 17 years ago as a teacher leader in South Los Angeles after earning a BA in Political Science and an Ed.M in Elementary Education from the University of California, Los Angeles (UCLA). Ms. Reid also earned an M.Ed in Educational Leadership from Columbia University, Teachers College before becoming an assistant principal and principal in the Bronx and Harlem. In 2007, Ms. Reid started as the Principal and Head of School at BCSE. Ms. Reid was a 2011 Cahn Fellow at Columbia University, Teachers College. Ms. Reid is currently an educational leadership doctoral student at the University of Pennsylvania. Her research interests include addressing the creativity gap and parent advocacy in urban school settings.

Joyce Frost, BCSE Board Chairperson. Joyce Frost is the Founding Board Chair of BCSE. She also serves as Secretary, and formerly Treasurer, of the Board of Directors of New York Cares, the 2009 winner of the New York Times Nonprofit Excellence Awards. Ms. Frost is a financial professional and partner of Riverside Risk Advisors LLC, a derivatives advisory firm. Prior to starting Riverside, Ms. Frost held senior level positions at investment banking firms including Morgan Stanley, Chase and Sumitomo Capital Markets. Ms. Frost holds an MBA in Finance from the University of Chicago and a BA in Finance from Indiana University Kelly School of Business. Ms. Frost also serves on the Board of The Friends of the Bronx Charter School for Excellence, Inc.

Rosemary Milliman, Ph.D., BCSE Trustee. Rosemary Milliman joined the Board in 2006 and chairs the Education and Accountability Committee of the Board. Before becoming an administrator, Dr. Milliman began her career in early childhood education in Minnesota. She taught kindergarten and first grade before becoming a resource teacher in Middle and Upper School in St. Paul, MN. In 1984, Dr. Milliman was hired as Principal of the Lower School at the Bergen School in New Jersey. Dr. Milliman currently is the Principal, Lower School at Trinity School in New York City; she was appointed to the position in 1989. Dr. Milliman holds a BS in Elementary Education with Early Childhood certification from the University of Minnesota, a Master's degree in Special Education K-12 from the University of St. Thomas and a Ph.D. in Educational Policy and Administration from the University of Minnesota.

Kathy Lathen, BCSE Trustee. Kathy Lathen is a licensed real estate professional with Heddings Property Group in New York City. Prior to real estate, Ms. Lathen spent her professional career as a healthcare executive at MD Anderson Cancer Center in Houston, TX and the Mount Sinai Medical Center in NYC. Ms. Lathen holds an MBA from the University of Michigan and a BS in Public Health from Indiana University. Ms. Lathen focuses on BCSE's development and marketing efforts and works with BCSE's administration on student outplacement. Ms. Lathen joined the Board in 2010.

Stacey Lauren, BCSE Vice Chairperson. Stacey Lauren is an educational consultant focused on executive functioning skills for middle and high school students and joined the Board in 2010. She assists with academic support for the history, science, and English curricula and teaches mathematic skills, reading strategies and general academic knowledge to elementary students. She also guides ISEE test preparation and tutors students at New York City private schools. Ms. Lauren previously spent ten years in marketing at Pfizer Pharmaceuticals. Ms. Lauren holds a BS in communications and political science from

Northwestern University, an MBA from Harvard Business School and an MA in Elementary Education from Teachers College, Columbia University. Ms. Lauren serves on the Education and Accountability Committee of the Board.

Lynette Parker, Ph.D., Staff Researcher. Lynette Parker has 15 years of experience as an educator in grades ranging from 6th through community college, and 3 years as a researcher. She has worked supervising teachers in Developmental Teacher Education program at UC Berkeley and teachers in the Masters program at Reach Institute for School Leadership. Lynette has a bachelor degree in English, an MA in Educational administration from NYU and an MS in Applied Statistics and Research methods from University of Northern Colorado. She has recently received a PhD in Policy, Organization, Measurement and Evaluation from University of California, Berkeley. Her interests are anti-oppressive education, teacher development, evaluating and measuring the impact of innovative and non-traditional educational practices. Lynette is currently a researcher at Bronx Charter School for Excellence, a position that combines her interests in research, her lens of racial and social inequality, and her interests in education equity.

Tanya Ghans, Literacy Coordinator. Tanya Ghans has more than 12 years of professional experience in the education field as an Academic Dean, teacher, and teacher leader. Ms. Ghans earned her Master's in Education from Teachers College at Columbia University and her BA from Rutgers College. Tanya is currently the Literacy Coordinator for all strategic partnerships. Ms. Ghans joined BCSE in 2007.

Aleisha Rodriguez Burgos, Principal-Elementary School. Aleisha Rodriguez Burgos serves as the Principal at the BCSE Elementary School. Mrs. Burgos first joined BCSE as a Special Education Coordinator and Learning Specialist in 2007. Her education includes a BA in Special Education (K-12) from Ball State University's Teachers College (2000), graduate training at Harvard Graduate School of Education (2006), and an MS in School Building Leadership from Mercy College (2009). She is an Ally alumnus for The Cahn Fellows Program for Distinguished New York City Principals at Teachers College, Columbia University. Prior to joining BCSE, Ms. Burgos served as an Individualized Education Program teacher at P.S. 194 in Harlem, NY (2004-2007) and a special education teacher for both elementary and high school students in Gary, IN (2000-2004). Ms. Burgos has been serving BCSE as an academic leader since 2009.

Monica Rios, Director of Operations. Monica Rios began working at Bronx Charter School for Excellence as an Office Assistant in November 2006. Within a relatively short period of time, Ms. Rios moved up in rank becoming the Office Coordinator, Office Manager, Operations Manager and now our current Director of Operations. As Director of Operations, Ms. Rios' primary responsibilities include BCSE's lottery and admissions process, compliance reporting, student transportation and processing free and reduced lunch applications. In addition, Ms. Rios also handles Human Resources and administration of Employee Benefits. Ms. Rios is a graduate of the State University of New York College at Oswego. She has a Bachelor's Degree in Business Administration.

b. *Identify which members intend to serve on the governing council of the proposed school. In addition, please describe whether members of the founding group anticipate moving into another role or relationship (employee, consultant, etc.) with the proposed school and, if so, how many.*

SCSE will be governed by a Board of Trustees (BOT, Board, the governing council for the school), comprised of 5-20 members, which will establish policies and provide oversight in collaboration with the school's leadership team to manage and provide oversight of the school's operation. Although the founding members will continue to provide support to the school, particularly during start up, several of the members currently serve as Board members of SCSE's model school. Therefore, in accordance with C.G.S. Section 10-66mm-3, which prohibits the sharing of Board members with other charter schools, none of the founding members will serve on the SCSE Board and none intend to be employed in a position within the school. Founding members will continue to loan their expertise to SCSE until the BOT is officially elected and constituted. As SCSE believes in providing total transparency with the authorizer, the following table lists each founding member and their affiliations with the model school.

Founding Member	Title/Affiliation
Charlene Reid	Head of School-Bronx Charter School for Excellence Executive Director-Friends of BCSE
Joyce Frost	Partner-Riverside Advisor's Chairperson-Bronx Charter School for Excellence Trustee-Friends of BCSE
Rosemary Milliman	Lower School Principal-Trinity School Education Committee Chairperson-Bronx Charter School for Excellence
Kathy Lathen	Private Consultant Trustee-Bronx Charter School for Excellence
Stacey Lauren	Educational Consultant Vice Chairperson-Bronx Charter School for Excellence
Lynette Parker	Staff Researcher-Bronx Charter School for Excellence
Tanya Ghans	Literacy Coordinator-Bronx Charter School for Excellence
Aleisha Rodriguez Burgos	Elementary Principal-Bronx Charter School for Excellence
Monica Rios	Director of Operations-Bronx Charter School for Excellence

- c. *Identify any organizations, agencies or consultants that are partners in designing or establishing the proposed school. Please include a brief description of their role and any resources they have contributed or plan to contribute to school development. If the founding team is partnering or planning to partner with an organization, please include evidence demonstrating the organization's record of student achievement and ability to operate a high-quality school.*

Although SCSE has been modeled after the Bronx Charter School for Excellence, SCSE will be a separate and self-sufficient entity. While BCSE has graciously shared resources and documents that have aided in the founding group's understanding of their model, SCSE has not partnered with any other organizations, agencies, or consultants to design or establish the school. During SCSE's planning year, the founding Board may consider establishing a relationship with other organizations to share resources such as Board or professional development and back office support. These contracts will only be cemented after careful screening and examination of the potential partner.

Ms. Charlene Reid, a founding member, has acted as the lead contributor to the design and application of the proposed school. Ms. Reid was originally hired in 2007 as the Principal of BCSE, which, at the time, was in its third year of operation and struggling to meet accountability goals. Ms. Reid played a pivotal role in establishing the systems and programs that transformed BCSE from a struggling school to a 2012 National Blue Ribbon Award recipient. The changes and improvements she instituted were immediately apparent upon her appointment. Ms. Reid was later promoted to Head of School and is currently transitioning to an Executive Director role for the Friends of BCSE, a supportive organization for the model school. Ms. Reid's credentials are included in Section II.1a, and her resume is incorporated in Appendix B. Further evidence of BCSE's success is included in the Preferences Question 3.

2. School Governance and Management

Pursuant to C.G.S. § 10-66a, a charter school is organized as a nonprofit entity operated independently of any local or regional board of education, in accordance with the terms of its charter. The responsibilities of the charter school's governing council include, but are not limited to: developing and implementing policies; hiring qualified personnel to manage the school's day-to-day operations and holding them accountable for meeting established goals; and establishing a long-range plan that will ensure the school's continued stability and financial viability.

- a. *Indicate the structure of the governing council, including officers, members (distinguish between voting and non-voting ex-officio members), and length of terms and committees (denote the officers or*

members on each committee). Please include an organizational chart that encompasses the governing council, council committees, and employees of the proposed school.

SCSE will establish a clear organizational structure of the Board of Trustees (governing council), staff, systems, and procedures, compliant with its charter, applicable laws and regulations, which support the daily operations of the school. Each stakeholder will have clearly defined roles, regulating policies and procedures, and mechanisms for evaluating effectiveness. All aspects of these components will work cohesively to provide students with a learning environment aligned to SCSE's mission and vision, and that is focused on the healthy academic, social, and physical development of the students.

Upon its charter approval and pursuant to Connecticut General Statutes (CGS) § 10-66a, SCSE will obtain federal recognition as a non-profit entity. SCSE will be governed by a Board of Trustees, comprised of 5-20 volunteers with expertise in a variety of fields that will contribute to the effective oversight of the school and its programs. Parent and teacher representatives will be non-voting members serving one-year terms. The term for all other members will be three years, and staggered to prevent simultaneous term expiration for all members. Formation of the Board will take into consideration the student population and the needs within the community of the school's location. Therefore, its formal composition will commence after the school's charter has been approved, and, in part, as the school begins recruitment and facilities construction. The founding Board will not include any of the founding members. The Board will target the following approximations for composition:

- Up to 15 voting volunteer members of the Stamford community representing a vast array of expertise and constituents that will contribute to and enhance the Board's effective governance. Areas of expertise that the Board will seek include, but are not limited to: Elementary education, finance, marketing, real estate, development, and law.
- 1 non-voting parent representative (likely the President of the school's Parent Association, once formed)
- 1 Representative of the Stamford Board of Education, or designee thereof

The Officers of the Board will consist of a Board Chair, Vice Chair, Secretary, and a Treasurer. The Board may also elect additional Officers for ad hoc committees and task forces as needed. The Chair will nominate and the Board will elect the Officers annually, or as vacancies occur. Each Officer will serve at the pleasure of the Board, holding office until resignation, removal, disqualification from service, or until a successor is named.

The Board will maintain four standing committees that include Executive, Education and Accountability, Development, and Finance Committees. (Section II.2e provides further elaboration on the roles of each committee.) Each standing committee will be comprised of at least 3-5 Board members. The Executive Committee will include all Board Officers as well as ex officio members that represent the school's leadership team. The Education and Accountability Committee will include Board members whose expertise include an understanding of the school's educational programs, student achievement data, and its implications on the school's academic goals. The Development Committee will include Board members whose expertise are within real estate, law, and community relations. The Finance Committee will minimally include the Board Treasurer. As additional needs arise, the Board will create additional ad hoc committees and task forces. Non-Board members may also be recruited to support these task forces as non-voting members, to include additional parent, staff, and community members. This allows for the Board to include individuals with particular fields of expertise to contribute their skills to enhance the functions of the task force. It also allows the Board to build interest for future and potential additions to the Board.

SCSE's organizational chart, attached as Appendix C, illustrates the defined accountability and reporting lines for the Board and staff. All Trustees and employees will abide by the terms of SCSE's governing documents and applicable laws and regulations that govern the operation of a charter school. For the Board of Trustees (BOT), this includes the By-laws, Code of Ethics and Conflict of Interest policies, and Open Meetings Law. For employees, this includes employment offer letters, financial policies and procedures, and Personnel Manuals/Staff Handbook. The Board and leadership team will remain cognizant of their responsibilities to oversee the School's operation in accordance with the approved charter and regularly consult with the School's independent legal counsel, CT SDE, and other local charter support entities in every effort to maintain compliance. A draft of the proposed By Laws has been attached as Appendix D.

b. Describe the criteria for selecting officers and members of the governing council.

The founding members will strive to recruit mission-aligned volunteers whose fields of expertise will enhance the Board's effective oversight of the school. Initial members will be recruited and appointed by the founding members through professional and personal affiliations, and recommendations from local and community networks. Every member will possess and contribute a range of expertise, skills and experience to oversee the academic, organizational, and fiscal performance of the school. Their professional and voluntary leadership experiences may include: charter schools, elementary education, law, public policy, financial management, marketing, school administration, data analysis, real estate/facilities development, community relations, and fundraising. The Board will routinely assess its capacity for providing effective oversight. When a Trustee resigns, the Board will recruit, nominate, and induct the new member in accordance with the Board election and orientation process described in the draft Bylaws. New members of the Board will, similarly, be recruited through professional, personal, and network affiliations based on the Board's needs-assessment. Minimally, the Board will seek to recruit individuals who exhibit the following characteristics:

- A commitment to providing a high quality charter option for the families of the Stamford community
- Mission- and vision-aligned
- Prepared to attend and contribute to all Board meetings
- Invested in supporting school-wide efforts, to include developing resources, attending major events, researching community-based partnerships, and fundraising
- Ability to contribute to one or more functions of the committees and make decisions that serve the best interests of the students, staff, and organization, to include analysis of student achievement data, financial reports, and real estate developments
- Committed to advocating on behalf of students, families, staff, community, and charter schools
- Dedicated to elevating the quality of education for every student, family, and the community

Once the initial Board of Trustees is constituted, members will finalize the Bylaws and other governing documents, and will develop a strategic plan for further development of the Trustees, staff, policies, and school. The Board may also elect to participate in Board development trainings and retreats to optimize capacity.

The Officers of the Board will consist of a Board Chair, Vice Chair, Secretary, and a Treasurer. The Board may also elect additional Officers for ad hoc committees and task forces as needed. The Chair will nominate and the Board will elect the Officers annually, or as vacancies occur. Officer roles will be determined based on each individual's experience, expertise, and ability to execute the duties of each role. Each Officer will serve at the pleasure of the Board, holding office until resignation, removal, disqualification from service, or until a successor is named.

- Chair . Subject to Board control, the Chair has general supervision, direction and control of the affairs of the organization, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.
- Vice Chair . If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.
- Secretary . The Secretary shall: (a) keep or cause to be kept, at the organization's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the organization's Charter and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.
- Treasurer . The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the organization's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the organization's monies and other valuables in the organization's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the organization's funds as the Board directs; (e) render or cause to be rendered to the Chair and the Board, as requested but no less

frequently than once every fiscal year, an account of the organization's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; and (g) have such other powers and perform such other duties as the Board may prescribe.

Additionally, the school will maintain legal representation on retainer as needed. Once the school is in operation and the staff and Parent Association (PA) have been established, the SCSE Board will nominate and appoint one parent representative for membership. The Board will ask the PA President, or designee thereof, to represent the parent constituency as a non-voting member. The Board will seek an individual who is invested in the continual improvement of the school and its programs, but who also has relevant knowledge and experience that can enhance Board membership. The PA President will serve at the Board's pleasure for approximately one-year terms, which may be extended to two years to coincide with the term of PA President. As the Board of Trustees is constituted and evolves over the years, it will continually ensure that a broad range of skills and expertise are represented for effective oversight and stewardship of the school.

c. List the individuals who would serve as officers and members of the governing council; include their names, relevant experience, and/or qualifications for serving on the council, as well as their relationship to the community in which the school would be located. Please note that the council should include the involvement of teachers, parents, and the chairperson of the local or regional board of education of the town in which the proposed school would be located, or the designee of such chairperson, provided such designee is a member of the board of education or the superintendent of schools for the district.

As SCSE is proposing to open in the fall of 2015, Board members have not yet been appointed. Presently, the founding members have committed to identifying members to serve on the Board. The founding members are listed in Section II.1a, along with a brief summary of their qualifications and their affiliations to the school community. Their resumes and Curriculum Vitae are included as Appendix B.

Initial Board members will be recruited and appointed by the founding group through professional and personal affiliations, and recommendations from local and community based networks, such as ConnCAN, the Northeast Charter Schools Network, the Urban League of Southern Connecticut, Hispanic Advisory Council of Greater Stamford and the local chapters of the NAACP. The founding members have been working to develop further interest and relationships within the Stamford region to establish a pool of candidates for Board recruitment. Upon charter approval and during the school's planning year, founding members will recruit and appoint the Board's Trustee members and Officers. Additionally, the school will elicit the support of the Chairperson of the Stamford Board of Education, or a designee thereof, to serve as a member of the school's governing council.

Once the school becomes operational, the Board will recruit parent representatives. Members and Officers will be targeted based on the criteria listed in Section II.2b and recruited, nominated, and appointed in accordance to the draft and finalized Bylaws.

d. Describe the plan to appoint subsequent officers and members to the governing council. Please detail the recruitment, selection, and removal procedures.

The Board will strive to maintain consistency and stability in its membership. As vacancies arise, the Board will conduct a needs assessment to determine what fields of expertise, personal qualities, and criteria need to be fulfilled. The Board will identify candidates through personal and professional affiliations, and through recommendations by local and community networks. The processes for recruiting and selecting subsequent officers and members will be similar to those described in Sections II.2a-c. Representatives of the Board will meet with the potential candidate, and if the person exhibits the desired characteristics, the individual's resume and qualifications will be reviewed and carefully vetted. The Board will nominate and vote for the individual's election based on the person's eligibility as measured by the criteria listed in Section II.2b. If needed, the Board will create a committee for recruiting and nominating candidates. This screening process will be facilitated democratically and the responsibility for vetting will similarly be allocated to the entire Board.

Trustees will be elected by the vote of a majority of Trustees then in office. The Board may elect any person who in its discretion meets the criteria and will serve in the interests of the students and organization faithfully and effectively. All members must minimally be 21 years of age. No more than 49% of the persons serving on the Board may be "interested persons", indicating any individual (or familial relation

thereof) who is currently or within the previous 12 months has been compensated for services by the organization.

When a Trustee resigns or a term expires, the Board will recruit, nominate, and induct the new member in accordance with the Board election and orientation process outlined in the draft Bylaws. New members will be provided with an orientation process that includes a copy of the school's charter, a school tour, a copy of the Bylaws and other governing documents, and CT charter law. Additional supportive documents such as policy manuals and handbooks, data dashboards, and annual reports may also be furnished to familiarize the inductee to the school's model and current performance. In order to build capacity within the Board, the BOT may elect to participate in one or several Board Development trainings as well as strategic planning sessions.

Officer positions will be determined as the Board begins to compose its members. The Board Chair will nominate and the Board will elect officers annually or as vacancies occur. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Board Chair. Each Officer shall hold office until resignation, removal, disqualification from service, or until a successor is elected. Nominations to the Board Offices will be determined from within the Board's composition and based on the individuals' ability to serve in each capacity as described in the draft Bylaws and Sections II.2a-c of this narrative.

In the event that an individual must be removed from the Board outside of normal term expiration, the removal will be a Board decision. If the disqualification from service is related to a legal or ethical infraction, the Board will immediately suspend all privileges and powers held by that member and hold an emergency meeting in consultation with legal expertise to determine the next course of action. The removal of such Board member will be voted upon in emergency executive session, and the person shall likely be counseled to resign unless other legal ramifications are required. The Board reserves the right to remove any Officer or member at any time in accordance with Education Law. Such removal will not prejudice the individual's rights. Similarly, a Board member or Officer may resign at any time by giving written notice to the Board Chair, with resignation taking effect upon receipt of the letter or at a later date specified by the notice.

e. Describe how the governing council will exercise oversight and responsibility for the overall operation of the school, including, but not limited to, educational programs, governance and fiscal management, personnel, facility maintenance, and community outreach. In addition, please explain how the governing council will hold the proposed school accountable to both parents and other stakeholders.

The SCSE Board of Trustees (BOT, Board) is the steward of the school's charter and the governing body of the academic, organizational, and fiscal programs and policies of the school. The BOT's primary responsibility is to develop the policies and framework for the school, while delegating the school's day-to-day decision-making and supervision to the school's leadership team. The Board will remain fully compliant with all applicable laws, regulations, and governing documents, including its By-laws, Conflict of Interest policies, and the Open Meetings Law. The Board will perform its primary functions in committees, and each committee will be responsible for reporting to the full Board. All reports will be included in the living documents that record the Board's ongoing documentation of activities and decisions.

Standing committees include an Executive, Education and Accountability, Finance, and Development Committees. Each standing committee will be comprised of at least 3-5 Board members. As needs arise, the Board will create additional ad hoc committees and task forces. Non-Board members may also be recruited to support these task forces as non-voting members, to include additional parent, staff, and community members. The authority of the standing and special committees and their respective roles and responsibilities are described as follows:

Authority of Committees

The Board may delegate to a Board committee any of the authority of the Board, except with respect to:

- a) The election of Trustees;
- b) Filling vacancies on the Board or any committee of the Board;
- c) The fixing of Trustee compensation for serving on the Board or on any committee;
- d) The amendment or repeal of Bylaws or the adoption of new Bylaws;
- e) The appointment of other Board committees, or the members of the committees, and
- f) The amendment or repeal of any resolution of the Board which by its terms shall not be so amendable or repealable.

Executive Committee

An Executive Committee shall consist of not fewer than five (5) Trustees who shall consist of the Chair, Vice Chair, the Secretary, the Treasurer, and such one or more other members of the Board as may be elected by the Board of Trustees. The Chair shall chair the Executive Committee. The Executive Committee shall have full authority to act between meetings of the Board of Trustees, except to the extent as limited by law or specified by the Board of Trustees. A majority of the members of the Executive Committee shall constitute a quorum for the transaction of its business.

The Executive Committee shall oversee operations of the school, with the assistance of the Principal. The Executive Committee shall also make recommendations with respect to internal governance of the Corporation by providing a review of the adequacy of the Certificate of Incorporation and these By-Laws of the school and recommending to the Board, as conditions dictate, amendments to the Certificate of Incorporation and By-Laws for consideration by the Board. The Executive Committee shall also be responsible for the periodic evaluation of the performance of the Principal and be responsible for recommending to the Board reasonable compensation and benefits for the BCSE's leadership team. In addition, the Executive Committee shall be responsible for the receipt, retention, investigation and action upon complaints and concerns of Trustees, officers and employees.

Education & Accountability Committee

The Education and Accountability Committee will have and exercise authority of the Board with respect to all academic aspects of the school including, but not limited to, the school's accountability plan and the school's adherence to state academic standards.

Finance Committee

The Finance Committee shall exercise general supervision over the financial affairs of the school including consideration of all proposals referred to the Finance Committee by the Board of Trustees regarding the revenue or the property of the Corporation. The Finance Committee shall exercise supervision over the state of the assets, the debt, the revenue and the receipts and expenditures of the Corporation; report the conditions thereof and render opinion and advice thereon; and also appoint subcommittee(s), if necessary, to carry out any of the Committee's responsibilities and duties. The Finance Committee shall also review the annual budget prepared by management and recommend such budget to the Board of Trustees for approval by the Board; authorize the giving of appropriate receipts for property delivered or debts or moneys paid to the school; and authorize the sale, assignment, transfer or other distribution of any stocks, bonds, mortgages or other securities in the name of the school upon such terms and in such a manner as may be deemed advisable. The Finance Committee shall prescribe from time to time the place and manner of safekeeping of the investments of the Corporation, including the manner of access thereto and withdrawal thereof; authorize the deposit of moneys in banks or trust companies approved by the Committee and to prescribe the manner of withdrawals of such moneys; and to authorize the borrowing of money by the Corporation.

Development Committee

Development committee will guide the schools' fundraising goals based on an annual strategic plan. The strategic plan can include a capital plan to lease, purchase or renovate facilities, establish goals to supplement operating revenues to enhance programming, and prepare events to actively fundraise.

Special Committees

The Board may appoint special committees. Special committees will have only the powers specifically delegated to them by the Board. The members of special committees shall be appointed by the Chair of the Board with the consent of the Board. In the absence or disqualification of a member of a special committee, the member or members thereof present at any meeting and not disqualified from voting, whether or not such person or persons constitute a quorum, may unanimously appoint another director to act at the meeting in place of any such absent or disqualified member.

Once the founding Board is established, members will develop a metric of accountability goals and benchmark targets throughout the year. The Board will utilize a schedule of deliverables used to measure and monitor progress towards monthly, quarterly, and annual performance benchmarks. The Board will

convene formally at a minimum of six times per year, and through its committees and subcommittees, a minimum of each month, to discuss the school's academic, organizational, and fiscal progress, as well as long- and short-term goals and priorities for resource allocation. At each meeting, the Principal will provide a comprehensive and detailed report that covers all aspects of the school's operations. Additionally, each committee will report on their respective activities. Based on the information and data that is compiled for the meetings, the Board will collaboratively review the school's academic, organizational, and fiscal performance, discuss the implications, and develop or adopt recommendations for improvement. For example, the school's Finance Committee and Director of Finance and Operations (DFO) will provide information regarding the school's financial performance in accordance with the school's policies through statements, comparing the approved budget to actual year-to-date and year-end projections, enrollment and marketing data, cash flow projections, and audits. The Board will also hire an independent auditing firm to review the school's financial status at the conclusion of each fiscal year. The Education and Accountability Committee will present student achievement data, analyze progress against year-end goals, and discuss those implications to the Board. Based on these discussions, the committee will provide recommendations to the Board to ensure further improvement and resource allocations. The Principal and DFO may discuss issues in Personnel or Facility improvements, while the Development Committee may report on community outreach efforts. Each of these committees and task forces will be responsible for keeping the Board apprised of the school's ongoing performance. Any deliberations that require Board decisions will be conducted through a majority vote, which will represent a quorum, at Board meetings. Board decisions, whether held openly, in committees, or in executive session, will be recorded in the meeting minutes, approved by the Board, and posted on the SCSE website.

SCSE is cognizant and embraces its accountability to a variety of constituents. SCSE will establish a clear organizational structure of the Board, staff, systems, and procedures, compliant with its charter, applicable laws and regulations, which support the daily operations of the school. Each stakeholder will have clearly defined roles, regulating policies and procedures, and mechanisms for evaluating effectiveness. All aspects of these components will work cohesively to provide students with a learning environment aligned to SCSE's mission and vision, and that is focused on the healthy academic, social, and physical development of the students. The Board will maintain oversight of the school's overall performance and establish clear policies and procedures, while delegating the implementation and management of day-to-day operations to the school's leadership. In turn, the leadership team and DFO will be directly accountable to and responsible for providing comprehensive reports to the Board to keep members apprised.

In accordance with Connecticut's Freedom of Information Act (FOIA) and Open Meetings Law, SCSE will ensure appropriate access to information and notice of public meetings as permitted by law. The Board will ensure that it provides public notice of all scheduled meetings and posts meeting minutes and agendas to the school's website. Board members and contact information will also be provided on the school's website. The school will reserve a seat on the Board for a parent to provide a vehicle for the exchange of valuable insight. Additionally, the Board will develop a means to survey parent satisfaction and opportunities to elicit feedback. The school will be responsible for reporting student progress and keeping parents apprised through a series of scheduled report cards, progress reports, and conferences, as well as through phone calls, emails, flyers, mailers, and other forms of communication. The school's leadership team and parent Board representative will provide a means for communication between the Board and parents and Parent Association. There will be a clear system for parents to file grievances. As described in subsection (c) of C. G. S. § 10-220, the governing council will annually submit a comprehensive school profile to the Commissioner of Education.

The school will have legal representation on retainer to assist in all legal matters and to review all policies and procedures. Additionally, the Board will have parent and teacher representatives to ensure that all perspectives are taken into account.

The Executive Committee will meet as needed to reflect upon the Board's overall performance in areas that include the quality of information garnered from various reports by the principal and committees, Board member engagement, progress toward accountability goals, and any potential areas of vulnerability. Trustees will also conduct needs assessments as vacancies occur in seats to maintain a Board that reflects sufficient skills and expertise for effective oversight. Board representatives will maintain frequent and regular dialogues with the principal to ensure adequate support measures are intact. Board members will also visit the school site to gauge the overall school climate, and attend celebratory events that highlight

students' achievements. The Board's governing documents and effective oversight are designed to ensure the success of SCSE, and fidelity to the mission and vision of the school.

f. Describe the authority the governing council will delegate to the school's administrator. Explain the process by which the council and administration will make decisions and provide evidence of the distinct roles and responsibilities of council officers, members, committees and school administration.

The BOT is the steward of the School's charter and the governing body of the academic, organizational, and fiscal programs of the school. The BOT's primary responsibility is to develop the policies and framework for the school, while delegating the school's day-to-day implementation, decision-making and supervision to the school's Principal. The Board will be responsible for hiring and evaluating the Principal. Under the general direction of the Board, the Principal will be responsible for the development, operation and the general management of the activities and services of SCSE, as well as community and public relations. Specific duties and responsibilities will include the following:

1. Give direction and leadership to the achievement of the organization's mission and the formulations of its annual goals and objectives
2. Work with the Board of Trustees and staff to develop and implement policies, procedures, and long-range strategic plans
3. Oversee and manage the Principal and the Director of Finance and Operations
4. Oversee administrative and financial operations, and all personnel matters (design of staff and organizational structure, hiring and firing responsibilities, etc.)
5. Prepare and, following Board approval, administer the annual budget
6. Ensure compliance with the SCSE charter
7. Oversee the management of the overall operation of school facilities
8. Pursue and incorporate private revenue sources through a variety of fundraising mechanisms to ensure a balanced budget
9. Develop and maintain a working partnership with representatives of the Stamford business community
10. Keep informed of trends, issues, events and developments within the local city, state, and national charter school field through professional peer contacts, conference attendance, and other networking opportunities and affiliations
11. Participate in an annual performance evaluation process established by the Board of Trustees
12. Ensure the safety and well being of the children and staff of the Stamford Charter School for Excellence

The Principal, who will be the school's instructional leader, will be responsible for ensuring that all policies and systems are effectively implemented for the school's daily operation. S/he will have the authority to hire or remove staff to effectively run the school and will work with the Board and its committees to ensure the educational and operational programs result in achievement of the school's goals. The Principal will also be responsible for ensuring that all educational and operational programs are implemented with fidelity to the school's mission, vision, and philosophies. The Principal may delegate responsibility to the school's secondary leadership, which includes, Deans, Grade Level Chairs and the Learning Specialist (Special Education Coordinator). The school's administrators collectively manage the performance of students and staff and report progress to the Board.

The BOT maintains oversight and remains apprised of the School's daily operations through reports from the Principal and Board Committees distributed for each Board meeting, school visits, emails, phone calls, and regular dialogue. Prior to each Board meeting, the Principal will prepare detailed dashboard reports providing comprehensive data on the school's academic, operational, and fiscal health. This includes student achievement data, personnel matters, and enrollment revenue. As necessary, the Principal also works with the DFO and Finance Committee to prepare, review, and analyze monthly financial reports for presentation to the Board that illustrate the school's fiscal performance including financial statements, budgets, audits, cash flow, and P&L reports. The Principal and DFO will attend all Board meetings and at the Board's discretion. This regular exchange of information will guide the Board and administration in making informed decisions about resource allocations and policy revisions to support the school's fidelity to its mission and vision, and successful achievement of school-wide goals.

The delineation of roles and responsibilities for each stakeholder (Board officers, members, committees and administration) are clearly articulated in the governing documents to which each stakeholder must abide. For example, the Board, its committees and officers will abide by the Bylaws and Conflict of

Interest policies, while the school staff will adhere to the Staff Handbook and respective job descriptions. Drafts of these guiding documents have been attached (Appendix D – Bylaws, Appendix E – Conflict of Interest policies, Appendix F - Key Personnel Job Descriptions).

The Board will be responsible for developing and adopting the academic, organizational, and financial policies for establishing the systems for the school's success. The Board will also establish performance goals and benchmarks for the school, monitor and evaluate progress towards targets, and allocate resources for successful progress. The Committees will compile data and reports as evidence towards established goals and report to the Board at large. Additionally, the Committees will be responsible for researching and identifying resources to promote optimal growth. The Officers of the Board will preside over the general actions of the Board and its committees to ensure that all projects and initiatives are carefully recorded, managed and resolved. The school's administrators will be responsible for ensuring the effective implementation of the policies and systems on a day-to-day basis and report to the Board and its committees. The leadership team will include the Principal, and the DFO. These individuals will also have delineated roles and be responsible for managing, supervising, training, and evaluating their respective staff members who operate under their supervision. (The staff organizational chart is attached as Appendix C). The Board will be responsible for recruiting, screening, hiring, and evaluating the school leader. In turn, the school leader will recruit, screen, hire, evaluate, and develop staff members.

Decisions will be made in a similar fashion. The Board will establish the guidelines while the school leader will make day-to-day management decisions within these guidelines. Further descriptions of the roles and responsibilities of key personnel, to include the school leadership team, are included as Appendix F.

g. Describe the criteria and process by which the governing council will hire and evaluate the school's administrator(s).

During SCSE's planning year of 2014-15, the Board of Trustees may establish a contract with a hiring firm to screen and develop an initial pool of candidates, and may also elicit the support of the school's founding members and community affiliations to support the search for the school's lead administrator. Once the initial candidates are identified, the Education and Accountability Committee of the Board will assume the responsibility of performing the initial round of screening. This may include phone and face-to-face interviews, researching the candidates' credentials, and performance tasks or scenarios that reflect how the candidates would manage specific responsibilities in their roles. The Committee will, then, present its recommendations to the full Board, which will vote by majority to hire the incumbent. Ideally, the appointee will be hired by January of 2014/15.

In accordance with Connecticut's System for Educator Evaluation and Development (SEED), SCSE's Board will conduct a formal performance evaluation of the Principal annually. Based on the SEED model, the Principal's evaluation will include an orientation to the process, a goal-setting conference, evidence collection, observations of performance, a mid-year formative review, and an end-of-year summative review. The Principal's summative rating will be a composite of the following components:

- Multiple student learning indicators – Student performance or growth (45%)
 - Student performance or growth on state-administered assessments (22.5%)
 - Student performance or growth on locally determined indicators (22.5%)
- Teacher effectiveness outcomes (5%)
 - Improving the percentage of teachers who meet the student learning objectives or other locally-determined measures
- Leadership practice evidence (40%)
 - Based on evidence collected about leadership practice as described in the Common Core of Leading: Connecticut School Leadership Standards (Vision, Mission, and Goals; Teaching and Learning; Organizational Systems and Safety; Families and Stakeholders; Ethics and Integrity; The Education System)
- Feedback from stakeholders (10%)
 - Annual Teacher, Parent, and Students (5th grade) Surveys

The Board may also add additional feedback that corresponds to the performance expectations outlined in the job descriptions, to include: School/Organizational Morale, School/Organizational Improvement, Personnel Management, Student Management, School or Community Relations, and Professional Growth and Development. The Board will ensure that the evaluation process is SDE approved and meets the

guidelines for Educator Evaluation and Development. The Board will utilize the model to determine the Principal's goal setting, ongoing development, and contract renewal or termination.

- h. For applicants planning to partner with an organization: Detail any plans to contract with an organization and explain why the organization was chosen to assist with the proposed school. Please provide a draft contract or letter of understanding defining the services, responsibilities and fee structure of the relationship. Please disclose any plans to share management personnel between the charter school and the organization.*

Currently, SCSE does not plan to partner with an organization, but after the Board of Trustees is established, the members will decide if partnering with an organization would be beneficiary for its academic and organizational success. In addition, as opportunities for growth and improvement arise, the Board may see fit to collaborate on special projects, such as professional development, financial consulting, real estate development, after-school programs, or research studies, for greater efficiency, improved resources, and economies of scale. Likewise, additional collaborations may be developed with local advocacy groups, state and national charter associations, non-profit organizations, and community-based organizations. If the Board determines that the school would benefit from support services from another organization, upon charter approval and establishment as a non-profit incorporation, SCSE will consider a collaboration and amend its charter to reflect any potential contract or letter of understanding that will define the services, responsibilities and fee structure of the relationship. In all respects, the Board will ensure that any future contracts with organizations that are carefully vetted, ethical, and serve the best interests of the students, school, and community.

3. School Leader

- a. For applicants with an identified school leader: List the name of the individual who would serve as the lead administrator of the proposed school as well as his or her qualifications, experience, certifications and education. In addition, please provide evidence that demonstrates whether the individual has a record of leading a high-quality school.*

SCSE has not yet identified a school leader.

- b. For applicants without an identified school leader: Present a plan for attracting and hiring a lead administrator with a proven track record of success. Please describe the characteristics and skills that the proposed school will look for in recruiting and selecting a leader.*

SCSE will hire a Principal within 6 months of the school's opening in the fall of 2015. The school will contract with a hiring firm and seek support from founding members and network affiliations to identify the initial pool of candidates. However, the Education and Accountability Committee will screen the Principal candidates through a series of interviews, credential reviews, and performance tasks. Minimally, the incumbent must demonstrate and/or possess the following attributes:

- CT92 School Leader License
- Master's Degree in Elementary Education, or comparable field
- Minimum 1 year of previous experience as a school-based leader (i.e. Principal, Assistant Principal, Academic Dean, etc.)
- Minimum of 7 years of successful teaching experience at the elementary level
- Track record of accomplishment and achievement
- Aligned to SCSE's mission, vision, and philosophies
- Experience with and commitment to improving the quality of urban education, specifically for economically disadvantaged and minority students
- Demonstrates ability to manage, lead, and foster collaboration with professional staff, students, and the community
- Ability to collaborate and build relationships with parents and community stakeholders
- Exemplifies and upholds professional standards of conduct
- Organized, resourceful, and able to manage multiple tasks and deadlines
- Relentless pursuit to foster and promote excellence in academic and conduct
- Strong knowledge of curriculum and instruction
- Ability to evaluate instructional program and teaching effectiveness
- Ability to manage budget and personnel

- Ability to coordinate campus functions
- Ability to interpret policy, procedures, and data
- Strong organizational, communication, public relations, and interpersonal skills

Once the ideal candidate is identified, a final recommendation will be made to the Board for approval of the Principal's appointment. The evaluation process will follow the SEED model, and may include additional feedback reflective of the Principal's performance expectations outlined in the job description.

4. Evidence of Support

- a. Illustrate the scope of community support for the proposed school. Please provide evidence through letters of support, surveys, petitions or other means, the endorsement of teachers, parents, students, business, community members and/or institutional leaders; such evidence of support must be current or recent.*

Letters of endorsement have been attached as Appendix G.

SECTION III: STUDENT COMPOSITION, SERVICES AND POLICIES

1. School Demographics

a. Describe the community and the student population to be served by the proposed school and the needs of the population.

Stamford Charter School for Excellence (SCSE) seeks to provide the families of the Stamford region with a high-quality educational option that unites all stakeholders in its vision of transforming the educational landscape and providing more equitable opportunities for all students. Stamford School District currently has 12 elementary schools, 3 of which are magnet schools, and none of which offer an early start in pre-kindergarten. Stamford also hosts two other charter schools, neither of which addresses the needs of elementary level students. This means that there are currently no elementary charter school options for the families of the Stamford region. The school has received tremendous support from several community members, some of whom have graciously provided letters of endorsement, which are included as Appendix G.

As described in Section I.1b, the CSDE identified Stamford School District as a Priority School District for the 2013-14 school year²⁸, making it one of thirty Alliance Districts with the lowest-ranked statewide District Performance Indexes (DPI). The district met its DPI target for the 2012-13 administration of the Connecticut Mastery Test (CMT)²⁹, but fell short of Connecticut's ultimate target of 88 or above. Moreover, the district failed to achieve several targets for minority, low-income, disabled, and non-English proficient students with significant disparities when comparing aggregate performance to that of subgroups. This highlights the achievement gap that has persisted in the Stamford School District, which SCSE intends to ameliorate. While the school does not intend to grant enrollment preferences to any particular subgroup, SCSE anticipates a student population that is reflective of the community it will serve and will concentrate particular efforts to attract and retain comparable or greater percentages of children who have been traditionally underserved by the district.

The following tables illustrates the demographic composition of Connecticut and Stamford city:

Demographic Composition – Connecticut and the City of Stamford³⁰		
Category	CT	Stamford City
Population, 2012 estimate	3,590,347	125,109
Population, 2010	3,574,097	122,643
Persons under 5 years, percent 2010	5.7%	6.8%
Persons under 18 years, percent 2010	22.9%	21.6%
White alone (2010)	77.6%	65%
Black/African American alone (2010)	10.1%	13.9%
American Indian, Alaska Native alone (2010)	0.3%	0.3%
Asian alone (2010)	3.8%	7.9%
Native Hawaiian, Pacific Islander alone (2010)	0.0%	0.1%
Two or more races (2010)	2.6%	3.2%
Hispanic, Latino (2010)	13.4%	23.8%
White alone, not Hispanic or Latino (2010)	71.2%	53.3%

²⁸ Connecticut State Department of Education. (2013). *Priority school program*. Retrieved from <http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=321612&sdePNavCtr=#45478>

²⁹ Connecticut State Department of Education. (2013). *Connecticut district performance report for school year 2012-13*. Retrieved from http://www.csde.state.ct.us/public/performance/reports/Reports/Dist_135.pdf

³⁰ United States Census Bureau. (2012). *Connecticut state and county quick facts*. Retrieved from <http://quickfacts.census.gov/qfd/states/09000.html>

Foreign born persons (2007-2011)	13.3%	37.5%
LOTE at home, percent ages 5+ (2007-11)	20.8%	45.2%
HS grad or higher, % persons ages 25+ (07-11)	88.6%	85.7%
Bachelors degree or higher, ages 25+ (07-11)	35.7%	43.9%
Median household income (07-11)	\$69,243	\$78,201
Persons below poverty level, % 07-11	9.5%	11.0%

As illustrated in the above table, Stamford represents a higher population of minority and foreign-born residents who speak a language other than English in the household than statewide averages. The city also shows a higher median household income than state averages, yet a higher percentage of persons living below the poverty line.

The next table illustrates the demographic composition of Stamford School District for 2013³¹:

Demographics – Stamford School District 2012-13		
Category	Stamford SD (K-12)	
	#	%
Total	15,715	100%
American Indian, Alaskan, Asian, Pacific Islander	1,334	8.49%
Black/African American	3,101	19.73%
White	5,412	34.44%
Hispanic	5,712	36.35%
Multiracial	154	0.98%
Free/Reduced Price Lunch	7,867	50.06%
Special Education	1,438	9.15%
English Language Learners	2,005	12.76%

As noted, SCSE will expend every effort to enroll comparable, if not higher, percentages of low-income, minority, disabled, and English Language Learners that are reflective of the community. Upon approval, SCSE will launch a well-devised recruitment plan that will target families in these underserved communities. This plan is described in greater detail in Section III.4b.

CSDE's Connecticut Education Data and Research (CEDaR) district profiles for 2011-12 (the most recently available for all districts) and the Connecticut Economic Resource Center, Inc. Town Profiles for 2013 provide data for the following demographic comparisons between Stamford and the 5 surrounding towns whose city centers are within 15 miles of Stamford's. They include: Greenwich, New Canaan, Darien, Norwalk, and Westport.

³¹ Retrieved from CSDE Data Files

Demographic Composition – Stamford and Towns Within 15 Miles						
Category	Stamford	Greenwich	Darien	New Canaan	Norwalk	Westport
District Data (2011-2012) 32						
Total Enrolled	15,471	8,790	4,806	4,148	11,111	5,737
Free/Reduced Lunch	48.3%	14.1%	0.1%	0.0%	44.9%	2.9%
Non-English Fluent	13.3%	5.0%	0.4%	0.7%	11.8%	1.1%
Special Education	8.9%	9.9%	12.3%	9.8%	9.4%	9.8%
Race/Ethnicity						
American Indian	0.1%	0.1%	0.2%	0.8%	0.2%	0.1%
Asian American	8.3%	8.1%	3.4%	4.6%	4.9%	4.9%
Black/African American	20.3%	3.1%	0.4%	1.0%	20.9%	1.5%
Hispanic	34.9%	16.7%	2.9%	3.2%	36.7%	3.4%
Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.0%	0.0%
White	35.8%	69.5%	93%	89.1%	36.5%	88.9%
Two or more races	0.7%	2.5%	0.2%	1.2%	0.8%	1.1%
Total Minority	64.2%	30.5%	7.0%	10.9%	63.5%	11.1%
Other Statistics						
Graduation Rate	85.3%	94.5%	95.7%	97.4%	84.2%	96.6%
Dropout Rate ('10-'11)	1.9%	0.9%	0.1%	0.0%	1.8%	0.2%
Non-English Home Language	41%	17.9%	2.8%	3.5%	36.4%	4.1%
Citywide Data ³³						
Poverty Rate (2011)	11.0%	3.7%	5.1%	2.2%	8.0%	3.5%
Educational Attainment, Age 25 years or older						
High School Graduate	45.2%	16%	8%	7%	26%	8%
Associate Degree	85.7%	5%	4%	4%	7%	7%
Bachelors degree or higher	43.9%	64%	77%	76%	40%	36%
Median household income (2011)	\$78,201	\$127,201	\$193,896	\$191,750	\$76,384	\$155,792

This table illustrates that Stamford posts higher percentages of minority, low-income (free or reduced lunch eligible), and non-English fluent populations, lower graduation rates and median household incomes than four of the five surrounding communities, lower percentages of individuals with a bachelors or higher degree than three of the five cities, and higher poverty rates than all five of its counterparts. This table further exemplifies the racial/ethnic and economic isolation that prevails in the city of Stamford, which SCSE strives to mitigate for future generations. These efforts are further described in Section III.4c.

The next table illustrates the aggregate performance by students in each district on the CMT:

³² Connecticut State Department of Education. (2012). *Strategic school profile reports* [Data files]. Retrieved from <http://sdeportal.ct.gov/Cedar/WEB/ResearchandReports/SSPReports.aspx>

³³ Connecticut Economic Resource Center, Inc. (2013). *Town profiles* [Data files]. Retrieved from <http://www.cerc.com/townprofiles/county.asp?county=Fairfield>

2011-12 CMT Aggregate Performance – Percentage of Students Performing At or Above Goal						
Stamford School District and Districts Within 15 Miles³⁴						
Subject	Stamford	Greenwich	Darien	New Canaan	Norwalk	Westport
Reading	63.5%	83.3%	89%	91.7%	66.3%	88.9%
Writing	59.9%	81.2%	88.5%	91.1%	58.7%	88.5%
Math	63.6%	82.7%	92.3%	91.9%	64.3%	91.8%
Science	56.1%	79.4%	89%	91.3%	59.1%	86.9%

As depicted, Stamford School District posted the lowest percentages of students achieving the “goal” level on the test for reading, math, and science, and the second lowest for writing. This means that there are fewer students in Stamford meeting grade level expectations than their peers in the surrounding communities. Coupled with the tables in Section 1.1b illustrating the achievement gaps in Stamford School District, this table illustrates the need for better outcomes and more equitable opportunities for Stamford’s children.

Stamford students have universal needs, which must be addressed for the course correction towards success that SCSE plans. They include:

- A safe, reliable, learning environment that embraces diversity and alleviates social, media, and economic pressures that can distract and prove harmful to students
- Nurturing, responsible, and holistic support
- A highly accountable culture so no students slip through the cracks
- A rigorous curriculum and individualized instructional strategies that foster high achievement for all students
- Determination for continuous improvement
- Social-emotional and character development that inculcate core values, resilience, acumen, positive attitudes, productive work habits, and effective problem solving
- Opportunities for creativity, innovation, artistry, and enrichment
- A small learning environment where all stakeholders build lasting relationships that support student success
- Coordination and mobilization of efforts from all stakeholders to empower students to succeed

By developing a culture that embraces diversity and provides equitable opportunities for excellence, SCSE will deliver a premiere education grounded in research-based best practices and modeled after a nationally recognized and field-tested program that eliminates the disparities in student achievement among its special populations, economically disadvantaged and minority students.

b. Describe how the educational program provided by the proposed school will address the needs of the student population.

SCSE strives to be a beacon of hope for the students, families, and community of Stamford. Unlike the performance trends of current public school options that have revealed achievement gaps for traditionally underserved populations, success at SCSE will not be determined by race, native language, socio-economic status, or disability. SCSE will offer a comprehensive PK-5 program that utilizes a holistic approach to cultivate lifelong scholars equipped with the skills, knowledge, and habits for success in high school, college, and chosen careers.

Upon approval, SCSE will launch a well-devised recruitment plan to elicit the enrollment of a diverse population reflective of the Stamford region. The recruitment plan will include outreach in communities populated by families of lower socio-economics, English language learners, and families of children with special needs. SCSE anticipates that students will enter the school from an array of backgrounds and with a spectrum of learning needs. The school has deliberately been designed to address the needs of diverse learners, entering the program with a variance in skills, knowledge, strengths, and deficits.

³⁴ Connecticut State Department of Education. (2012). *Strategic school profile reports* [Data files]. Retrieved from <http://sdeportal.ct.gov/Cedar/WEB/ResearchandReports/SSPReports.aspx>

Similarly, SCSE will optimally recruit and employ a staff with records of promoting student achievement, and complimentary skill sets that will enhance the programs of the school. While SCSE will seek the most qualified candidates based on experience and potential, the school hopes to attract a faculty that will also reflect diversity of race/ethnicity, gender, cultural backgrounds, professional experience, educational levels, and expertise.

The educational program at SCSE has been specifically designed to allow multiple points of entry, providing accessible and supportive, yet challenging and rigorous instruction that targets every student's needs. The success of SCSE will rely heavily on the versatility of the curriculum and instructional strategies that are tailored to maximize students' learning potentials. At SCSE, students will learn through research-backed best practices that foster student engagement and achievement at the highest levels. Each classroom will have two certified and highly qualified teachers, which reduces the teacher-to-student ratio to 1:14. As indicated throughout the application (specifically Sections I.4c and I.5), instruction will focus on the use of real-time data to inform flexible, differentiated, instructional groupings uniquely tailored to each student. Every child will have a personalized learning plan that provides evidence of the student's achievements, strengths, areas in need of improvement, goals, and progress. This applies to the most accelerated learner in the class, to the most reluctant and struggling student, to the student who is learning English, and the student who has special needs. The heterogeneous classrooms will provide an inclusive environment that supports the needs of all learners using sophisticated approaches and abundant resources to diversify learning experiences for all scholars. Additionally, SCSE will alleviate racial, social, and economic pressures that detract from learning and healthy development with comprehensive programs and strategies, including a uniform policy, character development, celebration of cultures, and supportive resources. Those resources will include counseling, health management, and interventions for special needs. SCSE will utilize and continue to develop upon the knowledge and experience of Bronx Charter School for Excellence's (BCSE's) programs, as well as its fellow Blue Ribbon schools, district and charter peers, and the broader educational community.

SCSE will offer ongoing and embedded professional development for teachers to maximize their use of data and continually improve instructional effectiveness. Much focus will be dedicated to differentiating instruction to optimize students' potentials and using research-based best practices and educational philosophies, such as Bloom's Taxonomy and Vygotsky's Zone of Proximal Development, to increase the depth and breadth of learning. A smaller school and class setting will allow SCSE to provide intensive support to the students and families of the school. SCSE will also promote a welcoming, safe, and nurturing, yet highly accountable culture that fosters the development of professional relationships between students and teachers to increase the direct contact teachers have with their students, thereby promoting student accountability for learning and conduct. Increased instructional hours and dedicated blocks for remediation and enrichment all provide additional time on task for students to benefit from direct instruction from teachers. Whenever possible, the liberal arts curriculum at SCSE will provide opportunities for interdisciplinary instruction and enrichment that promotes creativity, innovation, and artistry, further concretizing students' understanding of instructional content.

The school will be responsible for providing children with a quality instructional program that results in high student achievement. However, the responsibility for supporting the children as they grow and learn will be that of *all* stakeholders. SCSE will cultivate interconnected partnerships among all of its constituency groups and cultivate a community of collaboration. Each group will have guiding documents (such as Board Bylaws, Family Handbooks, and Staff Handbooks) that delineate a clear set of responsibilities for each group, be it students, staff, families, Board members, or community members, and provide a multitude of opportunities to actively engage in the school community. SCSE will ensure that all constituents work cohesively in the unified vision of delivering a premier program for the children that transforms the educational landscape of Stamford.

c. Describe the grade range and ages the proposed school will serve, including grade levels upon opening and the growth plan for each year covered by the desired charter. Please provide a rationale for the enrollment plan, including reasons for choosing to serve the specified grades.

SCSE is proposing a comprehensive PK-5 program for its initial charter term. The school will begin its inaugural year in 2015-16 with children in grades PK-1, and add one grade level each subsequent year until the school grows to capacity by Year 5 as a PK-5 program. Each grade level will consist of two classes per grade with approximately 28 students in each class totaling 56 students per grade level. Pursuant to the Connecticut General Statutes (C.G.S.) Section 10-15c, all students entering kindergarten must be five years

of age on or before January 1st of that school year. Therefore, SCSE will open pre-kindergarten enrollment to all children who will reach the age of four on or before January 1st. This will ensure that SCSE maintains compliance with age and grade eligibility as students naturally advance chronologically in age as they progress to subsequent grade levels. With the average age of Pre-kindergarten students being 3-4 years of age, and the normal progression of one year per grade level thereafter, SCSE students' ages range in typical manner as with their traditional public school peers in grades PK-5. The following table illustrates the school's projected growth plan reflecting the grade range and ages proposed:

Grade	Ages	Year 1	Year 2	Year 3	Year 4	Year 5
PK	3-4	56	56	56	56	56
K	4-5	56	56	56	56	56
1	5-6	56	56	56	56	56
2	6-7		56	56	56	56
3	7-8			56	56	56
4	8-9				56	56
5	9-10					56
TOTAL	3-10	168	224	280	336	392

The conservative growth plan will allow time for the school to solidify school operations during start up, but will afford some growth with cost containment. These figures were determined after careful consideration to optimize the instructional program, staff, facility, and budget. Careful analysis of enrollment revenue supports the full functions and operations of the school, while still allowing for reduced student-to-teacher ratios, optimal use of facility space, and small group/individualized time with students. Pursuant to C.G.S. Section 10-66bb(c), SCSE will apply for a waiver of the charter school total enrollment limit in Year 2.

Although the school anticipates that attrition rates will be nominal, SCSE is prepared to fill any vacancies left open by students lost through attrition at all grade levels from the applicant waiting list.

As established in Section I.1b, Stamford is in need of high quality educational options, particularly at the elementary school level, to mitigate the risk factors that have led to achievement gaps that have permeated Stamford's district schools. Stamford currently does not offer an elementary charter school option for the families in the surrounding communities. The rationale for the enrollment plan coincides with the advantages of providing an educational program that reaches children at an early age, which are multifold.

SCSE will provide a small learning community that allows students to build more meaningful relationships with the staff who is charged with their academic, social, and emotional well-being. Similarly, a smaller community will allow the families greater access to the staff, Board, and other community members who will join forces to support every child. The founders recognize that establishing a solid relationship with the families of SCSE is critical. The school leaders will emphasize the importance of working together in support of the children from the beginning. When parents "buy into" the school's programs, they will trust and believe that the school will always hold the students' best interests as paramount. A positive rapport with families will also facilitate even the most delicate and difficult conversations so that any obstacles can be overcome proactively and collaboratively. As families grow and siblings matriculate in the program, SCSE will build relationships with entire family units, which will further strengthen over time. The school will foster these vital partnerships by providing opportunities for families to actively engage and participate in the school community. A Parent Association, parent task forces, parent workshops, and a reserved seat on the Board are just a few of the ways that SCSE will engage families.

There is abundant research that supports the benefits of providing quality educational programs for children at an early age. The Center on the Developing Child (the "Center") of Harvard University reports, "The analysis of... data by child development researchers, education specialists, and economists has shown that it is possible to improve a wide range of outcomes for vulnerable children well into the adult years, as well as generate benefits to society far in excess of program costs."³⁵ The basis of SCSE's rationale for

³⁵ Center for the Developing Child at Harvard University. (2014). Retrieved from http://developingchild.harvard.edu/topics/understanding_intervention/

offering instruction at an early age is grounded in the implications of this statement, and the belief that education has the transformative power to change the trajectory of vulnerable students.

Pre-kindergarten and kindergarten instruction provide critical skills that are the foundation for acquiring and developing proficiency in later grades. As the Center states, "Early experiences determine whether a child's developing brain architecture provides a strong or weak foundation for all future learning, behavior and health."³⁶ This is particularly crucial when targeting students who have suffered from an academic, social, or emotional poverty prior to entering school. SCSE strives to ameliorate the achievement gap for students who have been underserved by traditional instructional programs. Therefore, early education, recognition, and intervention are critical.

When discussing the current condition of Connecticut's options for early childhood educational programs, the Connecticut Early Childhood Education Cabinet purports, "The quality of the learning experiences that children receive varies widely, and the state's broad achievement gap is reflective of the state's preparation gap."³⁷ This suggests that students are entering traditional school programs inequitably prepared. The provision of early childhood education can also mean early intervention, which might in effect ameliorate achievement gaps that could potentially have occurred later in the student's academic tenure. The sooner any learning differences are identified, the sooner students can begin receiving interventions and special support services that may help them overcome the difference and improve the achievement prognoses for later years. For a child who is at-risk or requires special educational services, this could be the difference between a lifetime of academic, social, and emotional damage, and no longer requiring or relying on special support services for success. Similarly for the English Language Learner, students will be matriculated at SCSE at an early age when all children are developing and acquiring language skills. Because grades PK-1 is a stage when all children are still developing foundational language skills, SCSE's ELLs will be faced with less challenges of language acquisition with a program that initiates instruction at an early stage that is deliberately language enriched.

As a charter school, SCSE embraces greater accountability in exchange for the flexibility that an autonomously operated school affords in order to provide the services that are greatly needed in the Stamford region. SCSE's smaller scale expedites greater facilitation in mobilizing and coordinating the efforts and innovative programs that will be availed by the school. This includes the enculturation of students and families to the high expectations for academic performance and conduct. Rather than having to break unproductive habits or remediating instructional gaps that were learned from prior negative school experiences, students who enroll at SCSE will be initiated into the school's culture at an early age and grow within the school's programs and high expectations. With an eye towards college and career readiness, SCSE may potentially propose an expansion to include a middle school program (like its model school) upon charter renewal should community support and endorsement be sufficiently compelling. This will help to further prepare students for the rigors of high school and college. However in the case of SCSE students, scholars will have benefited from the school's rigorous and supportive instruction from the start of their academic careers.

2. Special Education and Section 504 of the Rehabilitation Act of 1973 □

All charter schools in Connecticut are public schools that enroll students through a free and open lottery process. Therefore, the proposed school must be prepared to enroll students with diverse learning needs including students with disabilities. This section of the application should describe how the school will meet the needs of special education students and those students qualified under Section 504 of the Rehabilitation Act of 1973.

- a. *Describe the proposed school's plan to meet the needs of students with disabilities who require a range of special education supports and related services, as required, pursuant to the Individuals with Disabilities Act (IDEA) and Section 504.*

SCSE's plan to address the needs of its students with disabilities (SWDs) has been carefully designed and aligned to Connecticut's Framework for Response To Intervention (RTI) and Scientific Research-Based Interventions (SRBI). The school also has the benefit of implementing a field-tested program

³⁶ Center for the Developing Child at Harvard University. (2007). A Science-based framework for early childhood policy: Using evidence to improve outcomes in learning, behavior, and health for vulnerable children. Retrieved from <http://www.developingchild.harvard.edu>

³⁷ Connecticut Early Childhood Education Cabinet. (2012). *The governor's state advisory council needs assessment*. Retrieved from http://www.ctearlychildhood.org/uploads/6/3/3/7/6337139/cabinet_needs_assessment.pdf

modeled after the highly successful Bronx Charter School for Excellence, which has demonstrated AYP in aggregate and for every subgroup population, to include SWDs, each year. SCSE strives to instill the tools that every child needs to achieve excellence in order to transform Stamford's educational landscape, mitigate the achievement gaps that are pervasive in the district schools, and reduce racial/ethnic and economic isolation resulting from a lack of options for high quality schools.

Stamford Charter School for Excellence will achieve these goals for its students with disabilities in an inclusive environment, where students receiving IDEA or Section 504 services are provided those services in the least restrictive environment and in compliance with their IEPs or Section 504 plans. The school will also serve students who have other special learning needs, and will provide comprehensive services that include:

- Integrated Co-Teaching (ICT),
- Special Education Teacher Support Services (SETSS) with direct and indirect instruction,
- Resource room as indicated in IEPs,
- School health services,
- Counseling,
- Speech, Occupational, and Physical Therapies,
- Implementation of testing modifications

SCSE will outsource for Speech, Occupational, and Physical Therapy services to be provided on site to the maximum extent possible.

As an inclusive model, SCSE will utilize SRBIs for *all* learners in order to maximize student achievement. Each classroom will have two certified teachers, one lead and one associate, which provides more individualized support in a smaller learning environment. With two classes per grade level and approximately 28 scholars in each class, this staffing plan reduces student-to-teacher ratios down to 14:1. For students whose IEPs mandate, SCSE will provide ICT classes, which will incorporate a third, special education teacher in the classroom. SCSE will have approximately one special education certified teacher for each grade level, and will assign one Learning Specialist to act as the Special Education Coordinator (SEC). This individual will be the main point of contact with district personnel particularly as it relates to the Planning and Placement Team (PPT), and will assume responsibilities in addition to teaching, such as compliance monitoring, student observations, and consultation with general education teachers.

The curriculum will be developed and refined with the intent to diversify learning experiences to meet the needs of all students on a wide spectrum of development. All teachers will maintain anecdotal records of every student's performance, as well as documentation of achievement on weekly assessments. Teachers will use this ongoing data to modify and differentiate instruction for all students, inclusive of SWDs. Additionally, teachers will provide small group instruction in flexible groupings across grade levels daily during reading and math instruction to facilitate activities and lessons tailored to students' needs. The school's reduced student-to-teacher ratios provide more personalized interactions and opportunities to engage student learning at deeper levels. Strategies that teachers will employ for students who are struggling or have specific learning differences include: repetition and drill of facts and procedures; explicit instruction in procedures; multisensory instruction, including the use of manipulatives, oral and visual presentations of directions; multi-step directions and procedures that are broken down into incremental steps; allowances for breaks and movement; additional time for assessments and classwork; explicit instruction (i.e. modeling) of reading strategies and skills with sufficient time for guided and independent practice; individualized checklists and rubrics for writing; checklists for organization; flashcards for procedures; signed homework planners; color-coded materials; and assistance with organization (peer buddy, teacher, etc.). It is important to note that, while teachers will implement a variety of strategies, accommodations, services, or supplemental curriculum resources, every student will have equal access to the same rigorous curriculum with differentiated levels of support and scaffolding. In this manner, all students receive instruction that is supportive and challenging without dilution of instructional content.

SCSE will collaborate with the students, families, specialists, and PPT for each child who has been identified. Together, the team will have input in the design of an IEP for students, which will be implemented with fidelity at the school. SCSE will provide intensive individualized instruction along the spectrum of services provided in the three RTI tiers, and closely monitor individual, cohort, and school-wide progress to ensure students are making adequate progress. IEPs will be reviewed annually in cooperation with the districts' Planning and Placement Teams (PPT). SCSE will maintain compliance with

all federal, state, and local regulations that include IDEA, FAPE, FERPA, students' IEPs, Section 504 of the Rehabilitation Act of 1973, and Connecticut SDE and Bureau of Special Education (BSE) regulations. The school will also routinely consult with the CSDE, BSE, the Departments of Special Education of the districts in which students reside, the PPTs of each student, and the Connecticut Alliance of Regional Educational Service Centers (RESC) for additional guidance and support. As a community that is dedicated to supporting every student to the maximum extent possible, SCSE will ensure that the program to address students with special needs is comprehensive, effective, and compliant.

SCSE and its scholars are all held accountable to the same learning standards as their statewide peers. Therefore, all students at the school will be held to the same high academic and behavioral standards to promote excellence for all children. SCSE does understand that a student's disability may be reflected in their performance and will take into consideration that the student has an IEP/504 plan. SCSE will utilize these documents as guidance for supporting children to attain excellence by way of differentiation, individualized scaffolding strategies, and accommodations pursuant to IEPs/504 plans. This strategy of holding students to the same high expectations and providing the intensive supports they need to achieve the standards has resulted in success at SCSE's model school, whereby every cohort, in aggregate and subgroup, has made Adequate Yearly Progress (AYP) every year. The model school has also had a large number of students who were declassified by the district from requiring special services to attain success. Regardless of whether or not a student qualifies for an IEP/504 plan, or if a student has been declassified as requiring special services, SCSE will ensure that every child receives the support they need within the purview of the school to promote maximum success.

- b. Clearly indicate that the proposed school understands its responsibility to meet the requirements of individualized education programs and Section 504 plans, and has a detailed plan for the provision of certified personnel, receipt and retention of appropriate documentation, student assessments, classroom adaptations, and sufficient professional development for staff.*

Pursuant to C.G.S. Section 10-66ee, SCSE recognizes its responsibility, the significance, and value of meeting requirements for the provision of services mandated in students' IEPs and Section 504 plans. In addition to federal and state statutes such as IDEA, FAPE, and FERPA, as a service provider of young and school-aged children, SCSE will also ensure compliance with Child Find regulations under the IDEA. The school will ensure compliance through the provisions listed below:

Certified Personnel – SCSE will employ qualified and licensed special education teachers, a nurse, and counselor, and will outsource for other services providers, such as Speech, Occupational, and Physical Therapists. As the school grows to capacity, SCSE will hire a social worker in Year 2 who is qualified to provide counseling services for the students and their families. If students require services in Years 1-3, SCSE will work with the local district of students' residence and community-based organization to avail such services by a licensed professional until the school has grown sufficient capacity to offer those services in-house. A full-time nurse will be on staff to ensure the provision of any medical services or screenings that are required. SCSE will engage with districts of residence for students, or outsource services for occupational, speech/language, and physical therapy. Whenever possible, SCSE will seek teachers with dual licensure, for example certification in both early childhood and special education, or special education and reading specialists. This will be particularly beneficial to provide a wide spectrum of services, especially as the school grows to scale. SCSE will hire approximately one special education teacher for each grade level, and assign one of the Learning Specialists to act as the school's SEC. While the district will be responsible for coordinating the efforts of the PPT, the school will be responsible for ensuring the provision of services and accommodations for each student's IEP and Section 504 plan. The SEC will act as the main point of contact and liaison between the district and school personnel, manage and safeguard the official copies of student documentation pertaining to services, and work with the leadership team to ensure the school's compliance with local, state, and federal regulations. Additionally, the SEC will support the development of a team of teachers, school leaders, and support staff for students who may qualify for 504 eligibility.

Documentation – The school's SEC will maintain all documentation pertaining to students' IEPs and 504 plans in a locked cabinet in a designated office with limited access only to parent and direct service and instructional providers. The SEC will also securely store any revisions or modifications to such documents, as well as copies of materials distributed to parents and staff (i.e. Procedural Safeguards, referral forms, etc.). Upon student matriculation at the school, SCSE will request any existing documentation from the district/school/early intervention programs of previous attendance. The school will maintain strong

collaborations with each of the districts of students' residence to ensure the timely receipt of all documentation that identifies students who require special services so they receive the appropriate services at SCSE. The school will also ask each parent upon enrollment to the school as a secondary measure. SCSE will maintain secure communication with the PPT of the districts in which students reside, and will consider using programs such as IEP Direct for the continuous communication and performance monitoring by both entities. Copies of students' documents, such as IEPs, 504 plans, BIPs, evaluations, and RTI/SRBI interventions, will be made available only to those individuals directly teaching and providing services to the student. SCSE will ensure that all documentation and communication is held in strict confidence to safeguard every child's right to privacy.

Student Assessments – SCSE will ensure that IEPs and 504 plans are implemented with fidelity. IEPs and 504 plans will be reviewed on an annual basis, or when circumstances require consideration for revisions. In the event that a student's IEP or 504 plan no longer reflects the student's needs, SCSE will work with the PPT of the district of the student's residence to reevaluate and revise as needed. Unless otherwise dictated by a child's IEP, all students will be expected to participate in the school's assessment program, to include curriculum based assessments, informal classroom measures, interim benchmark assessments, diagnostic screenings, and statewide performance assessments. Connecticut is preparing to implement the Smarter Balanced assessments for the 2014-15 school year. As such, SCSE will ensure that every student is provided with the appropriate assessment, alternative measure, and/or accommodations as mandated in his/her IEP or 504 plan.

Classroom Adaptations – SCSE will ensure that the school facility will be appropriately accessible and adaptable in accordance with federal Americans with Disabilities Act (ADA) regulations. The school will be furnished with dedicated classrooms, communal space, and resource rooms to support the educational programs. SCSE will also be equipped with technology that will allow for assistive interventions, such as magnified print or voice command dictation, as well as adaptable furniture arrangements for specific needs such as accommodations for mobility and preferential seating.

Professional Development – All teachers at SCSE will be provided with ongoing professional development that is differentiated to promote maximum growth for each individual. Each teacher will have a professional growth plan, with measurable goals and strategies for achievement. Additionally, each teacher will participate in 200 hours of PD each year. In addition to a one-week pre-service training for all teachers, these hours will be fulfilled by a combination of activities including coursework for advanced degrees, workshops, presentations, or building leadership capacity. Teachers will benefit from common planning periods, weekly meetings with leadership, grade level professional learning communities that include both general and special educators, coaching and mentoring. SCSE will also seek to collaborate with local district and support organizations such as the RESC and local BSEs, as well as attendance at regional, statewide, and national conferences. Special education teachers will work closely with general educators in training and in practice to ensure that every student receives effective support. Finally, teachers and staff will receive training on the school's RTI program, referral process, IEP implementation strategies, reporting requirements, and discipline policies.

c. Describe the policies and procedures to ensure that students who may be eligible to receive special education and related services, under either IDEA or Section 504, are referred to their school district of residence or to the staff of the proposed school for evaluation.

SCSE will adhere to all state and federal guidelines pertaining to the responsibility of identifying, referring, and providing services to any student with, or suspected of having a disability or requirement for other special services. Students may be referred by any professional staff member, the parent/guardian, or a physician. The school will follow Child Find procedures for student referrals.

SCSE will provide SRBI using a three-tiered approach that mirrors Connecticut's RTI framework for the provision of services, solutions, personnel, resources, and strategies to promote maximum success. RTI allows all students to gain access to interventions when they need it. In RTI, a student with academic delays is given one or more research-validated interventions. The student's academic or behavioral progress is monitored frequently to see if those interventions are sufficient. If the student fails to show significant improvement despite several well-designed and implemented interventions, this failure to 'respond to intervention' can be viewed as evidence of an underlying disability. Interventions will be provided by both special and general educators, with direct and indirect instruction (SETSS). They are designed to improve performance relative to specific and measurable goals. Interventions are based on

valid information about current performance, realistic implementation and include ongoing student progress monitoring.

As mentioned in Section III.2a, all students will benefit from reduced student-to-teacher ratios, individualized and differentiated instruction within flexible groupings, and will participate in frequent assessments that provide ongoing and real-time data for teachers to monitor progress and inform instruction. Therefore in essence, every student at SCSE will benefit from Tier I interventions that take place throughout the core instructional day. Additionally, the school will utilize a team teaching approach, whereby the grade level instructional team, which will include a Learning Specialist (special education teacher), will be responsible for individual student performance, as well as that of their entire grade level cohort. This means that every student at SCSE will be supported by a team of 4-5 grade level teachers. The grade level Learning Specialist will provide the team with valuable feedback, guidance, and resources during weekly grade level meetings, particularly related to strategies to support students who are struggling or have special needs. Therefore, for any student who receives or is suspected of requiring special services will have a dedicated grade level RTI team working in concert to support his/her needs.

At SCSE, all teachers maintain thorough documentation of every student's progress that includes anecdotal records and quantitative data. This data will be carefully analyzed and discussed during weekly grade level teams. When a staff member suspects that a student is struggling in one or more academic areas; or exhibits behavior that is disruptive to the classroom or prevents the child from making adequate academic progress, the grade level Learning Specialist will guide the team through collecting more specific information pertaining to the concern. Student concerns will be reviewed on a case by case basis with consideration to multiple data points such as: teacher observations conducted by both general and special education teachers; results from universal and school-wide assessments such as the mid-year DRA-2 or Smarter Balanced interim assessments; classroom assessments; frequency of behavioral referrals; frequency of visits to the nurse's office; complaints by the student that s/he "can't see the board" or "doesn't understand" the content. Each of these will be taken into careful consideration, but it is the compilation of all the data that will drive the progression through the levels of the RTI process.

SCSE will develop a matrix of performance standards and benchmarks that will help teachers measure and ensure students are making adequate incremental progress throughout the year in order to achieve year-end goals. Similarly, SCSE will identify and quantify the criteria to determine what it means when students are not making sufficient progress in each Tier. The Learning Specialist will lead the grade level/RTI team through developing the criteria and timeframe for students to either demonstrate adequate gains, or qualify for the next Tier of interventions, i.e. the criteria for a student to move from Tier I to Tier II, and from Tier II to Tier III. On a case-by-case basis, interventions will be aligned to each student's needs. If a student continues to demonstrate insufficient progress, that student will require interventions of the subsequent Tier level. In accordance with the school's RTI practices, prior to any referrals to the PPT of the student's district of residence, teachers must ensure that all other interventions have been identified and exhausted. The following provides an outline of how interventions will be implemented at each Tier level:

Tier I: Effective core instruction implemented by ALL classroom teachers

- General classroom setting - Core classroom instruction and scheduling is used
- Preventative and proactive in approach to meeting needs of students
- Behavioral interventions are proactive and preventative in nature
- General hetero- and/or homogeneous groups are suitable
- General time of core instruction is deemed sufficient to implement
- Stresses the importance of effective core instruction

Tier II: Assessment and placement as per data implemented by Education Associates, Special Education, and Classroom Teachers:

- 1) Fluency: Foundations, Wilson, and Just Words
- 2) Comprehension: Storytown Strategic Intervention Kits/ELL Kits, guided reading, explicit modeling of strategies and skills
- 3) Math: Math Navigator, focusMATH, small groups
- 4) Social/Emotional: Counseling, advisory groups
 - Setting can be push-in or pull-out
 - The student's response to support is rapid as it is intended to be short-term
 - Behavioral interventions are proactive and preventative in nature

- For some students who are at risk (20-30% of population)
- Non-responders (did not respond to Tier 1 intervention)

Tier III: IEP students and/or students severely below grade level; small groups led by special education teachers

- Setting is usually pull-out but can be designed depending on student needs
- The exit and entrance into Tier III is assessment based and support will consist of an increase in intensity, duration and/or frequency
- Behavioral interventions are intensive and individualized
- Supplementary instruction is used in addition to core classroom instruction

Teachers will write a Personal Intervention Plan (PIP) for all students who meet the criteria for tier II and tier III. A sample has been attached as Appendix H. This plan will be discussed and approved by the special education teacher as well as principal or dean.

The following table represents teacher checklists for academic interventions and for concerns for student behavior. It should be noted that the entire grade level/RTI team will be responsible for monitoring student progress and data that is collected, under the guidance of the grade level Learning Specialist:

Grade Level/RTI Team Checklist for...	
<p><u>Academic Intervention</u> – <i>When a teacher notices that a student is struggling in one or more academic areas, the teacher should...</i></p> <ul style="list-style-type: none"> • Identify what the child should know and understand, and determine some strategies to differentiate instruction. Consult with other teachers that work with the student to compare observations and collaborate to establish strategies that will most benefit the student. • Determine if the child is in the appropriate reading group. • Notify the parent. • Consult with colleagues. • Consult with Special Education teachers and Specialists for strategies to use to address the academic delay in the classroom. • Develop and document a plan of action in collaboration with specialists for addressing the child’s need in the classroom. Check the plan on a weekly basis to document and determine progress. Change strategies of differentiation, if necessary. • Provide the Special Education Teacher/ Coordinator and supervisor with a copy of your action plan. Collaborate to determine 	<p><u>Student Behavior</u> – <i>When a teacher notices student behavior that is disruptive of the classroom environment or prevents the child from making academic progress, the teacher should...</i></p> <ul style="list-style-type: none"> • Use nonverbal/ verbal cues to address and cease the undesired behavior. • Have a one-to-one talk to address disruption, when time permits. • Inform the parent of the undesired behavior. • Consult with colleagues. • Use informal strategies to reduce undesired behavior (i.e. change seat, specific nonverbal cues, provide student with incremental responsibilities upon incremental successes.) • Inform the parent and leadership team of the undesired behavior. • Consult with supervisor. • Consult with the Special Education Teacher/ Coordinator. • Schedule a meeting with the parent. Set up a behavior contract with the student and parent. • Set up a formal Behavior Intervention plan (BIP). Consult with the leadership team and the Special Education Coordinator/ teacher on frequency and duration of BIP given age of student and

<p>a meeting to review of the action plan over a set period of time.</p> <ul style="list-style-type: none"> • Communicate with the parent on a weekly basis to notify of progress. Document all conversations on the appropriate form and retain copies of any notes sent home. • Communicate with other teachers that work with the student on a weekly basis to compare observations on student progress. • Consult with the Special Education Teacher/ Coordinator and leadership team after implementing. 	<p>level of undesired behavior.</p> <ul style="list-style-type: none"> • If the undesired behavior continues or escalates, and all previous interventions have been exhausted, consult with the Special Education Teacher/ Coordinator and leadership team to review evidence of interventions, student progress.
<p>Document every intervention attempted to address the academic delay on the school's <i>Teacher Academic Intervention</i> form.</p>	<p>Document every intervention attempted to address the undesired behavior on the school's <i>anecdotal record</i> form.</p>
<p>Document all communication with parents and staff on the school's <i>Communication Log</i> form.</p>	

When multiple data points indicate that a student is struggling academically or behaviorally, a grade level representative will contact the student's parent/guardian to discuss the concern. Parent referrals are encouraged when the information provided addresses concrete academic and/or behavioral concerns about their child. Parent meetings are scheduled where teacher, special education support staff, and principal (when needed) attend to discuss areas of weakness, which adversely affect school performance. The parent referral can be written and delivered independently or if desired, can be done using an SCSE student referral form and faxed via the school.

Staff referrals can be made with sufficient documentation regarding areas of concern. There must be evidence of academic and/or behavioral concerns. Additionally, academic and/or behavior interventions must be implemented and evaluated for student progress prior to a special education referral. Documentation of the above must supplement an initial special education referral. Additionally, each referral must have approval from school leadership prior to submission. The steps for referring a student to the PPT are as follows:

PROCEDURES FOR ADDRESSING THE NEEDS OF AT-RISK STUDENTS FOR SUPPORT AND/ OR SPECIAL EDUCATION SERVICES

1. Make/ retain copies of student academic work and/or anecdotal records of student behavior.
2. Alert the parents. Communicate regularly with the parents to notify of actions being taken, support staff involved, and student progress. Keep a record of communications.
3. Involve/consult with grade level team, special education teachers, Learning Specialist, Academic Dean, Dean of Students, and Principal. Keep a record of communications.
4. Alert leadership team of concerns if the scholar has not demonstrated significant improvement.
5. If referring for speech therapy or occupational therapy notify the Academic Dean/Special Education Coordinator to set up an observation with the Speech Therapist or Occupational Therapist.
6. If referring for academic delays, consult with the Learning Specialist, Special Education Teachers, and Academic Dean/ Special Education Coordinator for suggestions on how to address the child's needs in the classroom or initiate other academic intervention.
7. If referring for behavioral support, consult with the Dean of Students or Special Education specialists to develop a behavior intervention plan and/or initiate at-risk counseling.
8. If in-class interventions and other intervention programs have been attempted, but the child does not demonstrate adequate progress, all teachers and specialists involved, as well as the principal, will review data to decide if a special education evaluation is warranted. The parents will be notified of the school's recommendation. Staff members must document all interventions provided. Additionally, a letter must be sent home to notify parents at the initiation of intervention services.

9. The school can refer the student to the Planning and Placement Team (PPT) for formal assessment based on the documentation of inadequate progress by the child. The parent should be notified prior to the submission of a special education referral.
10. With parental consent, the PPT of the district in which a student resides can conduct a formal evaluation. School administrators are responsible for the decision to proceed with the Initial Referral Procedures if the child does not have an Individual Education Program (IEP) or request a modification to add a service to an existing IEP.

Subsequent to an evaluation, if a child qualifies for special services, SCSE staff will work with the parent and PPT of the district of residence to develop an IEP for the student. SCSE will ensure that all services are provided and enacted with fidelity, and in accordance with all local, state, and federal regulations. Student progress will continue to be monitored, documented, and reported to parents and the PPT as needed, with annual reviews of IEPs. If a student does not qualify for an IEP, s/he will continue to receive interventions from classroom teachers and specialists who will maintain collaboration and provide as much support as possible for the child's success. Accordingly, teachers will continue to document interventions to support learning, and maintain communication with the child's parent/guardian.

d. Provide a plan to engage the parents of students with disabilities.

One of the school's core philosophies emphasizes the importance of engaging all stakeholders in the school community. Parent engagement is particularly significant in the case of a child who is struggling and requires additional support. Therefore, SCSE will expend every effort to encourage families to actively participate in all student and school activities.

SCSE will provide ongoing communication with families during all aspects of a student's enrollment, whether the child is or is not eligible for special services. Upon matriculation, the school will provide introductory meetings with every family during initial orientation. SCSE will also provide open houses, conferences, written/personal/verbal communication with families, trimester report cards and interim progress reports every 2-4 weeks, a Parent Association, a reserved seat on the Board as well as any task forces that impact the school. Approximately 4-5 times a year, SCSE will offer parent workshops specifically designed to provide information that impacts their child's education and/or ways for the school and family to work together in support of their child. Subject matter for parent workshops may include information about state tests and how best to prepare their child, or informational sessions about educational options for those whose children are preparing to graduate from the school's program. Topics are determined based on the needs of the parents and availability of staff to provide such information. SCSE will make every effort to avail workshops and open informational sessions outside of traditional work hours to allow the maximum number of families to attend.

In the case of families whose child is eligible to receive special education services or suspected of having a disability, SCSE will provide comprehensive information at the beginning of the school year to help parents understand their rights, the referral and evaluation processes, services that are available, and the school's model for addressing students' needs. Parents will also be furnished with critical information that is available through the CSDE, BSE, and Stamford Public Schools websites, as well as guiding documents, forms, and Procedural Safeguards.

According to C.G.S. Section 10-66ee, the school district in which a student resides is responsible for convening a PPT and must invite representatives, including the child's legal guardian, from the charter school to participate in the meeting. In turn, the charter school is responsible for the provision of services that are mandated in the student's IEP³⁸ and maintaining communication with the parent and PPT. Parents of students with special needs will receive the same information such as report cards, progress reports, and school-wide assessment data, at the same scheduled intervals as all students. However in the case of parents whose children are undergoing the referral and evaluation processes, families will receive communication with reports specific to the process as soon as it becomes available from the PPT of the district in which the child resides.

³⁸ CSDE: Bureau of Special Education and Pupil Services. (2003). *Students with disabilities and parental choice in connecticut*. Retrieved from www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/ParentalChoice.pdf

3. English Language Learners

All charter schools in Connecticut are public schools that enroll students through a free and open lottery process. Therefore, the proposed school must be prepared to enroll students with diverse learning needs, including English language learners (ELLs), all of whom must be provided with full and meaningful access to the general education curriculum. This section of the application should describe the school's ELL programs and services, and how they will be implemented.

a. Describe the proposed school's plan to support a responsive general education classroom that will provide ELL students access to the general education program.

SCSE will be a learning environment that embraces diversity, celebrating the differences of every individual, and uniting under the same vision – providing a high quality educational program for all learners. As described in Section III.1a, over 40% of the residents of the city of Stamford speak a language other than English in the household³⁹, with English Language Learners comprising approximately 12.8% of Stamford School District's population.⁴⁰ According to Stamford School District's 2011-12 Strategic School Profile, the number of non-English home languages is 63.⁴¹ Sadly, as described in Section I.1b, data analysis reports on statewide and national measures indicate that not only is there an existing achievement gap for low-income students, minority scholars, and English Language Learners (ELLs), but that achievement gap is actually widening in the case of Connecticut's ELLs.⁴² The need for better options and outcomes for the state's ELLs is urgent and immediate. SCSE strives to close this achievement gap and provide equitable opportunities for every scholar using several CSDE guiding documents that include the English Language Learner Frameworks to plan, instruct, and assess ELLs, *Scientific Research-Based Interventions for English Language Learners: A handbook to Accompany Connecticut's Framework for RTI*, and the State Education Resource Center's (SERC) *Administrative Resource Handbook for Coordinators of Programs for English Language Learners in Connecticut's Public Schools* to support student achievement for ELL linguistic and academic success.

As described in Section III.1c, the benefits of offering early childhood education in a smaller learning environment are multifold. SCSE will provide early education, recognition, and intervention, which has the power to mitigate performance gaps that could potentially have manifested later in a student's academic tenure and improve the achievement prognoses for later years. The sooner any learning differences are identified, the sooner students can begin receiving interventions and special support services that will help them overcome the difference. For the English Language Learner, students will be matriculated at SCSE at an early age when all children are developing and acquiring language skills. Because grades PK-1 is a stage when all children are still developing foundational language skills, SCSE's ELLs will be faced with less challenges of language acquisition with a program that initiates instruction at an early stage that is deliberately language enriched. Additionally, SCSE does not anticipate high levels of enrollment attrition. However, in the event that a student enrolls at a higher grade level (grades 2-5) with limited English proficiency, SCSE will assess the child's linguistic and academic developmental level during intake and create an individualized plan for the child based on the student's needs. The plan will focus on providing a smooth transition to the school with supports that may include access to materials in the student's dominant language to bridge linguistic and academic content.

SCSE will strive to employ at least one teacher who possesses dual certification in early childhood/elementary education and Teaching English to Speakers of Other Languages (TESOL) and/or is bilingual. Together with the Principal, this individual will act as the ELL Coordinator and assume all necessary responsibilities for consulting with teachers for effective instruction to ELLs. The Principal will be responsible for monitoring programs, student achievement, and reporting requirements. Pursuant to Connecticut's Bilingual Statute, SCSE understand its responsibility to provide a bilingual education

³⁹ Connecticut Economic Resource Center, Inc. (2013). *Town profiles* [Data files]. Retrieved from <http://www.cerc.com/townprofiles/county.asp?county=Fairfield>

⁴⁰ Retrieved from CSDE Data files

⁴¹ Connecticut State Department of Education. (2012). *Strategic school profile reports* [Data files]. Retrieved from <http://sdeportal.ct.gov/Cedar/WEB/ResearchandReports/SSPReports.aspx>

⁴² ConnCAN. 2013 *CMT/CAPT analysis* [PDF document]. Retrieved from http://webiva-downton.s3.amazonaws.com/696/05/0/761/ConnCAN_2013_CMT-CAPT_Analysis.pdf;

Alexander, Jennifer. (2013, December 27). Despite our wealth, connecticut schools fall short. *The Courant*. Retrieved from <http://touch.courant.com/#section/2348/article/p2p-78698078/>

program if 20 or more speakers of the same native language are identified as ELLs and are enrolled in the school's programs.⁴³

SCSE will focus on supporting a responsive general education classroom that will provide ELL students access to the general education program. The school will utilize structured English immersion in an inclusive general education environment to ensure that ELL students have equitable access to the comprehensive RTI program, rigorous curriculum, and strategic instructional programs. Whenever possible, SCSE will deliver ELL scholars with support within an inclusive, general education classroom with structure immersion so they are not isolated from their peers, general activities, or content courses. SCSE will maintain high expectations for ELLs and provide the individualized and differentiated support they need for linguistic and academic achievement through the school's three-tiered RTI program. The level of support and intensity will be determined on a case-by-case basis based on a student's performance on identification criteria and ongoing monitoring assessments. As with all students, ELLs will benefit from the school's smaller learning environment and reduced student-to-teacher ratio (14:1) to promote increased and personalized interactions.

Tier I: Effective core instruction implemented by all classroom teachers for all students

- Structured English immersion for students identified as ELLs
- General classroom setting - Core classroom instruction and scheduling is used
- Flexible grade-level small group differentiation based on ongoing assessment data
- All interventions are proactive and preventative in nature
- General hetero- and/or homogeneous groups are suitable
- Daily schedule provides adequate time to implement strategies
- Scheduled blocks for academic intervention for any student who may be struggling

Tier II: Assessment and placement as per data implemented by Education Associates, and Classroom Teachers with direct/indirect consult from ESOL/Bilingual teachers

Supplements to the Curriculum:

1) Fluency: Foundations, Wilson, and Just Words

2) Comprehension: Storytown Strategic Intervention Kits/ELL Kits, guided reading, explicit modeling of strategies and skills

3) Math: Math Navigator, *focusMATH*, small groups

- Setting can be push-in or pull-out
- The student's response to support is rapid as it is intended to be short-term
- All interventions are proactive and preventative in nature
- Non-responders (did not respond to Tier 1 intervention)
- Flexible grade-level small group differentiation based on ongoing assessment data
- Higher intensity of support or additional blocks of instruction may be required for students who may be struggling or "not responding" to Tier 1 interventions

Tier III: ELL students who have not responded to Tier 2 interventions; small group instruction led by ESOL teachers

- Setting is usually pull-out but can be designed depending on student needs
- The exit and entrance into Tier III is assessment based and support will consist of an increase in intensity, duration and/or frequency
- Supplementary instruction is used in addition to core classroom instruction
- Same or similar curriculum resources with ELL extensions and supports so students have access to same content, just modified to support linguistic achievement
- Students who are not making sufficient gains may be considered for referral for further evaluation

As with all students, ELLs will be assessed continuously to determine academic and linguistic progress. All ELL students will take the LAS Links assessment each year in the spring as an annual measure of student progress and proficiency. SCSE may also administer the LAS Links during the school year as a benchmark measure of proficiency progress. The benchmark results will be used to inform and direct interventions, services, and daily instruction. ELLs will also participate in Connecticut's annual Smarter Balanced Assessments. As these tests are new to Connecticut, the state will be developing and refining

⁴³ State Education Resource Center. (2010). *Administrative resource handbook for coordinators of programs for English language learners in Connecticut's public schools*. Retrieved from www.sde.ct.gov/sde/lib/sde/pdf/curriculum/bilingual/ell_admin_resource_handbook.pdf

accessibility and accommodations, such as translations or modified text. As SCSE grows to include students who are eligible for these exams, the school will be vigilant of all regulations and accommodations pertaining to accessibility for ELLs. In addition to state tests, ELLs will also be assessed with informal observations and interviews, curriculum-based assessments, internally developed measures, and the DRA-2 to measure academic progress. As with all students, ELLs will be assessed frequently, and teachers will analyze data and its implications weekly to adjust and inform classroom instruction and flexible groupings. Based on outcomes from these multiple measures, SCSE will ensure that students receive the resources and interventions they need for achievement and place students into one of the three tiers accordingly.

In accordance with CSDE's requirements, students must achieve the following linguistic and academic criteria in order to exit from services:

1. An overall LAS Links Level 4 or 5
2. End of year grade level performance on the DRA-2
 - a. K=Level 4
 - b. Grade 1 = Level 18
 - c. Grade 2 = Level 28 Nonfiction selection
 - d. Grades 3-8 = Smarter Balanced Assessments exit criteria to be determined by CSDE

For students who successfully meet the criteria for declassification (ELL exits), SCSE will inform parents, the district and the state. The district will communicate with Title III Directors. All ELL exit students will continue to be monitored for an additional three years to ensure the student is making adequate progress throughout the year, and from year to year.

SCSE will utilize Connecticut's SRBI framework for all students by delivering instruction within the three tiers. SCSE is cognizant that ELL qualification does not equate to the need for special education services. However, as for all students, some of the strategies employed to develop proficiency with foundational listening, speaking, reading and writing skills will be similar. As a school that enrolls students at an early age when intervention measures can be employed at the beginning of students' academic tenure, the school anticipates that the needs of most ELL scholars will be met through Tier 1 core instruction. For students who require higher tiers of intervention (Tiers 2 and 3), SCSE will provide the appropriate supplemental curriculum materials, resources, and strategies for flexible differentiated individual and small group instruction targeting students' specific needs. The materials and strategies that SCSE intends to employ have been field tested by its model school, and helped to propel BCSE to become a 2012 National Blue Ribbon School, where ELL scholars have made AYP and met Annual Measurement Achievement Outcomes (AMAO) targets every year in accordance with Title III regulations. As with SCSE's special education scholars, here again, the programs for ELLs - that is effective identification and implementation of curriculum support, individualized education, and building partnerships with stakeholders - are aligned with mission and core philosophies that all students can achieve high expectations with appropriate support, resources, learning environment.

b. Present a comprehensive plan that addresses the proposed school's methods and strategies for identifying and serving ELL students, administering the mandated annual Language Assessment Scale Links assessment and how students will exit from the program. In addition, present how data will be used to inform instruction and how the school will monitor the continued progress of exited ELL students.

Stamford Charter School for Excellence shall serve all English Language Learners using structured English language immersion and use CSDE's guiding documents, particularly the *Administrative Resource Handbook for Coordinators of Programs for English Language Learners in Connecticut's Public Schools*, released by the State Education Resource Center (RESC) of the CSDE, to ensure all programs to state and federal requirements. SCSE shall comply with all applicable laws including Title VI of the federal Civil Rights Act of 1964 and the federal Equal Educational Opportunities Act of 1974.

Identifying ELL Students

Unless a student enrolls at the school having previously been identified as an ALL, SCSE will identify students in three general steps:

1. Preliminary Assessment of Dominant Language – Home Language Survey

During the annual enrollment period, every student and family will be asked to complete a survey, which is designed to identify students who may have limited English proficiency.

2. Final Determination of Dominant Language – Interview, observations, and possible assessment

If, based on the Home Language Survey, it is determined that the student's native language or the home language is other than English, then appropriate school staff or hired translators will conduct an informal interview in the student's native language and/or English. If the interviewer determines that the student speaks no English, that pupil will be classified as an ELL student, and the pupil will be tested using the Language Assessment Scales (LAS Links). In order to qualify as an ELL, students must demonstrate both linguistic and academic challenges.

3. Determination of English Language Proficiency – Interview, LAS Links, Observations, Review of Academic History

For students whose dominant language is not English, ELL eligibility will be based on three indicators: Proficiency interview, English Language Proficiency Test (LAS Links), and consideration of state test scores and previous academic records, if applicable. (If a student was administered the LAS Links in step 2, those test scores will be used to determine a student's level of English proficiency.) A more formal, diagnostic interview will be conducted to determine a student's level of English language development. Additionally, a student's previous academic records, if such exists, may be reviewed to include previous state test scores and grade-level classroom performance. Teachers/administrators may also conduct observations of students focusing on the quality of interactions with English-speaking peers and staff.

ELL students at SCSE will not be regarded as needing special education services because of their lack of English proficiency. Parents whose English proficiency is limited will receive notices and information from the school in their native language to encourage the participation of all parents, regardless of their home language, in the SCSE community.

Teachers at SCSE will receive training on educating ELL students and will be responsible for observing each student throughout the day with an eye toward detecting limited English proficiency. Any student suspected of having limited English proficiency will be tested using the LAS Links to determine if and what level of services, if any, are necessary. If the student speaks a language other than English and the student speaks little or no English, then the school should administer the LAS Links. A score below the designated cut score for the child determines eligibility for ESL services.

Stamford Charter School for Excellence will educate ELL students following a model of structured English language immersion. SCSE will provide all needed staff and specialized curricular materials to enable ELL students to achieve proficiency. A staff member with expertise in providing services for ELL students will be employed at SCSE to monitor ELL student progress and ensure that classroom teachers have the tools to provide adequate instruction to ensure student success. A designated ELL staff member will meet regularly with grade level teams to discuss strategies, interventions and specific students. Staff members trained in providing services for ELL students will also lead push-in and pull-out instruction in each classroom with the goal of succeeding in a structured immersion setting as discussed below. SCSE may also directly provide or make referrals to appropriate support services which may be needed by ELL students in order to achieve and maintain a satisfactory level of academic performance.

ELL students will receive the same academic content as those students who are native English speakers. All instruction will be in English, however, the level of English used for instruction - both verbal and written - will be modified appropriately for any ELL student. ELL students will not be discouraged from continuing to use their primary language while learning English at school. The reading curriculum, Harcourt *Storytown*, has been proven highly effective in educating ELL students. The school's daily class schedule includes blocks of time that will be used for more intensive English language instruction for ELL students (as well as for other individualized support for students with different needs). Stamford Charter School for Excellence will be prepared to address the needs of students who are struggling with the structured English immersion program by providing, if it is determined to be the best course of action, ESL pull-out instruction and/or assignment to an educational associate or teacher who speaks that child's non-English language.

Teachers, especially those of early grade levels when foundational skills are taught, will receive ongoing professional development training on teaching strategies and learning modalities of students designated as ELLs by qualified staff. The school will also seek to participate in training resources and workshops at the district and state levels for additional support.

Classroom strategies for intervention include the following:

Vocabulary and language development- Teachers introduce new concepts by discussing vocabulary words key to that concept. Exploring specific academic terms like algorithm starts a sequence of lessons on larger math concepts and builds the student's background knowledge.

Guided interaction- Teachers structure lessons so students work together to understand what they read—

by listening, speaking, reading, and writing collaboratively about the academic concepts in the text. **Metacognition and authentic assessment-** Rather than having students simply memorize information, teachers model and explicitly teach thinking skills (metacognition) crucial to learning new concepts. Research shows that metacognition is a critical skill for learning a second language and a skill used by highly proficient readers of any language. With authentic assessments, teachers use a variety of activities to check students' understanding, acknowledging that students learning a second language need a variety of ways to demonstrate their understanding of concepts that are not wholly reliant on advanced language skills.

Explicit instruction- Direct teaching of concepts, academic language, and reading comprehension strategies needed to complete classroom tasks.

Meaning-based context and universal themes- referring to taking something meaningful from the students' everyday lives and using it as a springboard to interest them in academic concepts. Research shows that when students are interested in something and can connect it to their lives or cultural backgrounds they are more highly motivated and learn at a better rate.

Modeling, graphic organizers, and visuals- The use of a variety of visual aids, including pictures, diagrams, and charts, helps all students—and especially ELL students—easily recognize essential information and its relationship to supporting ideas. Visuals make both the language and the content more accessible to students.

All facilities deemed necessary, such as a pull-out space, by the school for the proper instruction of English Language Learners will be utilized by appropriate staff members.

Structured English Immersion is based on the theory that children learn a second language best when they are integrated with other children who speak that language with native-speaker ability. The Structured English Immersion model requires daily English Language Development (ELD). ELD is a type of instruction that has as its orientation in the teaching of English language skills to students who are in the process of learning English. It is distinguished from other types of instruction in that the content of ELD emphasizes the English language itself. ELD instruction focuses on phonology (pronunciation - the sound system of a language), morphology (the internal structure and forms of words), syntax (English word order rules), lexicon (vocabulary), and semantics (how to use English in different situations and contexts). ELD is foundational for English language acquisition work, since listening, speaking, reading, and writing tasks conducted in English are considerably more difficult in the absence of knowledge about how English operates.

Any students identified and receiving educational services as ELL students who have reached proficiency in English according to their results on the LAS Links, or other appropriate exams, will be deemed no longer in need of ELL services. Students will not be exited from the ELL program unless they can read, write and comprehend English well enough to participate meaningfully in the school's program. The LAS Links will be administered annually to each student identified as an ELL, and may be administered periodically throughout the year for progress monitoring.

Stamford Charter School for Excellence will maintain specific efforts to attract and retain a comparable or greater enrollment of limited English proficient students when compared to the enrollment figures for such students in the Stamford region by including translated applications that will be posted on the school's website and translated documents posted throughout local businesses, churches and day care centers. The structured English immersion program will assist in retaining our ELL population because students' needs will be addressed throughout the academic day, not requiring their families to seek other academic opportunities.

Stamford Charter School for Excellence also assures that:

- ELL students will not be excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction;
- ELL students will not be regarded as needing special education services because of their lack of English proficiency,
- Parents or guardians whose English proficiency is limited will receive notices and information from the school in their native language,
- All students, regardless of language proficiency, will be provided the necessary curriculum and instruction to allow them to achieve to the high standards set for all students in the school, and
- A staff member who is certified or licensed to provide services for ELL students will be employed at all times.

- c. Describe the manner in which the proposed school will ensure that it provides parents and guardians of ELL students' report cards and progress reports in the same manner and with the same frequency as general education reporting.*

Based on the *Home Language Survey*, Stamford Charter School for Excellence will know which students come from homes in which languages other than English are primarily spoken. SCSE will incorporate several strategies for communicating with parents in the community who are not English proficient by utilizing an inclusive model in all day-to-day activities. For example, any school communication with the parents shall be in the language the parents best understand or otherwise authorize. Translated forms and documents will be distributed by mail and posted on the school website. SCSE will ask one of its bilingual teachers, a fellow parent who speaks the same language, a family member, a community volunteer, or, if all other measures are exhausted, a paid translation organization, to provide clear communication with the parent/guardian in the parent's native language. Public meetings, parent conferences and parent workshops will include translators on an as needed basis. Stamford Charter School for Excellence will also provide school tours and open houses with school staff or parent volunteers who will translate on an as needed basis. Student data will be reported in same manner and with same frequency as that of general education students, but SCSE will be sure to indicate availability of this information in a language the parent can understand, or will seek staff members and student family members who may be able to translate the documents directly into the native language. SCSE will seek every opportunity to ensure active and productive dialogue with ELL students on a daily basis. Parents will also be asked to participate throughout the screening and evaluation process, in the interviews and survey forms as needed, and will be regularly informed of any changes to the child's support services. Parents will receive trimester report cards, and bi-weekly data updates. Finally, speaking a language other than English should not be perceived as a stigma. SCSE will celebrate the diversity in the student body and their families by helping families feel they are part of a welcoming community, and making every possible accommodation to meet their linguistic needs. In turn, these families may one day provide voluntary translation services or act as references for the school for any incoming ELL students and their families.

- d. Present a detailed plan that addresses how the achievement needs of ELL students will be monitored and how that process will be used to evaluate the effectiveness of the program and ensure that the needs of ELL students are met.*

SCSE will periodically evaluate the effectiveness of its ELL program. The school will determine if it is successful in achieving the program's goal of helping ELL students overcome language barriers well enough and promptly enough to ensure that ELL students can participate meaningfully in the school's programs. Student's individual, cohort, and schoolwide progress will be monitored and measured against the school's high standards, benchmarks, and state standards. If SCSE finds that its ELL program is not meeting this goal, the program will be modified accordingly.

Stamford Charter School for Excellence will evaluate its success in serving ELL students in various ways, including but not limited to: testing using the LAS Links, standardized tests taken by all students, and the Smarter Balanced Assessments; teacher evaluation of each student's performance in academic content areas to measure the student's progress in core subjects; and, informal teacher observation to determine English comprehension and speaking. If the school qualifies for Title III funding, the school will also monitor if ELLs are meeting Annual Measurable Achievement Objective (AMAO) targets. If an ELL student fails to show appropriate progress in academic areas measured by these assessments and teacher assessment of classroom work, modifications to the instructional program may be made for individual students. However, if deficits are noted comprehensively for a majority of students, SCSE will determine if the gaps are due to schoolwide curriculum and strategies, and will adjust accordingly. Short-term instructional modifications will be made by the teaching staff and Principal, while more comprehensive adjustments will be made at the leadership and Board level. The Board will rely on data reports and dashboards furnished by the school's principal, ED, and Education and Accountability Committee at each Board meeting.

In addition, Stamford Charter School for Excellence will look at disaggregated data on State proficiency tests for ELL students as a group to evaluate whether these students are making progress in the acquisition of the English language as well as progress in core subjects. Linguistic and academic performance will be with that of non-ELL students. SCSE will track how many students are declassified as ELL and the number of instructional years it takes for declassification to occur. Finally, we will track our students longitudinally throughout their years at Stamford Charter School for Excellence to determine if there is significant

variation in the academic achievement of students who were once classified ELL and non-ELL students as measured by standardized assessments and non-standardized assessments.

- f. *Detail how the proposed school will meet the state bilingual education requirements and federal requirements of ELL students by including a plan for the provision of certified personnel, receipt and retention of appropriate documentation, classroom adaptations, and sufficient professional development for staff.*

SCSE is committed to providing a quality instructional program for its ELL scholars that will drive student achievement and close achievement gaps. The school will use all resources, guiding documents, and supports that are available by the district and the state to ensure that the ELL program is fully compliant with all local, state, and federal legislation and regulations. SCSE will ensure compliance with the provisions listed below:

Certified Personnel – SCSE will strive to employ at least one teacher who possesses dual certification in early childhood/elementary education and Teaching English to Speakers of Other Languages (TESOL) and/or is bilingual. Together with the Principal, this individual will act as the ELL Coordinator and assume all necessary responsibilities for consulting with teachers for effective instruction to ELLs. The Principal will be responsible for monitoring programs, student achievement, and reporting requirements. Pursuant to Connecticut's Bilingual Statute, SCSE understands its responsibility to provide a bilingual education program if 20 or more speakers of the same native language are identified as ELLs and are enrolled in the school's programs.⁴⁴ This being the case, SCSE will ensure that a teacher who is bilingual in both English and the prevailing language of the students in the class is available to provide instruction.

Documentation – The school's designated ELL Coordinator will maintain all documentation pertaining to the school's ELL students (to include assessment results, parent notifications, services and interventions, annual assessments, and academic and linguistic progress records) in a locked cabinet in a designated office with limited access only to parent and direct service and instructional providers. Upon student matriculation at the school, SCSE will request any existing documentation from the district/school/early intervention programs of previous attendance. The school will maintain strong collaborations with each of the districts of students' residence to ensure the timely receipt of all documentation that identifies students who require language support services so that they receive the appropriate services at SCSE. The school will ensure that all documentation and communication is held in strict confidence to safeguard every child's right to privacy.

Student Assessments – Unless otherwise indicated in a student's learning plan developed for all Tier 2 and 3 students, every student will be expected to participate in the school's assessment program, to include curriculum based assessments, informal classroom measures, interim benchmark assessments, diagnostic screenings, and statewide performance assessments. Connecticut is preparing to implement the Smarter Balanced assessments for the 2014-15 school year. As such, SCSE will ensure that every student is provided with the appropriate assessment, alternative measure, and/or accommodations per CSDE requirements once determined.

Classroom Adaptations – The school will be furnished with dedicated classrooms, communal space, and resource rooms to support the educational programs. SCSE will also be equipped with technology that will allow for assistive interventions, such as headphones and microphones for practice with enunciation and formation of linguistic sounds, visual cues and adaptations, as well as adaptable furniture arrangements for specific needs such as individual and small group instruction.

Professional Development – All teachers at SCSE will be provided with ongoing professional development that is differentiated to promote maximum growth for each individual. Each teacher will have a professional growth plan, with measurable goals and strategies for achievement. Additionally, each teacher will participate in 200 hours of PD each year. In addition to a one-week pre-service training for all teachers, these hours will be fulfilled by a combination of activities including coursework for advanced degrees, workshops, presentations, or building leadership capacity. Teachers will benefit from common planning periods, weekly meetings with leadership, grade level professional learning communities that include both general and ELL educators, coaching and mentoring. SCSE will also seek to collaborate with local district and support organizations such as the RESC, CSDE's State Education Resource Center, and

⁴⁴ State Education Resource Center. (2010). *Administrative resource handbook for coordinators of programs for English language learners in Connecticut's public schools*. Retrieved from www.sde.ct.gov/sde/lib/sde/pdf/curriculum/bilingual/ell_admin_resource_handbook.pdf

the English Language Learners Department of Stamford School District, as well as attendance at regional, statewide, and national conferences. ELL and bilingual teachers will work closely with general educators in training and in practice to ensure that every student receives effective support. Finally, teachers and staff will receive training on the school's RTI program, identification process, implementation strategies, reporting requirements, and test administration.

4. Admissions Policy and Criteria

- a. Describe the student admissions policy and criteria. Please include a plan for the admission lottery, explaining how the proposed school would enroll students during the year if spaces become available. If necessary, please indicate whether the proposed school is applying to the SBE for a waiver of the requirements of the enrollment lottery in accordance with C.G.S. § 10-66bb(j).*

Pursuant to the Connecticut General Statutes (C.G.S.) Section 10-15c, SCSE will maintain an open enrollment policy and shall not discriminate on the basis of race, ethnicity, sex, gender identity or expression, religion, national origin or sexual orientation. Although the school will deliberately concentrate recruitment activities to high need communities, the school does not intend to apply to the SBE for a waiver of the requirements of the enrollment lottery in accordance with C.G.S. § 10-66bb(j). SCSE will accept applications from legal guardians of all age and grade eligible students. Applications will be provided in English and Spanish, and available for translation online to the prevailing languages of the community. In the school's inaugural year, SCSE will accept applications for all new students qualifying for grades PK-1. Enrollment will be determined by lottery, pursuant to Connecticut General Statutes. In subsequent years, enrollment preference will be given to returning students and siblings of returning students in that order. The school will accept completed applications from mid-January through April 1. Applications may be submitted electronically through the school's website, or in hard copy. Once all vacancies are filled through the lottery, a waiting list will be created. Applicants who have siblings already attending the school will be given preference for any vacancies that occur during the school year. Enrollment packets will clearly articulate the documentation that must be submitted, to include appropriate proofs of identification, residency, and health records, etc.

- b. Discuss the student recruitment process and timetable to ensure effective public information to attract a diverse student body. In particular, please detail the proposed school's plan to attract, enroll, and retain students from among the following populations: students with a history of low academic performance; students who receive free or reduced-price lunches pursuant to federal law and regulations; students with a history of behavioral and social difficulties; students identified as requiring special education; and students who are English language learners.*

The recruitment, marketing, and outreach process will be staged in three phases:

1. Raising initial public interest and awareness
2. Engaging the community
3. Hosting public forums, announcements, discussions, and meetings to introduce the school's model, programs, and services to the students, families, and community members

Marketing and recruitment efforts will focus primarily within the city of Stamford, but will include a radius of approximately 15-20 miles from the city to surrounding communities.

Upon charter approval, SCSE will begin to raise public interest about the school. Starting in the spring of 2014, SCSE will commence the advertising and marketing process. Recruitment efforts will be widespread and include construction of the school's initial website and announcements in local newspapers, social media, and public outlets. Concurrently, SCSE will be formulating the Board, and recruiting key personnel, to include the, Principal, DFO, and office manager over the summer. Once key members of the leadership team and Board are appointed, SCSE will be able engage the greater community and provide spokespersons on behalf of the school's recruiting efforts. SCSE will utilize a variety of strategies to attract a diverse student body and broaden the scope and depth of recruitment effort with outreach, which may include:

- Meetings with representatives of the local and surrounding districts, as well as community-based organizations to establish a positive rapport and cultivate a collaborative relationship

- Attendance at open houses, public meetings, meet-and-greets, and presentations at various community organizations such as preschools, daycare centers, head start programs (FRPL), ESL programs for adults with school-aged children (ELLs), county health centers (FRPL), doctors' offices, libraries, family service providers (FRPL), housing associations, counseling centers and support groups (history of social/behavioral problems), tutoring groups (history of low academic performance), and places of worship (churches, mosques, temples, etc.)
- Neighborhood canvassing, especially in areas with higher concentrations of public housing developments (FRPL) and multicultural communities (ELL)
- Distribution of flyers and mailings in English, Spanish, and prevailing languages (ELL)
- Local media stations (radio and internet) that target both English and non-English speaking audiences (ELL)

Finally, SCSE will engage the community and host events such as open houses and meetings with the students, families, and community members. As community members play a critical role in the growth and development of the school, SCSE will also strive to develop lasting relationships with members and organizations within the various communities to support of the school's students and programs beyond this initial recruiting year. If possible and during subsequent years, SCSE will also elicit the support of bilingual staff members to support the recruiting efforts for families whose native language is one other than English.

SCSE proposes a program that begins with pre-kindergarten, enrolling students at approximately 3-4 years of age. Although the school's initial year of enrollment will also include grades K and 1, students of this age typically will not have extensive academic or behavioral records. Some students may have previously received early screening and interventions for academic, social, or behavioral difficulties. SCSE will continually emphasize to all families that the school's policies support open enrollment, non-discriminatory practices, and an inclusive educational model. Targeted outreach to specific populations such as families with children identified with special needs or English language learners will receive more specific information about the programs and services that SCSE has to offer. Finally, SCSE will ensure that comprehensive information is always available on the school's standing marketing materials, such as the school's website and social media pages. This will allow families to access the information at any time.

As a school of choice, SCSE recognizes that parent satisfaction is critical for retaining student enrollment. SCSE will be able maintain high levels of satisfaction through means such as excellent achievement outcomes, engagement of families, ongoing communication, individualized instruction, personalized support, and comprehensive services. Parents will not only have an active role in their child's education. They will also be given opportunities to provide feedback and participate in mobilizing school-wide efforts, for example with annual family surveys, fundraising, task forces, parent workshops, Parent Association, and Board representation. SCSE maintains high expectations for all learners, and will support each and every student and family towards attainment of success. Developing a strong partnership and relationship with families not only promotes student growth in the programs, but family growth as younger siblings enroll. Moreover, parents have the ability to attract other students and families to the school, as well as pulling organizations and resources to support the school's programs. The founding group recognizes that the school is a service organization, and embraces its responsibilities to the children, families, and community.

The following table presents an approximate timeline for recruiting and enrolling students:

Activity	Timeframe	Strategies
Phase I: Raising initial public interest and awareness	Winter/Spring 2014	Construction of the school's initial website and announcements in local newspapers, social media, and public outlets
Phase II: Engaging the community Hiring key personnel	Summer 2014-Summer 2015	• Meetings with representatives of the local and surrounding districts and community-based

	Summer 2014	<p>organizations</p> <ul style="list-style-type: none"> • Attendance at open houses, public meetings, meet-and-greets, and presentations • Neighborhood canvassing • Distribution of flyers and mailings • Local media station advertisements
Phase III: Hosting public forums, announcements, discussions, and meetings	Summer 2014-Summer 2015	Hosting open houses and meetings with potential students, families, and community members
Application submissions	January – April 2015	Online and hard copy applications will be accepted
Application Reviews	January to Mid April 2015	Applications will be reviewed to ensure potential students meet age and grade eligibility requirements
Admissions Lottery	Mid to late April 2015	If the number of qualified applicants exceeds the number of vacancies available, the school will hold a public lottery conducted by an independent third party organization
Enrollment/Orientation	April to August 2015	All enrolled students will go through an orientation process that includes the collection of any previous school records and documents, as well as a family orientation program prior to the first day of attendance
Ongoing Enrollment	August 2015 –August 2016	As vacancies occur during the school year, students on the waiting list, or new applicants if no such waiting list exists, will be admitted on a first-come, first-serve basis. Siblings of enrolled students will be

		given preference.
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- c. Describe the efforts the proposed school would make to reduce racial, ethnic and/or economic isolation. Please discuss relevant programs (e.g., curricular and extracurricular and/or student teacher recruitment), if any, the school plans to implement.*

As described in previous sections, SCSE strives to transform the educational landscape in the Stamford region such that students who have been underserved by traditional district schools – that is students with disabilities, English Language Learners, and students of color – have more equitable opportunities for success throughout and beyond their academic careers. Stamford’s achievement gap has been documented throughout this application. Section III.1a also presents data that highlights the racial/ethnic and economic isolation that prevails in the city. When compared to cities with centers within a 15 mile radius, Stamford posts higher percentages of minority, low-income (free or reduced lunch eligible), and non-English fluent populations, lower graduation rates and median household incomes than four of the five surrounding communities, lower percentages of individuals with a bachelors or higher degree than three of the five cities, and higher poverty rates than all five of its counterparts. SCSE strives to mitigate this isolation for future generations by closing the achievement gaps that are prevalent in Stamford. As the district seeks to ameliorate these achievement disparities, SCSE promises a new approach to the families through a model that is nationally recognized and field-tested, and proven highly successful for similar demographic groups.

SCSE will accomplish this goal in an inclusive program by implementing programs that deliberately individualizes instruction to meet the needs of every learner. The curriculum will provide instruction in the foundational skills necessary for success in later grades, while supporting learning on a wide spectrum of proficiency levels. Using ongoing and real-time data, teachers and support staff will identify students’ current performance levels, advance achievement in their zone of proximal development, and monitor outcomes to inform further instruction. Every child will have a personalized learning plan that provides evidence of the student’s achievements, strengths, areas in need of improvement, goals, and progress. This applies to the most accelerated learner in the class, to the most reluctant and struggling student, to the student who is learning English, and the student who has special needs. This allows teachers to uniquely tailor instruction to authentically address the learning needs of every student.

The teaching staff at SCSE will be established through widespread recruiting efforts. Although the school would optimally employ a diverse set of individuals representative of the world’s many cultures, SCSE maintains that the school will employ the most qualified candidate for each position. The school will be an equal opportunity employer, abiding by all affirmative action regulations, and providing opportunities without discrimination of race, gender, preferences, orientations, or religion.

SCSE will utilize a holistic approach to teaching students that includes instruction in the core subject areas of ELA, math, science and social studies, as well as classes in music, art, dance, physical education, and foreign language. The school is also contemplating the feasibility of providing after-school enrichment activities through partnerships with local community organizations and leveraging staff interests. Such activities might include: music, art, dance, chess, theater, girl/boy scouts, and sports. Both the holistic approach and enrichment activities provide the children with a well-rounded foundation and serves as a reference point as students embark on learning activities of broader scope. The diverse student body will be introduced to a variety of materials, activities, and experiences to expose students to a wider array of cultures, backgrounds, beliefs, and traditions. SCSE will also provide activities that broaden students’ technological skills and awareness with activities that promote global perspectives. The school uniforms help to reduce socio-economic tensions that might otherwise distract students from learning, while providing a public symbol of unity and pride. The small learning environment and reduced student-to-teacher ratios allow more frequent and personalized interactions between students and with staff members. Throughout their daily discourse, teachers will continually endorse the school’s core values, such as respect and citizenship, which exemplify SCSE’s emphasis on helping students understand that they are part of a larger community.

5. Student Discipline Policies

- a. Discuss how the proposed school would create and maintain a safe and strong learning environment.*

SCSE will cultivate a nurturing, yet highly accountable learning environment where all students will be responsible for maintaining appropriate behavior and conduct in accordance with the school’s Family Handbook, Discipline Policy, and Code of Conduct. The vision of SCSE is to produce highly motivated

and excited scholars who can read, write, communicate, compute, express themselves artistically, use technology, think analytically and critically, and conduct themselves with a strong sense of self, morality and ethics. Students will be nurtured and supported, but expected to conduct themselves in accordance with the school's high standards everyday. Students will be ambassadors representing the various facets of their lives, to include their parents, race, gender, culture, spiritual beliefs, and their school.

SCSE's approach to discipline is rooted in a belief that the learning environment is sacred. The foundation of the school is built upon the strength of relationships with all students. The school's small learning environment and reduced student-to-teacher ratios facilitate more frequent, meaningful, personalized, and thought-provoking interactions among students, and between students and staff members. Each interaction provides daily opportunities for reminders and teachable moments to help students identify, reflect on, and maintain their school conduct. Teachers will dedicate a considerable amount of time to build classroom communities and promote and expect the best of each scholar. All teachers will insist on pro-social behaviors. Scholars will be provided with guidance and direction. In addition, all classroom rules will be established and followed consistently. Daily routines and discussions will provide positive reinforcement for scholars to demonstrate appropriate behavior.

The school's young learners will be able to depend on predictability and reliability when speaking with adults of SCSE. Their relationships with staff members will create a safe open dialogue to discuss and problem-solve their various needs so that they are better equipped to deal with circumstances. They will be able to count on all adults in the building. All staff members can serve as thought-partners throughout the year in informal and scheduled meetings regarding school-wide discipline and incentives. SCSE will use the resources and intelligence of the staff to model and meet scholars' individual needs. It is not enough to simply have the students stay out of trouble. SCSE will require students to respect themselves, adults, peers, school culture, and property. SCSE requires that students actively participate in class, produce top quality work, help their classmates, come to school every day on time and prepared to learn.

As described in Section I, students will be given comprehensive support towards academic achievement aligned to RTI and SRBI practices. This includes the use of research-based practices, collective accountability, a relentless focus on continual improvement, early intervention and prevention, high quality curriculum and instruction, responsive teaching, robust assessment program for progress monitoring, and the use of ongoing real-time data analysis to drive instruction. Because SCSE will be adopting these practices universally for all students in every classroom, all SCSE scholars, in effect, will be receiving Tier I support on a daily basis. Like its model school, SCSE's instructional program will be highly individualized and based on student need.

Similarly, the school's social-emotional and behavioral supports will encompass a systematic approach that is responsive to all students' needs. The leadership team, which will include a Dean of Students by Year 4, will provide a unified vision and collaborate with personnel to establish a positive school culture that builds self-management, reflection, problem-solving, and relationship building skills. Each of these components are critical in order to promote appropriate, respectful,

SCSE will develop a common language and vocabulary to promote unification in the delivery of healthy messages. Some examples of phrases and terms that will be used to communicate clear expectations and/or directives are as follows:

Motto: Responsibility Integrity Success Etiquette Unity Pride (RISE UP!)

Values

- Respect
- Citizenship
- Teamwork
- Honesty
- College-Bound Attitude

Other key phrases and words that will be frequently used and exemplify the high expectations for behavior to establish good habits:

- Sweat the small stuff.
- Excellent behavior ensures that children are SAFE at school.
- No disruptions in the classroom. This allows teachers to teach.
- The school may be addressing behaviors that may not have been addressed before.
- Parents should expect frequent phone calls and meetings when necessary.
- For scholars that ride the bus, their school day starts when they get on the bus and vice versa.

- They must stay in their seat and behave properly.
- The school will have no tolerance for lying, theft, or cheating. It dishonors the school culture, especially if it is done to avoid punishment at home or in school.
- Scholars
- Take Pride, Take Ownership, Deliver Excellence
- Criss-cross applesauce
- Stand up tall and proud
- Sit up tall and proud
- The quiet hand gets chosen.
- Scholars don't slouch.
- All Greetings (Good morning, Good afternoon, Hello, may I help you? etc.)
- Use your polite words, or Use your kind words.
- Choices, decisions and consequences

On a daily basis, teachers engage students via recognition and awards. Values are taught, practiced, and used in class discussions to foster pro-social behaviors and healthy relationships. As thought-partners, teachers reinforce values and highlight model students through classroom recognitions, school-wide assemblies, and informal moments of praise. SCSE aims to foster thought provoking and reflective conversations that will help children: 1) Think through decisions, 2) Be aware of their choices, and 3) Recognize positive and negative consequences from the choice they made or need to make.

b. Describe the acts for which a student may be disciplined, include the consequences or range of consequences resulting from committing such acts.

At SCSE, discipline will be considered a process in which students learn to develop self-control with intrinsic motivation to succeed in a safe learning environment. The classroom teacher is typically the primary moderator for appropriate school conduct. SCSE prefers to the extent possible that behavior is managed within the classroom prior to initiating more serious consequences such as referrals to school leaders, detentions, and suspension. Disruptions are prevented through effective communication, strategic prevention, positive interventions and reinforcements, visual/verbal reminders for students to remain on task, and consistent engagement of students. The following is a list of examples for how a classroom teacher might effectively manage and moderate inappropriate behaviors (in no particular order):

- Anecdotal record of student's behavior by the teacher
- Private thought-provoking conversations with student about undesired behaviors with teacher, Principal, or Dean of Students
- Use of interventions
- Development of behavior modification plan for student and/or change of intervention
- Contact with student's parent by phone or note
- Schedule formal parent-teacher conference/intervention review
- Request meeting with the parent-teacher-Dean/Principal
- Additional referral to Dean/Social Worker/Special Education Team
- Detention
- Request formal evaluation with review of anecdotal records as evidence of previous intervention
 - methods used
- In-house suspension and out of school suspension
- Possible expulsion, depending on severity of infraction/s

All disciplinary infractions will be reviewed on a case-by-case basis. Implementation of appropriate interventions and disciplinary responses take into account several factors including age and maturity of student, and the nature, severity, and frequency of the misconduct. As safety is the paramount, SCSE will prioritize the restoration of order and preservation of the safety of all students.

Upon approval, SCSE will develop, revise, and finalize its written policies for the Family Handbook, Discipline Code, and Code of Conduct. SCSE's policies will reflect the school's high expectations for school conduct with complete transparency. The school will establish a clear, coherent, and logical progression of interventions and the range of possible disciplinary and other responses, as well as how students/families can appeal decisions. It will also include a description of students' roles and responsibilities for maintaining a safe and productive learning environment.

SCSE will be guided by the Stamford Board of Education’s (BOE) *Policy and Regulations Manual* (specifically Regulations 5131 and 5131-R, as it relates to student conduct and discipline)⁴⁵, Stamford School District’s *Policy Guide for Families*⁴⁶, SCSE’s model school’s Family Handbook and policies (including New York City Department of Education’s *Citywide Standards of Intervention and Discipline Measures*, which is used as a guideline for school-wide discipline)⁴⁷, CSDE’s *Guidelines for In-School and Out-of-School Suspensions*⁴⁸, and all local, state, and federal regulations that define the appropriate behavior and disciplinary measures for students enrolled in a Connecticut public school. These policies will be subject to approval by the school’s Board, as well as the Board of Education of the local district and state. The following present an amalgamation of these documents.

SCSE will have five progressive infraction levels, each containing options for interventions and a maximum range of potential disciplinary responses that may be imposed by a staff member or school leader. The five levels are shown below:

Progressive Infraction Levels ⁴⁹	
Level 1	Uncooperative/Noncompliant Behavior
Level 2	Disorderly Behavior
Level 3	Disruptive Behavior
Level 4	Aggressive or Injurious/Harmful Behavior
Level 5	Seriously Dangerous or Violent Behavior

It should be noted that these infractions are not all inclusive. Additionally, depending on the nature and severity of the infraction, SCSE may need to contact local law enforcement or other community-based organizations for support.

The Discipline Code will contain graduated accountability measures for repeated misbehaviors. More severe measures will be imposed on students who demonstrate a pattern of persistent misconduct. Whenever possible, SCSE will exhaust less severe disciplinary responses and interventions before escalating to those that are more serious. The following table represents a range of prevention and intervention strategies and support services for students during or after school.

Types of Guidance Interventions ⁵⁰	
Parent Outreach: School staff should keep parents informed of their child’s behavior and enlist parents as partners in addressing areas of concern. Outreach to parents can include, but is not limited to, a phone call and/or written communication.	Short-Term Behavioral Progress Reports: Teachers and/or principals may send behavioral progress reports to parents on a regular basis until they feel that the student is in control of his/her behavior and working in the classroom successfully.

⁴⁵ Stamford Board of Education. (2000). *Policy and regulations manual*. Retrieved from http://www.stamfordpublicschools.org/sites/stamfordps/files/file/file/5000-students_-_september_2012.pdf

⁴⁶ Stamford Public Schools. (2013). *2013-2014 Policy guide for families*. Retrieved from http://www.stamfordpublicschools.org/sites/stamfordps/files/file/file/2013-2014_policy_guide_9-3-13_2.pdf

⁴⁷ New York City Department of Education. (2013). *Citywide standards of intervention and discipline measures*. Retrieved from <http://schools.nyc.gov/NR/rdonlyres/188AF3E2-F12B-4754-8471-F2EFB344AE2B/0/DiscCodebooklet2013final.pdf>

⁴⁸ Connecticut State Department of Education. (2010). *Guidelines for in-school and out-of-school suspensions*. Retrieved from http://www.sde.ct.gov/sde/lib/sde/pdf/pressroom/In_School_Suspension_Guidance.pdf

⁴⁹ New York City Department of Education. (2013). *Citywide standards of intervention and discipline measures*. Retrieved from <http://schools.nyc.gov/NR/rdonlyres/188AF3E2-F12B-4754-8471-F2EFB344AE2B/0/DiscCodebooklet2013final.pdf>

⁵⁰ New York City Department of Education. (2013). *Citywide standards of intervention and discipline measures*. Retrieved from <http://schools.nyc.gov/NR/rdonlyres/188AF3E2-F12B-4754-8471-F2EFB344AE2B/0/DiscCodebooklet2013final.pdf>

<p>Guidance Conference: Principals and teachers may request a guidance conference with the student and, where appropriate, with the parent. The purpose of the conference is to review the behavior, find solutions to the problem and address academic, personal and social issues that might have caused or contributed to the behavior.</p>	<p>Development of Individual Behavior Contract: The student meets with teachers to create a written contract that includes objectives and the specific performance tasks that the student will accomplish to meet those objectives. The contract is signed by the student and teacher and, where appropriate, by the parent.</p>
<p>Intervention by Counseling Staff: Where available, school-based counseling personnel and/or School-Based Mental Health programs offer a wide range of comprehensive and confidential mental health services and interventions including, but not limited to: assessments, individual, group and family therapy, teacher consultations and educational strategies for parents and staff.</p>	<p>Referral to PPT (Pupil Personnel Team): Pupil Personnel Teams are school-based teams that utilize a multidisciplinary approach to encourage student success through prevention and intervention strategies and supports. A case manager is identified for each student referral so that an individualized plan can be created to help students overcome their academic and/or socio-emotional difficulties.</p>
<p>Referral to a Community Based Organization (CBO): Students may be referred to a community-based organization for a wide range of services including after-school programming, individual or group counseling, leadership development, conflict resolution and tutoring.</p>	<p>Referral to Appropriate Substance Abuse Counseling Services: In the case where a student is presenting problems with substance abuse, including the use, possession or distribution of illegal drugs, drug paraphernalia, and/or alcohol, referrals should be made to counseling services that are either inside the school or through an outside community-based organization.</p>
<p>Individual/Group Counseling: Counseling provides students with an outlet to share issues in privacy that may be negatively impacting their attendance, behavior, and/or academic success. Students discuss and formulate goals, and learn problem-solving strategies that will enable them to overcome a variety of personal challenges. Counselors will conference with parents on a regular basis to discuss the student's academic and personal progress.</p>	<p>Community Service (with Parental Consent): Students may be provided with community service opportunities so that they gain a greater appreciation of their school neighborhoods and develop skills to become positive social change agents. Community service can help students occupy their time with positive activities, avoid negative behavior and learn the value of service to others.</p>
<p>Mentoring Program: A mentoring program matches a mentor who may be a counselor, teacher, student and/or leader with a protégé. The object of this relationship is to help the protégé in his/her</p>	<p>Mentor/Coach: Assignment of a trained school staff member to provide transition support for a student returning from a Superintendent's Suspension or from a prolonged absence.</p>

personal, academic and social development.	
<p>Referral to Counseling Services for Bias-Based Bullying, Intimidation or Harassment: When a student or group of students engages in bias-based bullying, intimidation or harassment of another student or group of students, both the victim and the student who engages in this behavior should be referred to separate appropriate counseling, support and education services provided by school staff or a community-based agency. Neither mediation nor conflict resolution are, under any circumstances, appropriate interventions for bias-based bullying, intimidation or harassment.</p>	<p>Referral to Counseling Services for Youth Relationship Abuse or Sexual Violence: When one person uses a pattern of threatened or actual physical, sexual, and/or emotional abuse to control a dating partner, the school should refer both the victim and the student who engages in this behavior to separate appropriate school or community-based agencies for counseling, support, and education. Neither mediation nor conflict resolution are, under any circumstances, appropriate interventions for suspected relationship abuse</p>

Whenever appropriate, SCSE will utilize a restorative approach as a prevention and intervention measure. These strategies are helpful for several reasons that include fostering positive communication and relationships, conflict resolution, addressing underlying factors, building resiliency, and accountability. Types of restorative approaches include a Circle Process, Collaborative Negotiation, Peer Mediation, and a Formal Restorative Conference.

Finally, the following table presents a sample list of infractions, interventions, and Disciplinary Responses⁵¹:

Infractions	Guidance Interventions	Range of Possible Disciplinary Responses
Level 1: Uncooperative/Noncompliant Behavior		
<ul style="list-style-type: none"> • Unexcused absence • Out of school uniform • Being late for school • Bringing prohibited equipment or items to school without authorization • Failing to be in one's assigned place on school premises • Disruptive noise • Verbally rude or disrespectful behavior • Wearing unsafe, disruptive clothing, headgear, etc. • Posting or distributing material on school premises in violation 	<ul style="list-style-type: none"> • Parent outreach • Intervention by counseling staff • Guidance conference • Restorative approaches • PBIS • Individual/group counseling • Peer mediation • Mentoring program • Conflict resolution • Individual contract • S/T behavioral progress report • Referral to Pupil Personnel Team (PPT) 	<ul style="list-style-type: none"> A. Admonishment by staff B. Student/teacher conference C. Reprimand by supervisor D. Parent conference E. In-school disciplinary action F. Removal from classroom

⁵¹ New York City Department of Education. (2013). *Citywide standards of intervention and discipline measures*. Retrieved from <http://schools.nyc.gov/NR/rdonlyres/188AF3E2-F12B-4754-8471-F2EFB344AE2B/0/DiscCodebooklet2013final.pdf>

<ul style="list-style-type: none"> of written Department of Education policy and/or school rules (A-E only) Using school computers, fax machines, telephones or other electronic equipment or devices without appropriate permission (A-E only) 	<ul style="list-style-type: none"> Community service Functional Behavioral Assessment or Behavioral Intervention Plan (FBA or BIP) 	
<p>Level 2: Disorderly Behavior</p>		
<ul style="list-style-type: none"> Smoking, possession of lighters, matches, etc. (A-D only) Gambling Using profane, obscene, vulgar, lewd language, gestures, or behavior Lying to, giving false information to, misleading school personnel Engaging in or causing disruptive behavior on school bus Leaving class or premises without permission Engaging in inappropriate or unwanted physical contact, touching someone in private part of body Violating Internet Policy Engaging in scholastic dishonesty, which includes: cheating, plagiarizing, and colluding Inappropriate use of technology 	<ul style="list-style-type: none"> Parent outreach Intervention by counseling staff Guidance conference(s) Restorative approaches PBIS Individual/group counseling Peer mediation Mentoring program Conflict resolution Development of individual behavior contract Short-term behavioral progress report Referral to PPT Community services Referral to CBO Referral to appropriate substance abuse counseling services Referral to services for youth relationship abuse or sexual violence FBA/BIP 	<ul style="list-style-type: none"> A. Admonishment by staff B. Student/teacher conference C. Reprimand by supervisor D. Parent conference E. In-school disciplinary action F. Removal from classroom
<p>Level 3: Disruptive Behavior</p>		
<ul style="list-style-type: none"> Defying or disobeying lawful authority or directive of school personnel Using slurs based on actual or perceived race, ethnicity, color, nationality, citizenship, weight, religion, gender (identity and expression), sexual orientation, or disability Shoving, pushing, engaging in minor altercation or similarly 	<ul style="list-style-type: none"> Parent outreach Intervention by counseling staff Guidance conference(s) Restorative approaches PBIS Individual/group counseling Peer mediation Mentoring program Conflict resolution Development of individual 	<ul style="list-style-type: none"> A. Admonishment by staff B. Student/teacher conference C. Reprimand by supervisor D. Parent conference E. In-school disciplinary action F. Removal from classroom G. Principal's suspension

<p>confrontational behavior, throwing objects, spitting on others</p> <ul style="list-style-type: none"> • Bringing unauthorized persons to school or allowing them to enter • Tampering, changing, altering record or document of school • Inappropriate or unwanted physical contact, touching private part of body • Gang-related behavior • Vandalism, graffiti, or intentional damage to property • Posting or distributing libelous material or literature 	<p>behavior contract</p> <ul style="list-style-type: none"> • Short-term behavioral progress report • Referral to PPT • Community services • Referral to CBO • Referral to appropriate substance abuse counseling services • Referral to services for youth relationship abuse or sexual violence • FBA/BIP 	<p>for 1-5 days</p> <p>H. Superintendent's suspension that results in immediate reinstatement</p> <p>I. Superintendent's suspension with fixed continuous period of 6-10 days</p>
<p>Level 4: Aggressive or Injurious /Harmful Behavior</p>		
<ul style="list-style-type: none"> • Posting, distributing, displaying, or sharing material containing threats of violence, injury, harm, depicting violent actions against, or obscene, vulgar, or lewd pictures of students or staff (D-I only) • Physically aggressive behavior (not minor) with risk of injury or harm • Coercion or threatening or instigating violence, injury or harm • School bus behavior posing substantial risk of injury • Harassing, intimidating, bullying behavior • Sexually aggressive comments, innuendos, propositions, engaging in nonverbal or physical conduct of sexual nature • Possessing controlled substances or prescription medications without appropriate authorization, illegal drugs, alcohol, etc. • Taking or attempting to take 	<ul style="list-style-type: none"> • Parent outreach • Intervention by counseling staff • Guidance conference(s) • Restorative approaches • PBIS • Individual/group counseling • Peer mediation • Mentoring program • Conflict resolution • Development of individual behavior contract • Short-term behavioral progress report • Referral to PPT • Community services • Referral to CBO • Referral to appropriate substance abuse counseling services • Referral to services for youth relationship abuse or sexual violence • FBA/BIP 	<p>A. Admonishment by staff</p> <p>B. Student/teacher conference</p> <p>C. Reprimand by supervisor</p> <p>D. Parent conference</p> <p>E. In-school disciplinary action</p> <p>F. Removal from classroom</p> <p>G. Principal's' suspension for 1-5 days</p> <p>H. Superintendent's suspension that results in immediate reinstatement</p> <p>I. Superintendent's suspension with fixed continuous period of 6-10 days</p> <p>J. Superintendent's suspension that results in extended suspension for 30-90 days with automatic review for early reinstatement after 30 or 60 school days</p>

<p>property belonging to another or the school</p> <ul style="list-style-type: none"> • Falsely activating fire or other disaster alarm • Making a bomb threat • Creating substantial risk of serious injury • Causing serious injury • Inciting a riot • Possessing or selling any weapons 		
<p>Level 5: Seriously Dangerous or Violent Behavior</p>		
<ul style="list-style-type: none"> • Starting a fire • Threatening to or using force to take or attempt to take other's property • Using force or inflicting serious injury upon students, personnel, or school agents • Group violence • Gang-related behavior • Physical sexual aggression, forcing another to engage • Selling or distributing illegal drugs or controlled substances or alcohol • Possessing, selling, using, or threatening with any weapon • 	<ul style="list-style-type: none"> • Parent outreach • Intervention by counseling staff • Guidance conference(s) • Restorative approaches • PBIS • Individual/group counseling • Peer mediation • Mentoring program • Conflict resolution • Development of individual behavior contract • Short-term behavioral progress report • Referral to PPT • Community services • Referral to CBO • Referral to appropriate substance abuse counseling services • Referral to services for youth relationship abuse or sexual violence • FBA/BIP 	<ul style="list-style-type: none"> A. Admonishment by staff B. Student/teacher conference C. Reprimand by supervisor D. Parent conference E. In-school disciplinary action F. Removal from classroom G. Principal's suspension for 1-5 days H. Superintendent's suspension that results in immediate reinstatement I. Superintendent's suspension with fixed continuous period of 6-10 days J. Superintendent's suspension that results in extended suspension for 30-90 days with automatic review for early reinstatement after 30 or 60 school days K. Superintendent's suspension that results in one year suspension and assignment to alternative program with automatic review for reinstatement after 6

		<p>months L. Same as K, except without opportunity for reinstatement</p>
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Once finalized and Board (SCSE, district, and state) approved, the Family Handbook, Discipline Code, and Code of Conduct will be distributed to every family upon enrollment, available to all staff members, and will incorporate the rules and expectations for proper behavior, the resultant consequences to any infractions to the code, descriptions of due process, and student/parental rights.

c. Describe the proposed school’s policies regarding student expulsion and suspension (in- and out-of-school) for both general education and students identified as special education, and the educational alternatives available to students who are expelled or suspended. In addition, please include the due process procedures the school would follow in applying the discipline policy for all students, including students identified as eligible for special education.

SCSE will support a fully inclusive environment and, as such, will expect all students to conduct themselves in a safe and appropriate manner. Suspensions and expulsions will serve as last resort options for disciplinary actions. SCSE will avoid removing students from the classroom environment whenever possible, and exhaust all other intervention measures unless the child has demonstrated conduct that immediately threatens the safety of the students, staff, property, and other members of the school community (Level 3 or above). This includes, but is not limited to: endangering the safety of others; serious disruptions that impede the school’s operation; assault against fellow students, staff, or other members of the school community; felony convictions; possession of a weapon or illegal substance; sexual, racial, or otherwise harassment of a fellow student, staff member or other school community member; committing or threatening to commit physical, sexual, or injurious harm; gang-related behavior; or a longitudinal history of committing such acts. SCSE will review all infractions on a case-by-case basis and respond in accordance with the interventions and disciplinary actions as determined in the school’s approved discipline policy and all related laws and statutes to preserve the safety of the school community and restore order. Considerations on each matter will take into account the child’s age and developmental level, the intent of the action, and nature, severity, and frequency of misconduct.

Unless conditions exist that will not allow it, in-school suspensions will be served on school grounds. The Dean, Principal, or designee will use his/her discretion regarding the location and duration of the suspension. S/he will determine if the student can remain on school grounds safely for all individuals and school property, or if the misconduct warrants that the child be removed from school grounds during the time of suspension. The decision will be based on weighing the evidence and reviewing mitigating factors. The Principal, Dean of Students, or designee thereof, has the right to invoke suspension for a period of up to 10 days with or without recommendation for expulsion, or in-school suspension for up to 5 days. Except in an emergency situation, prior to making this decision, the principal, Dean, or designee will provide oral notice of the charge(s), provide an explanation of the evidence if the child denies the charge(s), and gives the child an opportunity to explain the situation (2013, p. 23)⁵². The parent/guardian will also be notified, and SCSE will take all appropriate measures pursuant to school policies for provisions of continued instruction during the period of suspension.

All students and families will have the right to due process and a formal hearing as a part of the disciplinary process. Students will be immediately notified of the charge and potential evidence. Parents will be contacted by phone if possible, and in writing within 24 hours. The school will set a date for the hearing, and parents will be notified in writing within a reasonable timeframe. After the hearing, the Principal will issue a written decision within 24 hours. Parents may appeal the decision through a hearing with the Board.

In cases where conduct could potentially lead to a suspension of more than 10 days or a recommendation for expulsion, particularly for a student with disabilities, the PPT, parent included, will convene to determine if the cause of the behavior is directly related to the student’s disability. Such student may be suspended for up to 10 days pending determination. If the misconduct is not a direct result of the

⁵² Stamford Public Schools. (2013). *2013-2014 Policy guide for families*. Retrieved from http://www.stamfordpublicschools.org/sites/stamfordps/files/file/file/2013-2014_policy_guide_9-3-13_2.pdf

disability, or if the student has not been classified as disabled, the school may proceed with a recommendation for expulsion, and the student will receive an alternative educational plan in accordance with the IEP. For the nondisabled student, SCSE will coordinate with the local district to identify an alternative setting pending a formal hearing. If the misconduct is directly related to a disability, the PPT shall revise the student's IEP to prevent recurrence and ensure the safety of the other students and staff. If a parent requests a due process hearing, the student will remain in his/her interim placement pending the decision from the hearing and any subsequent judicial review. Students with disabilities may be assigned to a temporary alternative educational site for no more than 45 school days if the conduct involved sale or distribution of drugs or possession of a weapon. The temporary placement will be determined by the PPT. The PPT may also refer to the District Department Head for Special Education or request a meeting with a representative from the Special Education Office of the district (2013, p. 26)⁵³.

In accordance with CSDE's recommendations (2010, p. 14)⁵⁴, in-school suspensions will take into consideration the following:

- Staffing of the in-school suspension setting, including academic credentials and qualifications of instructional and administrative personnel;
- Grouping of students by grade level and academic needs;
- Physical location of the in-school suspension setting;
- Instructional content and assignment of classroom work; and
- Teaching social skills, positive behavior and improved decision making.

For students whose conduct warrants a long-term out-of-school suspension or expulsion, SCSE will convene with the host district to determine an alternative educational placement.

In the case of students with disabilities whose misconduct is not a manifestation of the child's disability, s/he will be disciplined in the same manner and duration as his/her nondisabled peers. In accordance with FAPE (Free and Appropriate Public Education) regulations and CSDE's guidelines, in-school suspensions will not count toward days of suspension provided that the student is able to: continue to participate in the general curriculum, continue to receive services as delineated on his/her IEP, and continue to participate in activities with nondisabled peers to the extent that s/he would have access in his/her regular instructional placement. If the misconduct is a direct reflection of an identified or suspected disability, SCSE will refer to the student's IEP, 504 plan, and/or Behavioral Intervention Plan (BIP) and the PPT for guidance. A manifestation determination must be conducted for expulsion or suspension for more than 10 consecutive school days, removal to special circumstances, and any other change in placement. SCSE will conduct a Functional Behavior Assessment (FBA) and implement a Behavioral Intervention Plan (BIP), or review and modify the BIP if one already exists. SCSE will ensure compliance with all federal, state, and local statutes, students' IEPs, 504 plans, and recommendations of the PPT to provide responsive discipline for students with disabilities, to include decisions pertaining to any suspensions and/or expulsions.

SCSE will maintain written records of all infractions, particularly suspensions and expulsions. In cases where a student's IEP includes a Behavior Intervention Plan (BIP), the student is disciplined in accordance to the BIP. The School coordinates with the CSE of the student's district of residence in cases if, for example, the infractions would mandate a suspension of 10 or more days, if there is cause to consider changes to a student's IEP/BIP, or if the infraction requires the provision of services during the student's removal for such offenses as drug or weapons charges. Parents are provided with the Procedural Safeguards, which inform the parents of their right to due process.

6. Human Resource Policies

- a. *Describe the criteria and standards to be followed in the hiring and dismissal process of teachers, administrators and other school staff. In addition, please provide a sample job description for a teacher and a principal.*

SCSE will establish a rigorous recruitment, screening, and selection process to ensure the appointment of highly qualified and passionate professionals who are deeply committed to the school's mission, vision, and philosophy of promoting excellence and providing equitable opportunities for all learners. The leadership team will be comprised of a Principal, Academic Dean/Dean of Students and a Director of

⁵³ Stamford Public Schools. (2013). *2013-2014 Policy guide for families*. Retrieved from

http://www.stamfordpublicschools.org/sites/stamfordps/files/file/file/2013-2014_policy_guide_9-3-13_2.pdf

⁵⁴ Connecticut State Department of Education. (2010). *Guidelines for in-school and out-of-school suspensions*. Retrieved from http://www.sde.ct.gov/sde/lib/sde/pdf/pressroom/In_School_Suspension_Guidance.pdf

Finance and Operations (DFO). The Board will have hiring, evaluating, and firing power of the Principal. The Principal, with input from the Board, will have authority to select, assess, and terminate the DFO and Deans, who in turn will hold authority to hire, appraise, and dismiss all personnel under their purview. (Please refer to SCSE's Staff Organizational Chart attached as Appendix C).

All applications will be accepted online, in person, and by mail (postal or electronic). As an equal opportunity employer, SCSE will adhere to CSDE's Affirmative Action Plan and employ staff on the basis of their qualifications, competencies, education, experience, records of accomplishment, and references from previous employers. All decisions will be based on merit and school needs. In no case will the school discriminate on the basis of race/ethnicity, gender, disability, marital status, sexual preference or identity, religion, or any other factor not directly related to the candidate's ability to perform his/her professional duties. Similarly, any form of discrimination or harassment will not be tolerated at SCSE. Any individual who violates these policies will be subject to immediate disciplinary action, which may include termination without compensation. SCSE will embrace diversity in its personnel and hopes to attract, recruit, and hire candidates with an array of talents, experiences, and backgrounds.

As described in Section II.2g, the Board of Trustees will establish a contract with a hiring firm to screen and develop an initial pool of candidates for the Principal's position. The Board may also elicit the support of the school's founding members and community affiliations to support the search for the school's lead administrator. Once the initial candidates are identified, the Education and Accountability Committee of the Board will assume the responsibility of performing the initial round of screening. This may include phone and face-to-face interviews, researching the candidates' credentials, and performance tasks or scenarios that reflect how the candidates would manage specific responsibilities in their role. The Committee will, then, present its recommendations to the full Board, which will vote by majority to hire the incumbent. In addition to demonstrating the ability to meet the performance requirements listed in Sections II.2f and 2g, the ideal candidate will also fulfill the requirements outlined in the Principal's job description. (Appendix F). SCSE will follow a similar process for developing a pool of candidates for the Deans and DFO positions. Once the candidates are identified, the Principal will perform the duties of interviewing and checking credentials. When a final candidate is selected, the Principal will introduce the incumbent to the Board for input and final approval, and a letter of offer will be submitted.

The Principal will have authority to recruit, hire, train, and dismiss employees for teaching positions. SCSE will use the criteria and qualifications detailed in job descriptions (Appendix F) to assess candidate alignment to expected performance of duties. In subsequent years when a teaching staff is already in place, the Principal may choose to elicit staff support in developing a staff selection committee. The Principal can select employees with strong qualifications and performance records to assist in the interviewing process. Additionally, as teacher candidates are reviewed for addition to the staff, SCSE will be enrolled with students who are attending class. Qualified teacher candidates may be asked to perform a lesson demonstration with a grade level, content area, or specialization identical or similar to the one for which the candidate applied. The classroom teacher will be asked for the flexibility to allow the teacher candidate to demonstrate the lesson with the students during a pre-scheduled interval. The Principal may also ask existing staff members to join the observation. In addition to qualifications that support student achievement, it is necessary for candidates to demonstrate the ability to collaborate and operate as a member of a team of grade level professionals. Once the Principal has had the opportunity to screen all candidates and makes a determination, an offer letter will be submitted to the candidate. Candidates who are not selected will be respectfully informed as well. Prior to any employee's appointment, SCSE will request the appropriate documentation of licensure and identification, require the appropriate health records, and expect the candidate to submit to a state and national criminal history background check. Pending the approval of all proofs aforementioned, and the acceptance of employment offer, the candidate can begin an orientation process at the school.

SCSE employees will be "at will". Therefore, both employee and employer have the right to terminate employment as needed. Any employee voluntarily terminating employment is asked to submit a letter stating the effective date of resignation to their immediate supervisor and the ED. It is requested that up to two weeks notice be given prior to the employee's resignation. However, it is at the discretion of the Principal to accept the full notice period or immediately accept the resignation on the date submitted. In the event that a member of the leadership team resigns, a letter should be submitted to the ED and the Board, and the ED will have authority to request immediate resignation. Should the Principal decide to resign, a letter need only be submitted to the Board, and it is at the Board's discretion to determine if such

resignation is accepted prior to the date indicated in the letter. The employee will be paid for all time worked, and the employee must return all SCSE property upon leaving.

All employees may be terminated at any time with or without notice. SCSE will exercise this prerogative in the event that there is a breach of any policies, laws, regulations, or standards under which SCSE operates. Situations which may require termination include, but are not limited to: corporal punishment, use or sale of narcotics, repeated poor performance, excessive absence or tardiness, failure to report child abuse, intoxication, theft, fighting, abusive or foul language, insubordination, or any other conduct deemed inappropriate, unethical, or illegal by the school or Board. All employees will have the right to due process and may request a hearing with the Board of Trustees. The Board will, then, return a determination to the supervising authority. In accordance with federal law, SCSE will allow employees and their dependents to temporarily continue health insurance coverage with COBRA. All policies, expectations, and procedures are outlined in the school's employee manual, which is distributed to all staff members upon hire. When employment is severed, whether voluntary or involuntary, the supervising authority will conduct an exit interview to ensure the employee understands the terms of separation, and both parties may evaluate the circumstances for separation. SCSE is highly invested in the success of its employees and will ensure that all members of the leadership team and staff are provided with the necessary support to succeed in their positions so that these situations remain an exception.

b. Describe the targeted staff size and teacher-to-student ratio aligned to the school mission, educational philosophy, students served, and budget.

SCSE will utilize a team teaching approach to instruction. As the budget will reflect in Section IV.2, the school will have two grade-level classes, each composed of 28 students, which will be heterogeneously grouped with one Lead Teacher and one Education Associate, facilitating an approximate 14:1 student-to-teacher ratio. While both teachers will be certified instructors, the Lead Teacher will be distinguished with a track record of accomplishment in driving student achievement. For classes with students whose IEPs stipulate more intensive interventions, a third special education teacher will join the general education classroom teachers in an Integrated Co-Teaching model to provide appropriate support and accommodations as indicated in students' IEPs. The school's smaller learning environment coupled with reduced student-to-teacher ratios will facilitate more individualized instruction with more frequent, meaningful, personalized, and thought-provoking interactions among students, and between students and staff members. This will also help to strengthen the bonds between stakeholders and establish a school-wide family/community atmosphere. A staffing plan is provided with the budget in Section IV.2.

c. Discuss how the proposed school will attract, retain, and develop high-quality teachers and school leaders.

SCSE will establish a rigorous recruitment, screening, and selection process to ensure the appointment of a highly qualified staff with the requisite qualifications to successfully fulfill performance expectations and deliver a premier educational program to the families of the Stamford region. The process for attracting the Principal is outlined in Section II.2g. To appoint the school's faculty members, SCSE will establish a broad and diverse pool of applicants by recruiting through a variety of means, which may include: widespread media advertisements (electronic, newspapers, flyers, and educational journals); postings at local universities and teacher preparation programs; teacher recruitment fairs; social media (Facebook, Twitter, etc.); school website; electronic job search engines; leveraging personal and professional relationships, contacts, and networks (Board members, community members, founding members); district newsletters; radio advertisements; and local, regional, and national charter organizations. SCSE will promote diversity in the applicant pool by advertising in targeted media (e.g. minority newspapers, flyers posted at local markets), networking with minority organizations such as the NAACP, Hispanic Advisory Council of Greater Stamford and Urban League, and participating in minority recruitment events. SCSE will comply with all federal, state, and local regulations and requirements for hiring staff and will not discriminate in hiring, employment, contracting, or retention of staff on the basis of race, sex, age, religion, disability, or other reasons prohibited by law. SCSE will recruit teachers who are passionate about the school's mission, vision, and philosophies and excited at the prospect of being one of the school's founding teachers.

SCSE will provide multiple incentives to retain its faculty. SCSE will cultivate a small professional learning community where every student and staff member is part of a special family. Every staff member will feel valued and supported as they grow personally and professionally. SCSE will provide

opportunities to build leadership skills and capacity. Teachers will have opportunities to participate in and develop activities that will help them grow beyond the classroom environment. Whenever possible, SCSE will promote future leaders from within the organization. Additionally, teachers will receive stipends for assuming roles and responsibilities beyond the scope of teaching. The school will also offer fringe benefits such as tuition support and paid registration fees for attendance at workshops and conferences for all staff. Further, employees will be eligible for performance-based bonuses. All of these strategies are designed to provide incentive for every staff member to continually increase and improve their skill sets, which will ultimately benefit the students they serve.

Ongoing professional development is vital to ensuring that students benefit from improved instructional practices. Every school year begins with a one-week orientation to the program, followed by continual coaching and development throughout the year. All teachers will have their own professional growth plans to ensure that professional development is differentiated and individualized for each teacher's maximal growth. Teachers at SCSE will be expected to complete 200 hours of professional growth each year. One hundred of those hours can be allocated towards graduate coursework, online courses, educational conferences, and external workshops, or staff may submit proposals for alternative plans, such as additional degree or license programs. The remaining 100 hours are dedicated towards building leadership capacity in the staff, qualified through activities such as mentoring other teachers, providing workshops for parents, creating exemplar units, creating an enrichment club for students, and planning activities to increase parent engagement. Such activities may be coordinated individually, or as a grade level team. Teachers will meet individually with the leadership team specific to their professional growth plans to establish goals towards individual students, grade level, and school-wide achievement. In addition to school-wide goals, based on the SEED model for educator evaluations, teachers will also have specific and individualized instructional and learning goals. Goals and progress will be carefully monitored and documented on each teacher's growth plan and compiled into a portfolio. As the year progresses, the teacher and leadership team meet formally two more times to review portfolios, assess the teacher's progress towards established goals, and formulate a plan to ensure success. Teachers' progress towards goals in the professional growth plan will add to their summative evaluations. SCSE will utilize the SEED model, and may include additional feedback reflective of the performance expectations outlined in the job description.

d. Describe human resource policies governing salaries and fringe benefits, personnel contracts, and affirmative action and benefit packages.

Personnel Contracts: As discussed in Section III.6a, SCSE employment will be "at will". The offer letters will articulate the terms of employment, position for which the individual is hired, and the proposed salary. At will contracts will be accompanied by job descriptions and employee manuals, which provide more specific information regarding SCSE's policies and procedures pertaining to employment. At will employment allows both employee and employer the right to sever employment as needed. At will employees may be terminated at any time with or without notice. SCSE will exercise this prerogative in the event that there is a breach of any policies, laws, regulations, or standards under which SCSE operates. Terminated staff members will have the right to a due process hearing with the Board, and all exiting staff may also be asked to participate in an exit interview. SCSE will adhere to all state and federal laws as applicable. All contracts will be reviewed each year, and revised as needed.

Salaries: SCSE salaries will commensurate with experience, education levels, and position. Additional stipends will be available for teachers who assume additional responsibilities beyond the scope of the instructional program. The salary scale will be transparent and competitive with prevailing rates of local districts, specifically Stamford School District.

Benefits: Full-time employees working a minimum of 30 hours/week will be offered a benefits package during annual open enrollment periods, including health, vision, dental, long- and short-term disability, and retirement contribution. Details about each policy, including coverage limitations, inclusions, terms, and costs to employee will be available in the insurance documents provided by the carriers. As the school grows to scale, SCSE will also seek to provide support with degree advancement with partial/full tuition reimbursement. Teachers may also qualify for merit bonuses for outstanding performance. These funds will be supported, either through grants or fundraising.

Standard Deductions: As mandated by law, all employees will have the standard requisite deductions from each paycheck that include state and federal income taxes and contributions to Social Security. The budget will reflect other deductions such as FICA (6.2%), Medicare-employer (1.45%), State unemployment

(1.5%), state disability (0.8%), and worker's compensation insurance (1%). Whereas non-certified employees will contribute to Social Security, all certified employees will make contributions to the Connecticut Teacher Retirement System pursuant to C.G.S. Chapter 167a. All deductions will be noted on each paycheck stub that employees receive each pay period, to include elected deductions for benefit programs. The amount of each deduction may vary based on earnings, number of dependents, and exemptions claimed on W-4 forms submitted by each employee. Any court-mandated deductions such as child support payments will be documented on paystubs and those employees with such deductions will be notified.

Affirmative Action – SCSE will be an equal opportunity/affirmative action employer. Upon approval, SCSE will submit an Affirmative Action Plan Packet to the CSDE and adhere to all local, state, and federal laws governing the fair employment of staff. The school will employ staff on the basis of their qualifications, competencies, education, experience, records of accomplishment, and references from previous employers. All decisions will be based on merit and school needs. In no case will the school discriminate on the basis of race/ethnicity, gender, disability, marital status, sexual preference or identity, religion, or any other factor not directly related to the candidate's ability to perform his/her professional duties. Similarly, any form of discrimination or harassment will not be tolerated at SCSE. Any individual who violates these policies will be subject to immediate disciplinary action, which may include termination of employment. SCSE will embrace diversity in its personnel and hopes to attract, recruit, and hire candidates with an array of talents, experiences, and backgrounds.

- e. *Discuss how the proposed school will evaluate teachers and administrators. In particular, explain how the school will implement the Connecticut Guidelines for Educator Evaluation by: (1) indicating that the governing council intends to adopt SEED for teacher and administrator evaluation and development; or (2) describing an alternative method for teacher and administrator evaluation and development that meets the "Core Requirements outlined in the Connecticut Guidelines for Educator Evaluation.*

The SCSE Board of Trustees will adopt and implement Connecticut's System for Educator Evaluation and Development (SEED) model to conduct annual appraisals of teachers and school leaders. SCSE's Board will conduct a formal performance evaluation of the ED, the ED will evaluate the Principal, and the Principal will evaluate the instructional staff. Based on the SEED model, evaluations will include an orientation to the process, a goal-setting conference, evidence collection, observations of performance, a mid-year formative check-in, and an end-of-year summative review. The process for evaluating school leaders may be found in Section II.2g and 3b. Summative ratings for teachers will be based on a four-level matrix rating system, and will be a composite of the following components:

- Attainment of goals and/or objectives for student growth using multiple indicators (45%)
 - Student performance or growth on state-administered/standardized assessments (22.5%)
 - Student performance or growth on locally determined indicators (22.5%)
- Observation of teacher practice and performance (40%)
 - Based on evidence collected during three formal in-class observations using a standards-based observation framework. SCSE will adopt the *Danielson Framework for Teaching*.
- Whole-school student learning indicators or feedback (5%)
 - Student Surveys
- Parent or peer feedback (10%)
 - Annual parent/family surveys and with consideration to informal peer observations by grade level team members

SCSE may also add additional feedback that corresponds to the performance expectations outlined in the job descriptions and individual growth plans. SCSE will ensure that the school's evaluation process is SDE approved and meets the guidelines for Core Requirements of Educator Evaluation and Development. Additionally, the school will ensure that key evaluators are appropriately trained and supported in the implementation of the school's model for performance evaluations. SCSE will utilize annual performance appraisals to determine goal setting, ongoing development, and contract renewal or termination.

7. Child Day Care Services

Please note: This section is required, but not subject to scoring.

- a. *Indicate if child day care services will be provided (i.e., preschool and/or before and after school services to children). If yes, please indicate the age range of the children the proposed school would*

serve in the program(s).

At this time, the applicants do not intend to provide child day care services. During the planning year, the Board will review the school's budget and resources to determine if an after-school program would be feasible. In lieu of a typical after-care program that predominantly focuses on the supervision of children, SCSE will explore options for partnering with local community organizations, as well as leveraging staff interests in providing activities that will support an after-school enrichment program based on student interest, program/personnel availability, and funding. Such activities might include: music, art, dance, chess, theater, girl/boy scouts, and sports. SCSE will also consider including the coordination and operation of an after-school activity towards teachers' professional growth plans.

8. Student Health and Welfare

Please note: This section is required, but not subject to scoring.

a. Describe the proposed school's plan for the provision of the following services to students: school nurse, C.G.S. § 10-212; vision and hearing screening, C.G.S. § 10-214; immunization requirements, C.G.S. § 10-204a; and mandatory health assessments, C.G.S. §§ 10-206 and 10-206a.

SCSE is committed to ensuring the healthy development of all students. Pursuant to Connecticut General Statutes Section 10-212, SCSE will employ one full-time nurse to safeguard and manage all health services to the students. The certified nurse will be employed upon meeting all licensing and background check requirements, and will ensure the school's compliance with all state health services requirements, to include annual vision and hearing screenings (C.G.S. § 10-214), immunization requirements (C.G.S. § 10-204a), and mandatory health assessments (C.G.S. §§ 10-206 and 10-206a). The nurse will also be responsible for administering all medications pursuant to C.G.S. §10-212a, maintaining and safeguarding all health records, ensuring the safe operation and inspection of all appropriated medical equipment such as defibrillators, blood pressure cuffs, and otoscopes, and first aid and responsive medical care within the scope of the clinician's practices. SCSE will also ensure that at least one other administrator and one staff member is trained in CPR, emergent allergy/asthma treatments (Epi Pen, nebulizer, etc.), and distribution of medications. The nurse will also be responsible for maintaining thorough records documenting activities such as medication dispensing, medical care, screenings, contact with legal guardians, and any other actions under the purview the clinician.

SCSE will provide all families with the appropriate medical health forms as a part of the enrollment packets. Parents will be required to provide proof of proper immunizations and health screenings prior to the start of the school year. The nurse will review all documentation to ensure proper completion and compliance with C.G.S. § 10-204 and 10-206. The nurse will also safeguard all medical records in a locked cabinet in the designated nurse's office. If a student transfers out of the school during the school year, the nurse may also be required to transfer or cause to be transferred medical records to the student's school of transfer with authorization from the child's legal guardian. The nurse will be asked to conduct and coordinate staff training on identifying and reporting suspected abuse and/or neglect. Finally, the nurse may also be asked to participate in interviewing students should a physically or psychologically damaging event be suspected (i.e. when abuse is suspected). The nurse will play a vital role in the safety and well-being of the students, and an essential member of the school community.

SECTION IV. SCHOOL VIABILITY**1. Building Options**

- a. *Describe present options for a school building, including location, capacity and timeline for identifying and acquiring the facility.*

The desired location for SCSE is in Stamford, Connecticut. The founders believe that CSDE's authorizing cycle and the school's proposed opening date of August 2015 will allow sufficient time to secure and prepare the facility for certified occupancy. SCSE has charged 3 of the founding members, each with expertise in real estate, development, and leasing agreements, to identify a list of potential building options for the school. SCSE engaged a number of realtors and brokers, including Paul Tortora of Jones Lang LaSalle, Inc. and Marisa Manley of Commercial Tenant Real Estate Representation, Ltd. to conduct an initial assessment of suitable locations that could serve as the school's physical plant for the charter term. To date, six properties have been identified and three are currently being contemplated for the school's central location. The first is an office building constructed in 1957 and located in downtown Stamford on the corner of Blachley Road and East Main Street. The building is available for immediate leased occupancy offering 11,172 rentable square feet on each of its two floors, for a total 22,344 square feet. The second site is a school building that currently belongs to the Sisters of St. Josephs of Chambery, built in 1922 and renovated in 1965. The building offers 57,000 of its 57,324 square feet on four floors for arranged occupancy. It is situated on 10.84 acres on Strawberry Hill Avenue. The third site is also a school building, constructed in 1934 and owned by the Sacred Heart School Corporation. This building is situated on Schuyler Avenue in the west side of Stamford and offers 43,188 square feet on four floors for arranged occupancy. Each of these buildings offers 5-10 year leasing terms. These buildings are in consideration for their locations and ample square footage to meet the needs of the school's programs and maximum enrollment capacity of 364, with potential for enrollment expansion in a subsequent charter term. Upon approval of its charter, SCSE will begin the process for identifying, financing, acquiring, and renovating the site. Optimally, SCSE targets April 2014 to identify its future site, July 2014 for building acquisition and determination of leasing terms, and completion of renovations by April or May of 2015. A timeline is provided in response to Section IV.4a.

- b. *Explain why this facility would be suitable for the proposed school, including any plans and associated timelines to renovate and bring the facility into compliance with all applicable school building codes.*

Once the Board is appointed, it will establish a Development Committee that will commission a real estate task force to oversee the process of identifying, financing, acquiring, and renovating the site. The Development Committee will represent the Board in its relationship with the Friends of Stamford Charter School for Excellence (FOSCSE), which will act as an independent 501c3 support organization. FOSCSE will acquire the facility through a long-term lease. The leaser, which will depend on which building the school determines is appropriate, will negotiate a long-term lease with a developer that will include all renovations needed in order for the facility to be suitable to house a comprehensive PK-5 program in compliance with all legal requirements for a charter school facility. FOSCSE will provide leasing terms that are favorable to SCSE recognizing that in the early years of operation, SCSE will not be in a position to reap the benefits of economies of scale. Noting that SCSE will not have the financial capacity to undertake facility payments in the early years of its operations, FOSCSE will negotiate rental costs that will increase as the school grows to capacity based on square footage. As the building has yet to be identified, the budget currently assumes that the rental costs will approximate 18% of the total yearly per pupil revenue.

SCSE is allowing for programming space of approximately 75 square feet per pupil. This means that a suitable building to house the school would be at least 18,000 square feet by Year 3 and at least 30,000 square feet by year 5. The preliminary space plan for Years 1 and 5 include at minimum: **Year 1:** 2 classrooms for each grade PK-1; 1 Special Education resource room; 1 PK-1 Music Room; Food Prep and Storage area (In PK-1, students may eat in their classrooms); 1 Gym/Auditorium Space; 1 Faculty Room; Administrative Space (includes main reception with separate offices for the Principal, SEC and DFO); Conference Room; Sufficient Storage Space for Supplies; Janitor's Closet; Nurse's Office. **Year 5:** 2 classrooms for each grade PK-5; 2 Special Education Resource Rooms (PK-2 and 3-5); 1 Music Room; 1 Cafeteria with food prep/serving area and storage area; 1 Gym/Auditorium Space; 1 Faculty Room; Admin Space (includes main reception with separate offices of the Principal, OM, Social Worker/Dean of Students, and DFO); Conference Room, Sufficient Storage Space; Janitor's Closet; Nurse's Office; Shared office for Academic Dean and SEC.

Once the building is acquired and/or leasing terms are determined approximately by July 2014, SCSE will identify a reputable architect to develop floor plans and a developer to assume renovations beginning in the fall of 2014. The school anticipates completion of renovations by April or May of 2015 with sufficient time for certified occupancy in

the summer 2015, and operation beginning in August 2015. A timeline is provided in response to Section IV.4a.

2. Financial Plan

To assist applicants in responding to the below questions, the CSDE has developed templates for a pre-opening budget statement, a projected five-year budget statement, and a projected cash flow for year one of operation. The templates are available in Appendix C as well as here:

<http://www.sde.ct.gov/sde/lib/sde/Excel/equity/charter/2014bu□get.xls>. The templates are designed to keep financial reporting requirements at a minimum, while enabling compliance with monitoring standards and comparability to public school financial data. They are merely sample formats; they may be amended, as necessary. The CSDE encourages applicants to seek assistance from their financial adviser and/or Certified Public Accountant in preparing budget statements and in designing a financial plan and control system for a proposed school. □

The financial plan must reflect the expenses related to all commitments proposed in this application through the proposed school's fifth year of operation, including the school's mission, education program, expected student population, human resources, professional development, facilities, and growth plan. Financial projections must include total documented sources of revenue including the state per-pupil grant and other grants (federal, state, and private) and fundraising. If relying upon philanthropic support, please indicate the source and amount of such support, and attach a letter of commitment as documentation. When projecting salaries and benefits, please provide supporting evidence, including the title and salary of each position by line item and year.

A detailed enrollment chart along with student population breakdowns can be found within the Financial Plan template (attached as Appendix I) on the 'Enrollment' tab. In addition, a complete list of positions, salaries and benefits can also be found within the Financial Plan template on the 'Staffing & Comp.' tab.

- a. Present a pre-opening budget statement detailing estimated start-up activities that are not reflected in the projected five-year budget statement. To provide a full understanding of the statement, please include a budget narrative explaining the projected amounts reported in the budget by line item and by year.*

The pre-opening budget statement detailing start-up activities in regards to revenues and expenditures can be within the Financial Plan template on the 'Pre-Opening Budget Statement' tab. Included in the 'Pre-Opening Budget Statement' are detailed line by line descriptions to help provide a full and clear understanding of the school's intentions in preparation leading up to Year One of operations.

- b. Present a projected five-year budget statement detailing the estimated financial activity of the proposed school for the first five years of operation. The statement should contain all commitments proposed in the application. To provide a full understanding of the statement, please include a budget narrative explaining the projected amounts reported in the budget by line item and by year.*

The projected five-year budget statement detailing the estimated financial activity of the proposed school for the first five years of operation in regards to revenues and expenditures can be found within the Financial Plan template on the 'Projected 5 Yr Budget Statement' tab. Included in the 'Projected 5 Yr Budget Statement' are detailed line by line descriptions to help provide a full and clear understanding of the school's intentions for the first five years of operation.

- c. Present a projected cash flow statement for year one of operation to show the estimated movement of funds in and out of the proposed school for year one of operation. The statement must include a plan for funding cash flow shortfalls. The statement should indicate an understanding of when grant funds will be available.*

The projected cash flow statement for year one of operation detailing the estimated movement of funds in and out of the proposed school for year one of operation in regards to revenues and expenditures can be within the Financial Plan template on the 'Cash Flow Schedule' tab.

- d. Present a schedule of borrowings and repayments. Please identify any estimated funds borrowed (loans, notes, mortgages, etc.), including the source of the funds, repayment schedule, and purpose of the borrowing. The schedule of borrowings and repayments should be aligned to the pre-opening budget,*

projected five-year budget, and cash flow statement.

N/A – Stamford Charter School for Excellence does not intend to borrow any funds.

e. Explain the structure for managing the proposed school's finances; Please include any fiscal staff positions, required qualifications, and job duties.

School staffing and programmatic needs will be presented by the Principal and Director of Finance and Operations and discussed at monthly Board meetings throughout the school year. At each meeting, the state of the school's financial position will be presented to the full Board for review and discussion.

The budget is monitored for accuracy on a monthly basis by comparing actual expenses to the pro-rated budgeted amounts, and each expense line item is scrutinized for large variances. This process not only provides the Board and school leadership with frequent feedback on current year performance, but it will also allow the school to budget with greater accuracy in future years. If mid-year modifications to a budget are deemed necessary, the Director of Operations and Finance will work to prepare the modified budget, and receive Board approval for the same.

Stamford Charter School for Excellence has defined a five-year financial plan. Mid-year of each school year, the Board Finance Committee, Principal and Director of Finance and Operations will conduct a series of meetings to analyze the upcoming school year's budget as outlined in the five-year plan. Adjustments to the upcoming school year's budget will be made based on staffing and programmatic needs to achieve the proper balance between financial responsibility and providing the best possible education for the students. In the spring of each school year, a revised budget will be presented to the full Board for discussion. The full Board will vote to approve the budget in the June meeting of each school year.

f. Describe the fiscal controls and financial management policies the governing council will employ to provide oversight of the proposed school's financial position. Please be sure to describe a sound financial management system utilizing GAAP with adequate systems of internal controls. Also, please describe how the school will track finances in its daily business operations.

The Board of Trustees of Stamford Charter School for Excellence will use the Fiscal Policies and Procedures ("FPP") handbook that was developed and is currently used by the Bronx Charter School for Excellence. The FPP handbook employed by the Bronx school has helped ensure the school's fiscal viability and clean audits year after year. Please refer to the handbook (Appendix J) for complete details. Lastly, the handbook will be updated once the Stamford Charter School for Excellence is chartered to make certain it applies to all laws and standard as they apply to the state of Connecticut.

3. Self-Evaluation and Accountability

a. Describe the proposed school's self-assessment or evaluation system to ensure that it is: (1) demonstrating educational progress of students; (2) meeting its stated mission and goals; (3) making sufficient efforts to attract, enroll and retain students from among the populations described in C.G.S. § 10-66bb(c)(A)(i) to (A)(v); and (4) making efforts to reduce racial, ethnic, and/or economic isolation.

During the planning year, SCSE will establish an accountability plan of academic and non-academic performance goals with which to monitor the success of the school's educational, operational, and financial programs. The school will also develop a matrix of school-wide standards and performance benchmarks to guide instruction and monitor student progress throughout the course of their enrollment. The matrix will be designed with year-end goals, and benchmark targets to ensure that students are making adequate incremental progress throughout the year towards the summative year-end goals. The performance matrix will also be comprehensively articulated to ensure progress as students advance to subsequent grade levels. These standards for student achievement will align to the CCSS to secure a solid foundation upon graduation from the school's program, and will encompass and incorporate all facets of student learning to ensure the holistic growth of each child.

Prior to each Board meeting, the Principal will develop a data dashboard report with support from the Principal and DFO to provide a current snapshot of the school's performance throughout the year. Various aspects of the school's programs will be captured and incorporated into the dashboard report, which may include: student achievement data on formative and summative assessments measured against the matrix of academic benchmark and year-end goals; data in aggregate and disaggregated by grade level and subgroups (to include students identified as low-income, special education, English Language Learners, and racial/ethnic groups); enrollment, retention, and waiting list figures (aggregate and disaggregated); average daily attendance rates; disciplinary statistics (suspensions, expulsions); results from student, staff, and

parent surveys; staffing figures; compliance measures; financial reports; revenue versus expense reports; fundraising and capital campaigns; and external and community relations. As the school grows to capacity, SCSE will also monitor graduation rates, and rates of admission into competitive middle and high school programs.

On a monthly basis, the instructional staff, Principal and Education and Accountability Committee of the Board, will monitor progress towards academic goals. The DFO, Executive Committee and Finance Committee of the Board (Development Committee as needed) will monitor progress towards non-academic goals related to the operational and financial performance of SCSE on a monthly basis. Teachers will use progress toward benchmark targets to inform instruction and make short-term adjustments to the curriculum and instructional plans. The leadership and Board of Trustees will use achievement data as well as summative analysis of non-academic data to make decisions that include allocations of resources and staff, and programmatic decisions regarding curriculum and personnel modifications.

At the end of the year, the Board will review the data collected throughout the year and analyze its implications to make programmatic decisions. The data will also be used to measure achievement, and/or progress towards established academic and non-academic goals, which will indicate whether or not the programs have been successful. As a child-centered organization, the operational and fiscal performance focuses on making decisions to support the success of all scholars. As the steward of the school's charter, it is ultimately the Board's responsibility to ensure that the school is successfully achieving its mission, vision, and academic/non-academic goals. As each school year concludes, the Board will participate in strategic planning to objectively assess the school's progress, direction, and future plans.

SCSE will develop a culture that embraces diversity and provides equitable opportunities for excellence for every student intended to eliminate the disparities in student achievement, particularly among its special populations, economically disadvantaged and minority students. Upon approval, SCSE will launch a well-devised recruitment plan to elicit the enrollment of a diverse population targeting families in underserved communities. SCSE will expend every effort to enroll comparable, if not higher, percentages of low-income, minority, disabled, and English Language Learners that are reflective of the community. The recruitment plan will include outreach in communities populated by families of lower socio-economics, English language learners, and families of children with special needs. Disaggregated enrollment and retention rates will inform the school's marketing and outreach plans, helping the Board make determinations about where to focus efforts to ensure equitable enrollment and retention of demographics comparable to the district, and illustrate whether or not those efforts have been successful.

The transformative power of education and the high quality instruction that students will receive at SCSE has the power to eliminate the economic isolation and disparities in student achievement among its economically disadvantaged, English language learning, special needs, and minority student populations that many families of Stamford have endured. As described in Section III.1a, Stamford posts higher percentages of minority, low-income (free or reduced lunch eligible), and non-English fluent populations, lower graduation rates and median household incomes than four of the five surrounding communities, lower percentages of individuals with a bachelors or higher degree than three of the five cities, and higher poverty rates than all five of its counterparts. This exemplifies the racial/ethnic and economic isolation that prevails in the city of Stamford, which SCSE strives to mitigate for future generations.

Employment opportunities and income levels are often correlated with educational levels and skill sets. SCSE will alleviate racial, ethnic, and economic isolation by providing every student with the tools and support they need for success. In accordance with the school's mission, SCSE will provide students with a strong foundation of skills and knowledge, and the capacity to think critically, creatively, and globally to compete for admission into top schools. The school will engage students in a challenging and supportive environment where every student will attain success. Analysis of student achievement data disaggregated by subgroup will provide an indication of whether or not the school is succeeding to close achievement gaps in order to prevent racial, ethnic, and economic isolation. This can only be achieved through the high expectations, support, and collaboration of the key stakeholders all in service to the success of the every child. Ongoing and consistent systems for monitoring and evaluating the school's program with fidelity will help to ensure that the school effectively achieves its goals in service to every student's success.

4. Timetable

- a. Provide a detailed timetable of projected activities and dates leading to the opening of the proposed school. The timetable should include, at least, activities related to community outreach, student enrollment, curriculum development, recruiting and hiring high-quality teachers and leaders, and*

building acquisition.

With anticipated charter approval in April 2014, and a school opening date of August 2015, SCSE submits the following timeline illustrating approximate dates and timeframes for some of the key pre-opening activities.

Activity	Timeframe	Notes
General		
File for Federal 501(c)(3) Status for School and State Tax Exempt Status	Upon charter approval	SCSE is aware that it may take several months for the IRS to review and approve.
Community Outreach in Stamford Region	11/2013 to 4/2014 (ongoing)	Networking, community outreach, building relationships, and seeking endorsements
Charter Approval	4/2014	Submitted 1/24/14, Decision expected within 90 days
School Facility		
Identification of intended site	4/2014	Pre-planning for financing, acquisition, renovation,
Facility Acquisition	7/2014	Finalize financing and acquisition
Facility Renovations	Fall 2014	Design and development
Renovation Completion	4-5/2015	C of O and all other required documents attained, move-in ready for preliminary administrative staff
Board of Trustees		
Board Recruitment	Present, ongoing	Network through personal and professional affiliates
Initial founding Board appointed	5/2014	Initial founding Board members are appointed to represent minimum requirements for membership
Board Training/Strategic Planning/Development	5/2014	Board orientation, strategic planning, training, possible retreat
Staff recruitment and appointment		
Principal recruitment	9/2014-12/2014	Recruitment of Principal with hiring firm
Principal appointment	1/2015	Principal appointed after careful screening process
DFO recruitment	11/2014-12/2014	DFO recruited through widespread online and media postings
DFO appointment	1/2015	DFO appointed after careful screening process
Instructional Staff Recruitment	1/2015-5/2015	Staff recruited through widespread online and media posting, job fairs, postings, etc.
Instructional Staff hired	7/2015	Staff hired after careful screening process
Staff Professional Development	8/2015	Pre-service staff development for all members

Activity	Timeframe	Notes
Students Enrollment		
Recruitment	4/2014 - Present	Three phases of recruitment begins
Website development	4/2014	School website developed with comprehensive information and online enrollment forms available
Enrollment Period	1/2015-4/2015	Families submit enrollment forms online and in hard copies
Lottery	4/2015	Lottery conducted by independent third-party
Transportation Meetings	3/2014-8/2015	Meetings with district central offices
Transportation Determined	8/2015	Based on enrollment, routes and pick up/drop off times determined
Curriculum		
Curriculum Development	1/2014-ongoing	Selection, development, and refinement of curriculum resources and guiding documents
Curriculum Units	1/2015 Ongoing	Based on selections and guiding documents, curriculum units developed initially by leadership, with revisions by full instructional staff in subsequent years

5. Transportation

Please note: This section is required, but not subject to scoring.

a. Describe the plan for transporting students from within the local school district to and from the proposed school. Please detail any arrangements that have been made with the local school board(s). If the school plans to implement an extended-day or extended-year program that requires transportation beyond what the district provides, please detail any arrangements that have been made to transport these students. If necessary, please indicate what transportation options, if any, are available for out-of-district students.

Upon charter approval, SCSE will appeal to the Stamford School District and First Student, Inc. (the district's contracted school bus company) to determine a feasible plan for providing transportation for students who reside in the district. The school will also reach out to neighboring districts for initial points of contact. At the conclusion of the school's enrollment period, SCSE will determine from which districts students will be attending and identify the distribution of transportation needs of the scholars. SCSE will work with the transportation departments and their contracted bus companies to negotiate pick up and drop off times, and revised bus routes for SCSE scholars.

PREFERENCES

The SBE will give preference to certain factors when considering applications for charter schools. Listed in order of importance, the factors are: (1) serving high-need student populations; (2) reducing racial, ethnic, and/or economic isolation; (3) partnering with an organization and/or school leader with a past record of success; (4) turning around an existing school that has consistently demonstrated substandard academic performance; (5) serving an underserved geographic location, age/grade level, or mission not addressed by existing charter schools; (6) opening in a Priority School District or a district with at least 75 percent racial or ethnic minority enrollment; (7) being a higher education institution; or (8) locating at a work site. To be considered for one or more of the preferences, please complete the following sections as appropriate:

1. Serving High-Need Student Populations

a. Pursuant to C.G.S. § 10-66bb(c)(3)(A) and (E), an applicant may be considered for this preference if you intend to be a charter school whose primary purpose is the establishment of an education program designed to serve one or more of the following high-need student populations: (1) students with a history of low academic performance; (2) students who receive free or reduced-price lunch, pursuant to federal law and regulations; (3) students with a history of behavioral and social difficulties; (4) students identified as requiring special education; (5) students who are English language learners; or (6) students of a single gender. Please indicate the high-need student population(s) that the proposed school would serve, and describe in no more than 250 words how the services and educational programs of the school would lead to academic achievement for such students. In deciding whether to award this preference, the SBE will consider your response as well as the extent to which the application presents highly credible and specific strategies to attract, enroll, and retain students from among the high-need student populations described above. The SBE will also consider all applicable sections of the application.

The mission, vision, and programs at SCSE have specifically been designed to provide the necessary supports, challenges, resources, and learning environment to ensure that every child has equitable opportunities for success. Stamford has demonstrated a persisting trend of achievement gaps for low-income, minority, and special needs students, which SCSE strives to mitigate by delivering a premiere educational program specifically designed to address the individualized needs of the students, inclusive of students who receive free or reduced-price lunch, students identified as requiring special education, and students who are English language learners.

SCSE's educational program will allow multiple points of entry, providing accessible and supportive, yet challenging and rigorous instruction that targets every student's needs. The success of SCSE will rely heavily on the versatility of the curriculum and instructional strategies that support research-backed best practices. Key strategies include an inclusive, smaller learning environment with reduced student-to-teacher ratio of 14:1; the use of real-time data to inform flexible, differentiated, instructional groupings uniquely tailored to each student; and personalized learning plans that provide evidence of each student's achievements, strengths, areas in need of improvement, goals, and progress.

SCSE's programs are modeled after the Bronx Charter School for Excellence, a 2012 National Blue Ribbon School that has proven effective for students who have been underserved by traditional district schools. SCSE will enrich this model to one that is more relevant to the students and families of Stamford, while offering the community an enhanced educational option based on a nationally recognized, field-tested, and successful program.

2. Reducing Racial, Ethnic, and/or Economic Isolation

a. An applicant may be considered for this preference if the proposed school will strive to reduce racial, ethnic, and/or economic isolation. Please describe the percentage and number of students you plan to enroll from the local school district(s). In no more than 250 words, please explain how your projected student body and educational program will reduce the racial, ethnic, and/or economic isolation of your students, school, and the greater communities that you serve. In deciding whether to award this preference, the SBE will consider your response as well as all applicable sections of the application.

The transformative power of education and the high quality instruction students will receive at SCSE has the power to eliminate the racial, ethnic, and economic isolation and disparities in student achievement that many families of Stamford have endured. The table in Section III.1a – *Demographic Composition-Stamford and Towns Within 15 Miles* and the accompanying text exemplify the racial/ethnic and economic isolation that prevails in the city, which SCSE strives to mitigate for future generations. Due to the urgency for families of Stamford to seek better educational options, SCSE anticipates that approximately 85-100%, or 310-364 students at total capacity, will be residents of the city of Stamford. Facility location and bus routes may cause variance in these figures.

Employment opportunities and income levels are often correlated with educational levels and skill sets. SCSE will alleviate racial, ethnic, and economic isolation by providing every student with a strong foundation of skills and knowledge in literacy and mathematics, and the capacity to think critically, creatively, and globally to compete for admission into top schools. The school will engage students in a challenging and supportive environment where every student will attain success. The school's rigorous and holistic curriculum, differentiated instructional strategies, and culture of accountability will ensure the success of every scholar. SCSE will alleviate racial, social, and economic pressures that detract from learning and healthy development with comprehensive strategies, including a uniform policy, character development, celebration of cultures, and supportive resources such as counseling, health management, and interventions for special needs and ELLs.

3. Partnering with an Organization and/or School Leader with a Past Record of Success

a. An applicant may be considered for this preference if the proposed school plans to partner with an organization that has a demonstrated ability to operate a high-quality public school and/or with a school leader who has significantly raised student achievement over multiple years in a school(s). Please name the organization and/or school leader and present evidence of the organization's and/or individual's past record of success. In deciding whether to award this preference, the SBE will consider your response as well as all applicable sections of the application.

A number of SCSE's founding members have also been responsible for the success of SCSE's model school, the Bronx Charter School for Excellence (BCSE). Mrs. Charlene Reid, a founding member and prospective Board member, has acted as the lead contributor to the design and application of the proposed school. Mrs. Reid was originally hired in 2007 as the Principal of BCSE, which, at the time, was in its third year of operation and failing to meet accountability goals. Mrs. Reid played a pivotal role in establishing the systems and programs that transformed BCSE from a failing school to a 2012 National Blue Ribbon Award recipient. The changes and improvements she instituted were immediately apparent upon her appointment. Mrs. Reid was later promoted to Head of School and is currently transitioning to an Executive Director role for the Friends of BCSE, a supportive organization for the model school. Mrs. Reid's credentials are included in Section II.1a, and her resume is incorporated as Appendix F.

Although SCSE has been modeled after BCSE, the Stamford Charter School for Excellence will be a separate and self-sufficient entity. While BCSE has graciously shared resources and documents that have aided in the founding group's understanding of their model, SCSE has not partnered with any other organizations, agencies, or consultants to design or establish the school. During SCSE's planning year, the founding Board may consider establishing a relationship with other organizations to share resources. These contracts will only be cemented after careful screening and examination of the potential partner.

As its name suggests, SCSE strives to promote Excellence with greater access and more equitable opportunities for all students, particularly those who have been underserved by traditional district schools. SCSE will accomplish these goals using carefully vetted, student-centered, research-backed, and field-tested programs that have proven effective for serving students in communities with similar demographic profiles. As such, the following information supports why SCSE has chosen to model its programs after BCSE.

The tables below compare the demographic composition of Connecticut and Stamford city, and the demographics of Stamford School District and BCSE for the 2012-13 school year:

Demographic Composition – Connecticut and the City of Stamford⁵⁵		
Category	CT	Stamford City
Population, 2012 estimate	3,590,347	125,109
Population, 2010	3,574,097	122,643
Persons under 5 years, percent 2010	5.7%	6.8%
Persons under 18 years, percent 2010	22.9%	21.6%
White alone (2010)	77.6%	65%
Black/African American alone (2010)	10.1%	13.9%
American Indian, Alaska Native alone (2010)	0.3%	0.3%
Asian alone (2010)	3.8%	7.9%
Native Hawaiian, Pacific Islander alone (2010)	0.0%	0.1%
Two or more races (2010)	2.6%	3.2%
Hispanic, Latino (2010)	13.4%	23.8%
White alone, not Hispanic or Latino (2010)	71.2%	53.3%
Foreign born persons (2007-2011)	13.3%	37.5%
LOTE at home, percent ages 5+ (2007-11)	20.8%	45.2%
HS grad or higher, % persons ages 25+ (07-11)	88.6%	85.7%
Bachelors degree or higher, ages 25+ (07-11)	35.7%	43.9%
Median household income (07-11)	\$69,243	\$78,201
Persons below poverty level, % 07-11	9.5%	11.0%

2012-13 Demographic Comparisons – Stamford SD and BCSE				
Category	Stamford SD (K-12)		BCSE (K-8)	
	#	%	#	%
Total	15,715	100%	517	100%
American Indian, Alaskan, Asian, Pacific Islander	1,334	8.49%	78	15%
Black/African American	3,101	19.73%	253	49%
White	5,412	34.44%	-	-
Hispanic	5,712	36.35%	186	36%
Multiracial	154	0.98%	-	-
FRPL	7,867	50.06%	409	79%
SPED	1,438	9.15%	59	11.4%
ELL	2,005	12.76%	41	8%

As illustrated in the tables, BCSE served a comparable percentage of Hispanic students, but a higher percentage of other minority groups (American Indian/Alaskan/Asian/Pacific Islander and Black/African American students) as well as students qualifying for free or reduced price lunch, special education, and English language learners. BCSE's programs, after which SCSE will be modeled, have resulted in strong outcomes, particularly with minority and at-risk

⁵⁵ United States Census Bureau. (2012). *Connecticut state and county quick facts*. Retrieved from <http://quickfacts.census.gov/qfd/states/09000.html>

students. The founding group is confident that Stamford Charter School for Excellence will provide scholars with programs that have proven successful with demographically similar populations with efficacious results.

The following table illustrates SCSE's model school's aggregate and subgroup performance on state exams during the past three years. Please note that in New York State, student performance is rated on a four-level scale. Students who perform at a Level 3 are considered proficient and meeting grade level expectations, while students who achieve a Level 4 are exceeding expectations. It is important to note that in 2010, New York State (NYS) increased its cut scores for what qualified as a Level 3, or proficient. While many schools demonstrated a decline in test scores, BCSE students continually outperformed their peers.

NYS Exam Results Disaggregated									
	2012-2013			2011-2012			2010-2011		
	ELA	MATH	SCI	ELA	MATH	SCI	ELA	MATH	SCI
	%								
	Levels 3 & 4								
Grade 3	55.3	66.1	N/A	98.2	98.2	N/A	85.8	98.2	N/A
4	69.6	82.1	100	89.2	98.2	100	94.5	94.5	100
5	35.8	33.9	N/A	81.8	90.9	N/A	92.3	92.3	N/A
6	34.5	58.2	N/A	86	92	N/A	92	98	N/A
7	39.3	33.4	N/A	74	96	N/A	N/A	N/A	N/A
8	32.7	36.8	85	N/A	N/A	N/A	N/A	N/A	N/A
Total	44.9	52.34	93	86.1	95.1	100	91.2	95.8	100
American Indian, Alaskan				-	-	-	-	-	-
Black, African American	42.1	47.1	91.6	81.8	93.1	100	93.3	95.6	100
Hispanic, Latino	38.8	45.4	93.3	91.6	97.6	100	95.3	100	100
Asian, Native Hawaiian, Pacific Islander	70.8	87.5	100	90	93.3	100	80	100	100
White				-	-	-	-	-	-
Multiracial				-	-	-	-	-	-
FRPL	44.1	52.4	92.1	86.7	94.3	100	91.9	96.9	100
SPED	10.2	23.1	70	76.6	93.3	100	77.3	86.4	100
ELL	26.3	26.3	100	75	83.3	-	75	88.9	-

As shown in the table above, BCSE performance did not reveal a wide disparity in the achievement of the total student population and that of students in subgroup populations, with the exception

of Special Education students in ELA. However, BCSE's students with disabilities did make AYP every year for every subject. Additionally, the 2013 test cycle was the state's pilot year for testing the CCSS. While proficiency rates in meeting and exceeding grade level expectations declined universally across the state, BCSE continued to outperform their statewide peers as shown below (Data displayed for 2013, pilot year for CCSS state exam, and 2012, the year BCSE was awarded a National Blue Ribbon School.):

2013 NYS ELA and Math Exams - Comparisons ⁵⁶⁵⁷							
	ELA 3	ELA 4	ELA 5	ELA 6	ELA 7	ELA 8	ELA 3-8
BCSE	55.3	69.6	35.8	34.5	39.3	32.7	44.90
Bronx 11 (Host District)	21	20	20.6	14.6	16.3	17.4	18.33
NYC Region Host Districts' Aggregate Percent Proficient							23.21
NYC Region Charter Schools' Aggregate Percent Proficient							24.99
NYS Charter Schools							23.05
NYS Charter School Host Districts							21.70
NYS Public Schools							31.38
	Math 3	Math 4	Math 5	Math 6	Math 7	Math 8	Math 3-8
BCSE	66.1	82.1	33.9	58.2	33.4	36.8	52.34
Bronx 11 (Host District)	23.8	24.1	21.5	20.2	15.6	14.5	19.97
NYC Region Host Districts' Aggregate Percent Proficient							24.25
NYC Region Charter Schools' Aggregate Percent Proficient							34.83
NYS Charter Schools							31.30
NYS Charter School Host Districts							23.16
NYS Public Schools							31.06

*2013 – NYS Exams begin to measure proficiency in the CCSS.

2012 NYS ELA and Math Exams - Comparisons ⁵⁸⁵⁹							
	ELA 3	ELA 4	ELA 5	ELA 6	ELA 7	ELA 8	ELA 3-8
BCSE	98.2	89.2	81.8	86	74		86.1
Bronx 11 (Host District)	39.8	46.2	46.2	37.9	35.5	30.7	39.5
NYC Region Host Districts' Aggregate Percent Proficient							44.2
NYC Region Charter Schools' Aggregate Percent Proficient							51.5
NYS Charter Schools							49.2
NYS Charter School Host Districts							42
NYS Public Schools							55.1

⁵⁶ Northeast Charter Schools Network. (2013). New York state ELA exam results: 2012-2013 Percent proficient in grades 3-8. Retrieved from [http://necharters.org/articles/NYS%2012-13%20ELA%20SHARE%20\(1\).pdf](http://necharters.org/articles/NYS%2012-13%20ELA%20SHARE%20(1).pdf)

⁵⁷ Northeast Charter Schools Network. (2013). New York state math exam results: 2012-2013 Percent proficient in grades 3-8. Retrieved from http://necharters.org/articles/NYS%2012-13%20MATH%20SHARE_v1.pdf

⁵⁸ Northeast Charter Schools Network. (2012). New York state ELA exam results: 2011-2012 Percent proficient in grades 3-8. Retrieved from Retrieved from <http://necharters.org/Docs/2011-2012%20NYS%20ELA%203-8%20Results.pdf>

⁵⁹ Northeast Charter Schools Network. (2012). New York state math exam results: 2011-2012 Percent proficient in grades 3-8. Retrieved from Retrieved from <http://necharters.org/Docs/2011-2012%20NYS%20Math%203-8%20Results.pdf>

	Math 3	Math 4	Math 5	Math 6	Math 7	Math 8	Math 3-8
BCSE	98.2	98.2	90.9	92	96		95.1
Bronx 11 (Host District)	45.5	59.3	58.2	50.9	48.1	44.8	51.2
NYC Region Host Districts' Aggregate Percent Proficient							56.4
NYC Region Charter Schools' Aggregate Percent Proficient							72
NYS Charter Schools							68.7
NYS Charter School Host Districts							53.1
NYS Public Schools							64.8

*2012 – National Blue Ribbon Award

At the end of each school year, BCSE administers the Iowa Test of Basic Skills (ITBS), a nationally normed standardized test, which is used to measure and monitor student progress from year to year, and provides a nationwide context by which to evaluate the students' performance at the school. One data point that the school receives is the Grade Equivalency (GE) scores. As Riverside Publishing (the publisher of the exam) explains, "A grade equivalent score represents the typical performance of students tested in a given month of the school year at a particular grade. For example, a grade equivalent of 5.3 represents the score achieved by the median student in fifth grade after three months of instruction."⁶⁰ The following table exhibits BCSE's average Grade Equivalency scores for each grade level K-8 in ELA and Math from the 2012-13 test administration:

2012-13 End-of-Year ITBS Average GE									
Subject/Grade	K	1	2	3	4	5	6	7	8
ELA	1.46	2.22	3.23	4.35	6.4	6.17	7.6	8.35	9.05
Math	1.42	2.09	3.16	4.46	5.89	6.45	7.47	9.34	9.34

As the table demonstrates, BCSE scholars are performing well above grade level expectations by the end of the year. For example, the average GE for BCSE's first grade scholars at the end of the 2012-13 school year was equivalent to a second grader after approximately 2 months of school in ELA, and a second grader after approximately 1 month of school in math. Additionally, the average GE for BCSE's fourth grade scholars at the end of the year was equivalent to that of a sixth grader after 4 months of school for ELA, and a fifth grader after approximately 9 months of school for math. Every grade level across the board demonstrated an average GE higher than their actual chronological grade level. As SCSE programs and strategies are modeled after BCSE, this exemplifies the level of rigor and support that students at SCSE will receive to propel them towards college and career readiness.

4. Turning Around an Existing School

a. Pursuant to C.G.S. § 10-66bb(c)(3)(B), an applicant may be considered for this preference if the proposed school's primary purpose is to improve the academic performance of an existing school that has consistently demonstrated substandard academic performance, as determined by the Commissioner. Please indicate the school that you intend to turn around and describe your discussions to date, if any, with the local school district. In deciding whether to award this preference, the SBE will consider your response as well as all applicable sections of the application.

This section does not apply.

5. Serving an Underserved Geographic Location, Age/Grade Level, or Mission Not Addressed by Existing Charter Schools

a. An applicant may be considered for this preference if the proposed school would serve an underserved geographic location, age/grade level, or mission not addressed by existing charter schools. Please

⁶⁰ The Riverside Publishing Company. (2011). *Scoring services*. Retrieved from <http://www.riverpub.com/scoring/iowa/interpretation.html>

indicate the geographic location, age/grade level, or mission that the school would serve and provide evidence that the location or age/grade level is underserved or the mission is not addressed by existing charter schools. In deciding whether to award this preference, the SBE will consider your response as well as all applicable sections of the application.

SCSE seeks to provide the families of the Stamford region with a high-quality educational option that unites all stakeholders in its vision of transforming the educational landscape and providing more equitable opportunities for all students. Stamford School District currently has 12 elementary schools, 3 of which are magnet schools, and none of which offer an early start in pre-kindergarten. Stamford also hosts two other charter schools, neither of which addresses the needs of elementary level students. This means that there are currently no elementary charter school options for the families of the Stamford region. The school has received tremendous support from several community members, some of whom have graciously provided letters of endorsement, which are included as Appendix G.

As described in Section I.1b, the CSDE identified Stamford School District as a Priority School District for the 2013-14 school year⁶¹, making it one of thirty Alliance Districts with the lowest-ranked statewide District Performance Indexes (DPI). The district met its DPI target for the 2012-13 administration of the Connecticut Mastery Test (CMT)⁶², but fell short of Connecticut's ultimate target of 88 or above. Moreover, the district failed to achieve several targets for minority, low-income, disabled, and non-English proficient students with significant disparities when comparing aggregate performance to that of subgroups. This highlights the achievement gap that has persisted in the Stamford School District, which SCSE intends to ameliorate. While the school does not intend to grant enrollment preferences to any particular subgroup, SCSE anticipates a student population that is reflective of the community it serves and will concentrate particular efforts to attract and retain comparable or greater percentages of children who have been traditionally underserved by the district, targeting, for example, the following neighborhoods in CT 145th and 146th Assembly/House districts: Hubbard Heights, South End, Westside, East Side, Shippan, and Downtown Stamford.

6. Opening in a Priority School District or District with at Least 75 Percent Racial or Ethnic Minority Enrollment

a. Pursuant to C.G.S. § 10-66bb(c)(3)(C) and (D), an applicant will be awarded this preference if the proposed school would open in a Priority School District or a district with at least seventy-five percent racial or ethnic minority enrollment. Please indicate the district where the school would operate.

SCSE intends to locate and operate in the Stamford School District. Stamford was named a priority district and is one of 30 Alliance Districts in Connecticut. According to the most recent 2011-12 CEDaR report, Stamford School District had a total racial/ethnic minority enrollment rate of 64.2%. Therefore, this section does not apply.

7. Being a Higher Education Institution

a. Pursuant to C.G.S. § 10-66bb(c)(3)(F), an applicant will be awarded this preference if the applicant is an institution of higher education.

This section does not apply.

8. Locating at a Work Site

a. Pursuant to C.G.S. § 10-66bb(c)(3)(F), an applicant will be awarded this preference if the applicant plans to locate its proposed school at a work site. A work site is a facility shared by another school or business. Please describe the work site where the school would be located.

This section does not apply.

⁶¹ Connecticut State Department of Education. (2013). *Priority school program*. Retrieved from <http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=321612&sdePNavCtr=#45478>

⁶² Connecticut State Department of Education. (2013). *Connecticut district performance report for school year 2012-13*. Retrieved from http://www.csde.state.ct.us/public/performance-reports/Reports/Dist_135.pdf

Appendix A: Sample Curriculum Units

UNIT OVERVIEW

Grade: Pre-Kindergarten

Content Area: Mathematics

Unit: Patterns

Length of Unit: 3-4 weeks

Big Idea: Patterns are all around us

Unit Project: Children will create and extend patterns (ab, aabb, abc) utilizing various manipulatives provided by the school to create a pattern "leaf". At minimum, students should be able to make an AB pattern.

Essential Question(s): What are patterns?

- What is a pattern (definition)?
- Can we identify patterns?
- Can we copy already made patterns?
- Can we extend/complete patterns?
- Can we create our own patterns?
- Can we label our patterns?

Standards:

PK.A.1 Sort and classify familiar objects by a single attribute (size, shape, color, texture, orientation and position) and explain the reason.

- Same
- Different
- Same and Different
- Classify by color

PK.A.2 Recognize, copy, extend and create simple AB patterns using objects, movement or sounds.

- Similar Patterns
- Complete missing parts of patterns

Learner Expectations:

- Students will be able to define a pattern.
- Students will be able to identify patterns.
- Students will be able to copy patterns.
- Students will be able to complete/extend already established patterns.
- Students will be able to create their own patterns.
- Students will be able to label their patterns.

Assessments:

- Project - Make your own pattern leaf
 - Students will be provided construction paper with an outline of a leaf on it. They will also be provided a bag full of trinkets (i.e. buttons, paper clips,

stickers, etc.). Inside the leaf will be straight lines. In the corner, where the lines meet the edge of the leaf there will be a particular pattern label (i.e. AB, ABB, ABC, etc.). Students will be responsible for creating patterns that fulfill each line's respective pattern requirements. Certain lines on the paper will not be labeled, allowing students to create their own pattern from the trinkets provided.

- Informal Observation – These observations will take place during discussions, Q&A and independent activities.
- Homework – Ability to complete homework assignments (i.e. Identifying Pattern Worksheet, Extending Pattern Worksheet, & Cut and Paste).
- Test/Quizzes – Administered at the midpoint and end of unit.

Activities:

- Identifying people patterns (i.e. boy, girl, boy, girl)
- Going on outdoor walks to identify patterns
- Look at classroom environment to find patterns
- Using home environment to find patterns
- Making patterns connected to rhythm
- Smartboard pattern exercise (patterns explained)
- Pattern making with character cutouts, which students will wear
- Turn and talks (Discussion points: What is a pattern? Is this a pattern (visuals provided)?
- Video entitled "Patterns"
- Students will copy "snap cube trains"
- Q & A regarding "snap cube train" (i.e. Is this a pattern? Why or why not?)
- Songs: "Sesame Street – Guess What's Next?"; "Sesame Street Drum Pattern"
- Smartboard/ independent work activity: Extending Patterns
- Skittles Candy Activity: Extend patterns utilizing skittles
- Read Aloud, "What's Next Nina?" with guiding questions
- Pattern Block Worksheet
- Identify the Pattern sound/movement activity
- Fruit Loop necklace
- Gallery Walks

Resources:

Read aloud books:

"Pattern" by Henry Pluckrose

“What’s Next Nina?” by Sue Kassirer

Real-world resources:

- Classroom environment
- Park/playground environment
- Home environment

Materials:

- Smartboard
- Computer/Ipads
- Pattern blocks
- Snap cubes
- Pattern cutouts (characters)
- Yarn/string
- Fruit loops
- Worksheets
- Sentence strips
- Construction paper
- Skittles
- Trays
- Pointer

Unit Goals by Week

Timeframe	Goals/Objectives	Activities
Week 1	Immersion into patterns; students have the basic foundation for understanding patterns	<ul style="list-style-type: none"> • “Pattern” by Henry Pluckrose • Identifying people patterns (i.e. boy, girl, boy, girl) • Smartboard pattern exercise (patterns explained) • Using home environment to find patterns • Identify the Pattern sound/movement activity • Smartboard/ independent work activity: Extending Patterns • Skittles Candy Activity: Extend patterns utilizing skittles
Week 2-3	Identifying /Creating specific patterns; looking for patterns in real-world contexts	<ul style="list-style-type: none"> • “What’s Next Nina?” by Sue Kassirer • Going on outdoor walks to identify patterns • Look at classroom environment to find patterns • Using home environment to find patterns • Fruit Loop necklace • Snap-cube activities • Gallery Walks • Video entitled “Patterns” • Songs: “Sesame Street – Guess What’s Next?”; “Sesame Street Drum Pattern”
Week 3-4	Completing leaf project	<ul style="list-style-type: none"> • Picking leaf template • Using trinkets to make 1-3 different patterns (AB, AABB, ABB)

One Week of Lessons

Grade: Preschool (Pre – K)

Subject: Math

Lesson 1: Introduction to Patterns – Day 1

Lesson Plan

<p>Standards: (Connecticut State Standards)</p> <p>PK.A Patterns and functional relationships can be represented and analyzed using a variety of strategies, tools and technologies.</p> <p>PK.A.2- Recognize, copy, extend and create simple AB patterns using objects, movement or sounds.</p>	<p>Objective(s)/Aim(s):</p> <p>Students will identify patterns in a story with support; students will begin to build a definition of a pattern.</p>	<p>Materials/Resources:</p> <ul style="list-style-type: none">• Sentence strips• Picture patterns• Whiteboard• Pattern by Henry Pluckrose
<p>Motivation: Teacher will ask three boy and three girl students to come to the front of the class. They will be lined up in an <i>AB</i> pattern. The teacher will say: <i>Boys and girls look closely at the order of the boys and girls that are lined up in front of you. Do you notice anything? (listen to responses) Boys and girls, if I want to add another student to this line, should I pick a boy or a girl? Why?</i></p>		
<p>Mini-Lesson/Direct Instruction:</p> <p>Teacher will say: <i>Boys and girls, we have just found an example of a math concept called a pattern. Repeat after me "pattern." (the word will be held up on a sentence strip for students to see). Now we are going to read a book all about patterns. This book is called Pattern by Henry Pluckrose. When we are finished, we should be able to start defining or explaining what a pattern is.</i></p> <p>Teacher will read aloud story, pausing at various intervals to ask guiding questions connected to the patterns that arise in the text:</p> <ul style="list-style-type: none">What do you notice?What object/color is repeating itself?Can you think of anything that is a pattern like those we saw in the book? Turn and talk.		
<p>Guided Practice:</p> <p>Towards the end of the text, the teacher will ask/say: <i>Boys and girls is what you see on this page a pattern? Why? Why not? Make sure when you answer that you use the word 'pattern'.</i></p> <p>Teacher will provide less support to help students identify and explain patterns in the text. Teacher will listen for the following responses:</p> <ul style="list-style-type: none">• Yes, it is a pattern because it repeats.• Yes, it is a pattern because it happens over and over again.• Yes, it is a pattern because the same thing keeps happening.• Any other reasonable beginning definition for a pattern		

Independent Practice:
Folded into guided practice

Share/Reflection:

Teacher will say: *Ok math scholars, today we have begun hearing about patterns. What were some patterns that we saw in the book? Who can help me begin writing the definition of a pattern?*

Teacher will write that a pattern is something that repeats. Several pictures from book will be added to chart to share with students for future lessons.

Modifications:

- Pre-teach concepts to a group of students before the whole group lesson
- Preferential seating to keep students focus

Assessment(s):

Informal: Observation, Question and Answer

Homework:

n/a

Grade: Pre - K

Subject: Math

Lesson 2: Introduction to Patterns – Day 2

Lesson Plan

Standards: (Connecticut State Standards)

PK.A Patterns and functional relationships can be represented and analyzed using a variety of strategies, tools and technologies.

PK.A.2- Recognize, copy, extend and create simple AB patterns using objects, movement or sounds.

Objective(s)/Aim(s):

To review the definition of patterns; students will make patterns based on a rhythm.

Materials/Resources:

- Snap cubes/bins

Motivation:

Students will sit in a circle on the rug in groups of fourteen. In front of each child will be a bin of snap cubes with two different colors. Teacher will bring out book and chart from yesterday.

Teacher says: *Math scholars, yesterday we began learning about patterns. Who can tell us what we learned about patterns? (listen to responses). Very good. We learned that patterns happen when something repeats or happens over and over again.*

Mini-Lesson/Direct Instruction:

Teacher says: Today we are going to make a pattern by listening to a beat or rhythm.

Teacher will produce the following rhythm: clap, **clap clap**, clap, **clap clap**

Students will repeat the rhythm along with teacher and continue for several more beats.

Teacher says: Now boys and girls what if I wanted to use cubes to show this pattern. Watch me while I make my cubes match this pattern.

Students will be asked questions to help teacher make the pattern using the cubes such as:

- Should I keep the same color or use a different color?
- How many of this color do I need?
- What should come next?

Guided Practice:

Teacher says: *Good work scholars. Now we are going to try some more. Listen to this beat (soft clap, **loud clap**, soft clap, **loud clap**). Repeat with me. Now I want you to try making this pattern with your cubes.*

Teacher will watch students and support them to make a pattern that matches the rhythm.

Independent Practice:

Teacher says: *Now scholars and want you to start by making a pattern using your cubes, and then we will clap some of them out as a group.*

Students will be allowed approximately five minutes to make a pattern. Then three to five students will have their cube patterns clapped out loud.

Share/Reflection:

Summarize the lesson and reinforce the definition of the pattern (something that repeats). Students will be asked various questions, which will be expected to assist their understanding:

- What is a pattern? (Something that repeats over and over again.)
- What did we make patterns with today? (snap cubes) How many colors did we use? (two)
- Does anyone have a favorite pattern that we made? Answer: Student responses will vary.

Modifications:

- Whole lesson broken into two groups of fourteen students each
- Advanced students coached to extend and create additional patterns
- Struggling students provided with additional teacher support to make basic patterns

Assessment(s):

Informal assessment of student ability to build the "snap cube trains" and create patterns to match rhythms.

Homework:

Circle the Pattern Worksheet

Grade: Pre - K

Subject: Math

Lesson 3: Extending Patterns (Day 1 of Extending Patterns) – Day 3

Lesson Plan

<p>Standards: Standards: (Connecticut State Standards) PK.A Patterns and functional relationships can be represented and analyzed using a variety of strategies, tools and technologies. PK.A.2- Recognize, copy, extend and create simple AB patterns using objects, movement or sounds</p>	<p>Objective(s)/Aim(s): Students will learn how to extend patterns.</p>	<p>Materials/Resources:</p> <ul style="list-style-type: none">• Skittles• Smartboard• Youtube song• Trays (for skittles)• Pointer• Smartboard pattern activity• In class Skittles worksheet• YouTube song, "Sesame Street Guess What's Next."
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Motivation:

Teacher says: *Math scholars, we have spent two days talking about and creating patterns. Who can remind us about what a pattern is? (Something that repeats)*

Mini-Lesson/Direct Instruction:

Teacher says: *Today boys and girls we will continue working with patterns. Today we are going to do something very exciting. We are going to work on extending patterns. Extending means that we are going to continue patterns or make them longer. Everybody put up you two hands close together. Now open the wide and say "extend...to make longer". Now up here on the board, we have a pattern (teacher points to the Smartboard where a pattern of candy pictures will be visible (i.e. Reese's Pieces and Hersey Kisses) Now, when we extend the pattern, or make it longer, we pick what is going to come next in the pattern. For example, here we have a pattern of two types of candy, Reese's Pieces and a Hershey Kiss. Let's go through the pattern together.*

The teacher will use the pointer and point to each item in the pattern. The students will read the pattern together. The students will read the pattern three times.

Teacher says: *What comes next in the pattern, the Reese's Pieces or Hershey Kiss?*

Guided Practice:

Five examples will be provided in the above manner (Mini-Lesson/Direct Instruction). Students will be able to come up to the Smartboard and use the pointer to click and drag the object into the pattern to extend it.

Independent Practice:

Students will be provided a Skittles worksheet which shows various patterns in color (all skittle candy patterns).

Teacher says: *On each table there is a bowl of skittles. With your partner, look at each pattern and use the skittles to extend the pattern, or make it longer.*

Teacher will walk around to look at student work and provide support where needed.

Share/Reflection:

Students will sit at their desks and eat some skittles during the share/reflection segment of the lesson. Groups will be called on to share their answers. Students will be asked the following questions:

What does it mean to extend a pattern? (Add another object in the pattern; make it longer)

What was your favorite part of the lesson today? (Student responses will vary.)

Which pattern did you like extending the most? Answer: (Student responses will vary.)

Can you think of any place in your life where you have seen a pattern like the ones you extended today?(Student responses will vary.)

Modifications:

- Struggling students work in a small group with a teacher to extend their patterns; focus will be on AB patterns; Ipads available to instantly tell students if their choice is correct
- Advanced students can create and extend their own patterns from scratch; a variety of patterns will be represented
- Strategic partnering with students

Assessment(s):

Informal observation of ability of students to complete Smartboard activity; skittles worksheet

Homework:

Extending Patterns Worksheet; bring in an example of something that has a pattern from home

Grade: Pre - K

Subject: Math

Lesson 4: Creating; Extending; Deciphering patterns from non-patterns– Day 4

Lesson Plan**Standards: Standards:**

(Connecticut State Standards)

PK.A Patterns and functional relationships can be represented and analyzed using a variety of strategies, tools and technologies.

PK.A.2- Recognize, copy, extend and create simple AB patterns using objects, movement or sounds.

Objective(s)/Aim(s):

Students will separate patterns from non-patterns; continue to create and extend patterns.

Materials/Resources:

- Pattern Blocks
- Read Aloud “What’s Next Nina?” by Sue Kassirer
- Smartboard or Whiteboard
- Smartboard Activity
- Pointer
- Tray (for counters)
- Pattern Block Worksheet

Motivation:

Teacher says: *Math scholars, last night I asked you to find some patterns from home to bring in and share with us. Who would like to share their examples and explain why it is a pattern.*

Ask students to come up and share their examples. Carefully choose mostly students who have examples of patterns.

Yesterday, we learned about extending patterns. Can anyone share what it means to extend a pattern? Feel free to look at some of our examples from yesterday.

Mini-Lesson/Direct Instruction:

PART I: Teacher says: *Scholars, you will create and extend the patterns that you create. Your patterns must go all the way across this paper (11"x14"). Then we will spend some time identifying which pictures are patterns, and which pictures are not patterns. Watch me as I create and extend a pattern of my own on this paper (teacher models). Now it is time for you to create your own. When you complete your first pattern, place your hand in the air so that I can come around to check your work.*

PART II: *Now scholars, we are going to decide if a picture shows a pattern or not. Look up at these examples on the board and listen to my thinking (teacher does a think-aloud on decision making).*

Guided Practice:

PART I: N/A

PART II: Teacher says: *Scholars, look at these next two examples. What is the first picture? The next picture? The next picture? The next picture? Are we repeating ourselves? Yes. So this is a pattern. Now let's look at the next one. What is the first picture? The next picture? The next picture? The next picture? Are we repeating ourselves? No. This one is not a pattern. Now I want you to practice this on your own. Try saying each picture out loud to yourself to see if you hear a pattern as your saying it.*

Independent Practice:

PART I: The students will use pattern blocks (located in a bin on their table) to complete the patterns. The teachers will walk around the room ensuring students are on task and completing the assignment correctly.

PART II: Students will need to circle examples of patterns.

Share/Reflection:

Teacher will invite two students to share the patterns they created and extended; Identifying Patterns worksheet will be collected and assessed.

Modifications:

- Pre-teach concepts to a group of students before the whole group lesson
- Struggling students will work in a small group with a teacher.
- 1:1 support during independent practice
- Strategy groups for the independent activity
- Identifying Patterns worksheets will range from simple AB patterns to a variety of patterns

Assessment(s):

Informal observation of ability of students to complete Smartboard activity and complete individual "Create/Extend The Pattern" activity.

Worksheet where students circle patterns will be collected.

Homework:

Finishing Patterns worksheet pg. 296

Grade: Pre - K

Subject: Math

Lesson 5: Creating AB Pattern Using Fruit Loop Necklace – Day 5

Lesson Plan

<p>Standards: (Connecticut State Standards) PK.A Patterns and functional relationships can be represented and analyzed using a variety of strategies, tools and technologies. PK.A.2- Recognize copy, extend and create simple AB patterns using objects, movement or sounds.</p>	<p>Objective(s)/Aim(s): Students name and create AB patterns</p>	<p>Materials/Resources:</p> <ul style="list-style-type: none">• Fruit Loops• String (Pre-Cut) Necklaces• Smartboard
<p>Motivation: Students will listen to a song, entitled “Sesame Street Drum Pattern”. This will serve as the hook, and is intended to promote student participation and engagement. The teacher will explain that patterns are everywhere, on paper, clothes and can be created by sounds. The students will listen to another Sesame Street pattern song and attempt to identify the pattern.</p>		
<p>Mini-Lesson/Direct Instruction: Teacher says: <i>Scholars, we have spent a several days discussing patterns, and you all have been doing hard work creating and identify patterns. But did you realize that there are different types of patterns? Did you notice that all of our patterns did not look exactly the same. Well today we are going to look at one special type of pattern. It is called and AB pattern. Repeat after me “AB” pattern. “AB” is written on a sentence strip. Watch while I show you an example of an AB pattern (on chart paper, ABABABABABABA will be written several times, this pattern will be chanted by the students). Now boys and girls, I want to use my color blocks to show this pattern. I will pick one color for all the A’s and another color for all the B’s.</i></p>		
<p>Guided Practice: Teacher says: <i>Now let’s use something besides the color blocks to make the AB pattern. Let’s use....you! What should we make all the A’s be? What she we make all the B’s be? Now let’s make our pattern (Guide the students to make the AB pattern using boys and girls) Now you will practice making your own AB pattern neckalces.</i></p>		
<p>Independent Practice: Students will create their own AB pattern necklaces using the fruit loops. Teachers will be walking around the room monitoring and conferencing with each student.</p>		
<p>Share/Reflection: Students will share their pattern necklaces with the other students at their table. Teacher will ask:</p> <ul style="list-style-type: none">• What kind of special pattern did we make today? (AB)• Do we see any AB patterns in our classroom? (Answers will vary)		

Modifications: <ul style="list-style-type: none">• Meet in advance with students who were not able to identify patterns from the day before• Provide a starter necklace for struggling students that has the AB pattern started• 1:1 support during independent practice• Allow advanced students to assist other students once they have made their own accurate necklaces	Assessment(s): <p>Informal observation of ability of students to complete the sound pattern (participation) and pattern necklace.</p>	Homework: <p>Cut and paste AB Patterns Handout; bring in an example of an AB pattern from home</p>
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UNIT OVERVIEW

Grade: First

Content Area: English Language Arts

Unit: Around the Neighborhood

Length of Unit: 6 weeks

Big Idea: Everyone can be a good neighbor/Good readers can identify and analyze text elements and structures (characters, setting, main idea/details,etc)

Unit Project: Children will create a poster of at least 5 important neighbors in their community. Scholars will write one sentence explaining why each neighbor is important. They will also include a small map of their neighborhood. All keys aspects of the poster will be labeled. Scholars then need to answer: Which place is your favorite? Use an index card to write which place is your favorite and Why.

Essential Question(s): What is important about being a friend or neighbor? How can a person show that he/she is a good neighbor? How do good neighbors help communities?

Skill Based Essential Questions:

1. What is the main idea of this selection?
2. What clues tell you how a character feels?
3. Why is the order of story events important?
4. What information do words and pictures give?
5. How does the setting make a story interesting?

Standards:

Reading

CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details.

CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CCSS.ELA-Literacy.RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

Speaking & Listening Standards

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media

L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words

L.1.5.c Identify real life connections between words and their use

L.1.1f Use frequently occurring adjectives

L.1.1c Use singular and plural nouns with matching verbs in basic sentences

Writing Standard

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Learner Expectations:

Reading Skills	Language Skills	Writing Skills
<ul style="list-style-type: none"> • Scholars will participate in interactive read alouds and respond to classroom questions or noticings • Scholars will identify the main idea of a text with 4 supporting details • Scholars will understand characters based on what they do and say. • Scholars will sequence a story • Scholars will identify text and graphic features • Scholars will tell what happened in the beginning, middle and end of a story • Scholars will be able to identify the genre 	<ul style="list-style-type: none"> • Scholars will be able to identify and pronounce the final sound in words • Scholars will be able to identify and pronounce short words with the short a; short e, short I, short o, and short u sound • Scholars will identify and pronounce words with consonants n, d, p, f, b, g, l, x, y, w, k, v, j, r, h, /z/s, qu, z • Scholars will identify and pronounce words that end with -et, -it, 	<p>Scholars will respond to short response questions based on the comprehension of a text.</p> <p>Scholars will use nouns, action words (verbs) and adjectives in their writing</p> <p>Scholars will spell words with the Short a, Short I, Short o, Short e, Short u in their writing</p>

<p>of a text (Informational Text, Fable, Poetry, Article, Fable, Realistic Fiction) based on their characteristics</p> <p>Vocabulary Scholars will be able to recall the definitions of the following words: beautiful, excellent, invitation, miss, ruin, suddenly, bandits, brave, chattered, apart, crept, proud, sneaked, snout, worried, ears, steady, still, canvas, combinations, ease, important, rhythm, row, alleys, dash, ferry, space, subways, sealed</p>		
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Activities:

Reading:

- Scholars will complete a variety of graphic organizers (webs) that state the main idea of a text with four supporting details
- Scholars will cut and paste the main idea and details of a story in the correct place
- Scholars will work in groups of 2 (heterogeneous grouping) or 4 to create a chart/web that share traits of a character from a book.
- Scholars will choose a character from a story and write 2 sentences about what the character is like
- Scholars will draw a picture of a character from a story
- Scholars will complete a t chart stating what characters do and say in order to understand characters (words/actions)
- Scholars will complete a story map graphic organizer stating what happened in the beginning, middle and end of a story
- Scholars will cut and paste events in a story in the correct order
- Scholars will identify labels and captions of a nonfiction text
- Scholars will use vocabulary words in sentences and draw a picture to match

- Scholars will identify the genre of a story after listening to the story and looking at the pictures
- Scholars will be able to make connections to a story and share it with their tablemates (text to text, text to self or text to world)
- Scholars will participate in guided reading group based on their individual reading level

Language:

- Scholars will circle and write Dolch spelling words with the short a, e, i, o and u sound
- Scholars will say the name of each picture (words with short vowel words) and circle the word that names each picture
- Scholars will match pictures to beginning sound clusters
- Scholars will write the beginning sound of pictures
- Scholars will use sound and letter cards to blend the sounds and form words
- Scholars will read a variety of sentences presented on the Smartboard, which have CVC pattern words based on phonics letters.
- Scholars build words on the Smart board and magnetic boards using their phonics sounds
- Scholars will work in groups of 2 (heterogeneous grouping) or 4 to write words with the short vowel sound to complete each sentence
- Scholars will write a word that has the same beginning sound as the picture
- Variety of additional center activities

Writing:

- Scholars will respond to short response questions based on the comprehension of a text.
- Scholars will identify and circle nouns, action words (verbs) and adjectives in a text or sentence
- Scholars will act out verbs in a sentence
- Scholars will spell words with the short a, Short I, short o, short e, short u
- Scholars will write sentences with short vowel words
- Scholars will write multiple sentences with nouns, verbs and adjectives

Assessments:

Formative:

- Responses to questions during instruction
- Exit Slip- Graphic organizers (webs) that state the main idea of a text with four supporting details
- Exit Slip- Cut and paste the main idea and details of a story in the correct place

- Exit Slip- Choose a character from a story and write 2 sentences about what the character is like
- Exit Slip- Draw picture of a character and setting from a story. Label each.
- Exit Slip- T chart stating what characters do and say in order to understand characters (words/actions)
- Exit Slip- story map graphic organizer stating what happened in the beginning, middle and end of a story
- Exit Slip- cut and paste events of a story in the correct order
- Quizzes- matching each vocabulary word to its picture
- Review sheets based on reading comprehension, vocabulary, parts of speech, phonics, 2 short response questions
- Informal observations of Smartboard interactive activities

Summative:

- Project
- Weekly Assessment: reading comprehension, vocabulary, parts of speech, phonics, 2 short response questions
- Unit 1 Assessment (cumulative): reading comprehension, vocabulary, parts of speech, phonics, 2 short response questions

Resources:

Interactive Read Alouds (all pieces connect to the good neighbor theme):

Main Selection: What is a Pal? By: Nina Crews

Paired Selection: Friends Forever (poetry)

Nan and Dan (Decodable text)

Main Selection: The Storm by: Raul Colon

Paired Selection: Storms (Article)

Sid Pig (Decodable text)

Main Selection: Curious George at School based on: Margaret and H.A. Rey's Curious George

Paired Selection: School Long Ago (Informational Text)

Max Fox and Lon Ox (Decodable text)

Main Selection: Lucia's Neighborhood by George Ancona

Paired Selection: City Mouse and Country Mouse (Fable)

Ken and Vic (Decodable Text)

Main Selection: Gus Takes the Train by: Russell Benfanti
Paired Selection: City Zoo (Informational Text)
Fun, Fun, Fun! (Decodable Text)

Additional Materials

- Smartboard files: reading comprehension, vocabulary, parts of speech, phonics, short response questions
- Chart paper/markers
- Student Textbook
- Workbooks/worksheets
- Leveled Readers/Short passages/Decodable books
- white boards/markers
- index cards (letter and sound cards)
- magnetic boards and letters

Below are five comprehension lessons for English Language Arts. SCSE's lessons are designed to continuously support a variety of learners and their learning styles. The explicit instruction on vocabulary, metacognitive processes, comprehension skills and strategies- with frequent formal and informal assessment- specifically support struggling native English speakers alongside our ELL population.

Grade: 1ST Grade

Subject: ELA Unit 1, Lesson 1

Lesson Plan

<p>Standards: (Common Core) CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media</p>	<p>Objective(s)/Aim(s):</p> <p>Students will be able to determine the main idea of a passage.</p>	<p>Materials/Resources:</p> <ul style="list-style-type: none"> • SmartBoard • Projectable Main idea web map • Main idea web map worksheet • Read alouds: Curious George; Nan and Dan
<p>Motivation: Teacher will have scholars turn and talk to answer the following question: How do you know what a story is about? Scholars will be picked to tell the class their partner's response to the question.</p>		
<p>Mini-Lesson/Direct Instruction: Teacher will explain to the scholars that reading selections have a main idea. "Main idea" will be written on chart paper. Teacher says: <i>The main idea is the most important idea about the topic of the selection. Knowing the main idea of a story helps the reader better understand what it is all about. Today we are going to practice finding the main idea in fiction stories like fantasy or realistic fiction? First always look at the title. The title often gives many clues about the main idea. Thinking about the problem, how the problem was solved, and what you learned at the end of the story can also help you find the main idea. Listen as I show you how I find the main idea of the story we read yesterday, Curious George at School. Think Aloud: The title says "Curious George at School", so I know the main idea will have to do with George and school. The problem is that George makes a mess with paints. George's problem is solved when the students from school help him clean up. So the main idea is the George makes a mess at school, but with the help of the students he is able to clean it up.</i></p>		

Guided Practice:

Teacher says: *Now let's work to find the main idea of another text that we read Nan and Dan. What was the problem in this story? How was the problem solved? What did we learn by the end of the story?*

Teacher will listen to responses and guide students towards correct answer if necessary.

Independent Practice:

Scholars will work in small (per reading abilities). They will work with their group to complete a main idea section of a web map using a different passage.

Share/Reflection:

In reading groups they will share the definition on main idea and how they can find the main idea.

Big Idea Question:

How does Curious George show us how to be a good neighbor? Nan and Dan?

Modifications:

All students will use books based on their reading level to find the main idea.

Struggling students will have picture supports if necessary.

Assessment(s):

Informal observations of participation during the guided practice.

Web organizer

Homework:

Main idea worksheet

Grade: 1ST Grade

Subject: ELA Unit 1, Lesson 2

Lesson Plan**Standards:** (Common Core)

CCSS.ELA-Literacy.RI.3.2

Determine the main idea of a text; recount the key details and explain how they support the main idea.

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media

Objective(s)/Aim(s):

Students will be able to determine the main idea of a passage.

Students will be able to provide supporting details for the main idea.

Materials/Resources:

- SmartBoard
- Projectable "Mickey the main idea" spider web map
- Main idea web map worksheet

Motivation:

Teacher recounts details about her morning. Teacher says: *Today Ms. T had a difficult morning. She woke up late because the cat knocked over her alarm clock while she was sleeping and accidentally turned it off. Then when she got to the bathroom she realized her toothpaste was almost all finished, so she had to squeeze and*

squeeze to get the last little bit out. Then when she got into her car she realized that she was almost out of gas! She had just enough to get to the gas station and fill up. Then, when she finally got to the front door of the school, her bag broke and all her papers fell out. Finally she got to her classroom, saw her wonderful students, and everything was all right! Scholars let's review how we find the main idea. What was Ms. T's problem (she was having a bad morning)? How did the problem get solved (she saw her students and she felt better)? So let's put that together and say the main idea (Ms. T was having a rough day, but the she saw her students and things got better).

Mini-Lesson/Direct Instruction:

Teacher says: *Today we are going to find details to support our main idea. Let's meet Mickey the main idea spider. What would happen if Mickey didn't have any legs? Well he would fall down and it would be able to move. Well the main idea is like the body of Mickey, and the his legs are the supporting details. Watch me as I complete the Mickey web by adding supporting details to the main idea we just found. Think Aloud: To find supporting details, I must think of what happened in the story that supports Ms. T was having a rough day, but the she saw her students and things got better. How do I know she was having a bad day? Oh, her cat knocked over the alarm, she ran out of toothpaste (these will be pre-written on sentence strips and placed on the web).*

Guided Practice:

Teacher says: *Who can tell me what other detail supports that Ms. T had a bad day (her bag broke). Scholars, the main idea also says that things got better. What proof do we have from the story that things got better (she saw her students and felt better). Now I want you to work in table groups to complete the main idea web that we started yesterday for Curious George. Teacher review main idea for curious George. In your groups you will find pictures with sentences that have supporting details for the main idea.*

Independent Practice:

Scholars will work in groups to choose the pictures/sentences that support the main idea. Teachers will monitor and support activity.

Share/Reflection:

Partners will be called to read their passage and present their work.

Below Level Modification:

Will be pulled to go over retelling of the story; can rely heavily on pictures for support

Above Level Modifications:

Can rely heavily on sentences; will be allowed to add an additional supporting detail

Assessment(s):

Informal observations of participation during the guided practice.

Web map main idea worksheet

Homework:

Web idea web map worksheet/
supporting details

Grade: 1ST Grade
Subject: ELA Unit 1, Lesson 3

Lesson Plan

<p>Standards: (Common Core): CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>Objective(s)/Aim(s):</p> <p>Students will be able to determine the main idea of a passage.</p> <p>Students will be able to provide supporting details for the main idea.</p>	<p>Materials/Resources:</p> <ul style="list-style-type: none">• SmartBoard• Projectable Main idea web map• Main idea web map worksheet• Read alouds: Pals by Nins Crews
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Motivation:

Display Mickey the main idea spider

Teacher says: *Who can tell us what a main idea is (what the story is all about)? Who can tell us what supporting details are (they help or support the main idea)*

Mini-Lesson/Direct Instruction:

Teacher says: *Today we are going to practice finding the main idea of a non-fiction text. What is a non-fiction text (something that is true)? Finding the main idea of a non-fiction text is a bit different than finding the main idea of a fiction text. We still want to know what the book is all about. We still need to reread the title. But instead of looking for a problem and solution, you should ask yourself, what are most of the pages in the book about? Now I'm going to read aloud a book called What is a Pal?. After we finish, I will show you how I find the main idea of this non-fiction text. Teacher reads text.*

Think aloud: *What was the title of this book (What is a Pal?)? Well I know the main idea probably has to do with pals. Now let me go back and look at most of the pages. What were most of the pages about pals in your neighborhood are helpful)? I think the main idea is that it is good to have pals in your neighborhood because they are helpful. (This sentence is placed in the Mickey the main idea spider's body.)*

Teacher says: *Ok scholars, let's review how we can find the main idea of a non-fiction text (look at the title and look at what most of the pages are about).*

Guided Practice:

Teachers says: *Now scholars I need you to help me find supporting details for Pals to complete our web. What are some details from our text that support or help the main idea- it is good to have pals in your neighborhood because they are helpful.*

Teacher will ask students for answers and place ones that match teacher's pre-written answers on the web.

Independent Practice:

In small groups, scholars will find the main idea and supporting details of non-fiction texts.

Big Idea Question:

How does the book Pal help us understand what it means to be a good neighbor?

Share/Reflection:

Scholars will share their responses; scholars will repeat definition for main idea and supporting details. Scholars will state how to find the main idea of a non-fiction passage.

<p>Modifications: All students will use books based on their reading level to find the main idea. Struggling students will have picture supports if necessary; starter sentences will also be provided; steps to finding main idea will be posted</p>	<p>Assessment(s): Informal observations of participation during the guided practice/small group work. Web map main idea worksheet</p>	<p>Homework: Web idea web map worksheet</p>
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Grade: 1ST Grade

Subject: ELA Unit 1, Lesson 4

Lesson Plan

<p>Standards: (Common Core): CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>Objective(s)/Aim(s): Scholars will be able to determine the main idea of a passage. Scholars will be able to provide supporting details for the main idea.</p>	<p>Materials/Resources:</p> <ul style="list-style-type: none"> • SmartBoard • Clean teeth bag: a bag, a toothbrush, toothpaste, dental floss and mouthwash • "Spots the Barn Cat" SmartBoard slide • "Circus Clown" SmartBoard slide • Main idea worksheet with shorter passage • Main idea worksheet with longer passage
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Motivation:

Unpacking the main idea. Teacher will pull the following items out of a bag: a toothbrush, toothpaste, dental floss, and mouthwash. Teacher will ask scholars to turn and talk to a partner about what they think the big idea of the bag is based on the items. Teacher will chart their ideas, but limit choices to two. Teacher will lead scholars to determine that the unpacked "big idea" or "main idea" is keeping your teeth clean.

Mini-Lesson/Direct Instruction:

Teacher will remind the scholars that reading selections have a main idea and that the main idea of a text is what the text is mostly about. The teacher will display the reading passage, "Spots the Barn Cat," on the

SmartBoard. Teacher will read, the title of the passage "Spots the Barn Cat" and explain that I will have four choices for the main idea.

Think Aloud: *I know the title mentions Spot the Cat, so I think the main idea of the passage might be about Spot the Cat.*

Teacher reads the passage, then the four choices for the main idea on the worksheet and discusses how the passage may mention some of these. Teacher models thinking as they choose the correct main idea.

Think Aloud: *The passage does not say that the barn was dirty, so I know that cannot be the main idea. The passage does not say that Spots often slept outside in the rain, so that cannot be the main idea. Even though the passage does say that Spots is a grey and white cat, it is only one small part of the passage. Therefore that cannot be the main idea. All the other sentences in the passages are about how the barn is a good place for Spots to live, so the best main idea is C, "The barn was a good place for Spots to live."*

Teacher asks scholars: "How did I choose the best main idea?" Scholars should respond that you thought about what the story was mostly about and then read all the choices. You thought about which choice was said in the passage, and which choice was not just a small detail, but also the most important idea of the story.

Guided Practice:

The teacher will display the reading passage, "Circus Clowns," on the SmartBoard.

Teacher will read "Circus Clowns" and discuss the five choices for the main idea. We will choose the best main idea from the five choices and provide evidence from the text to support our idea. If scholars disagree, they will be allowed to debate until everyone agrees on the main idea. Teacher will circle the details in the passages that help support the big idea so students can see the text support.

Independent Practice:

Scholars will complete a main idea worksheet independently. On the worksheet they will read a short passage and pick which is the main idea out of four options. Scholars will circle the four supporting details within the passage.

Share/Reflection:

Scholars will be called to read their passage and present their work.

Below Level Modification:

For the below level scholars, they will receive a worksheet with a shorter passage.

Above Level Modifications:

The above level achievers will receive a worksheet with a longer passage.

Students who do poorly on worksheet will be pulled in a small group for re-teach

Assessment(s):

Informal observations of participation during the guided practice.

Independent practice main idea worksheet.

Homework:

Main idea worksheet

Grade: 1ST Grade
Subject: ELA Unit 1, Lesson 5

Lesson Plan

<p>Standards: (Common Core): CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>Objective(s)/Aim(s):</p> <p>Scholars will be able to determine the main idea of a passage.</p> <p>Scholars will be able to provide supporting details for the main idea.</p>	<p>Materials/Resources:</p> <ul style="list-style-type: none"> • Main idea quiz • Main idea quiz with shorter passage • Main idea quiz with longer passage
<p>Motivation: Teacher will reread, "What is a Pal?" Teacher will have scholars turn and talk to answer the following question: What is the main idea of? How do you know? What details support your answer?</p> <p>Scholars will be picked to tell the class their partner's response to the question.</p>		
<p>Mini-Lesson/Direct Instruction: Teacher will remind the scholars that reading selections have a main idea and that the main idea of a text is what the text is mostly about. Knowing the main idea of a story helps the reader better understand what it is all about. The details are the facts in a story that tell more about the main idea.</p>		
<p>Guided Practice: Teacher will distribute the main idea quiz and read the directions to the scholars. Scholars are to read the passage and answer, which is the main idea of the passage out of the four options. Scholars must also circle four supporting details within the passage.</p>		
<p>Independent Practice: Scholars will complete their main idea quiz.</p>		
<p>Share/Reflection: Teacher will review quiz and make instructional decisions based on results.</p>		
<p>Below Level Modification: For the below level scholars, they will receive a quiz with a shorter passage.</p> <p>Above Level Modifications: The above level achievers will receive a quiz with a longer passage.</p>	<p>Assessment(s): Main idea quiz</p>	<p>Homework: n/a</p>

SCSE is dedicated to a true balanced literacy approach. On a daily basis, scholars will develop their concepts of print, language, and writing. Below are a series of mini-lessons that would accompany the weekly comprehension lessons.

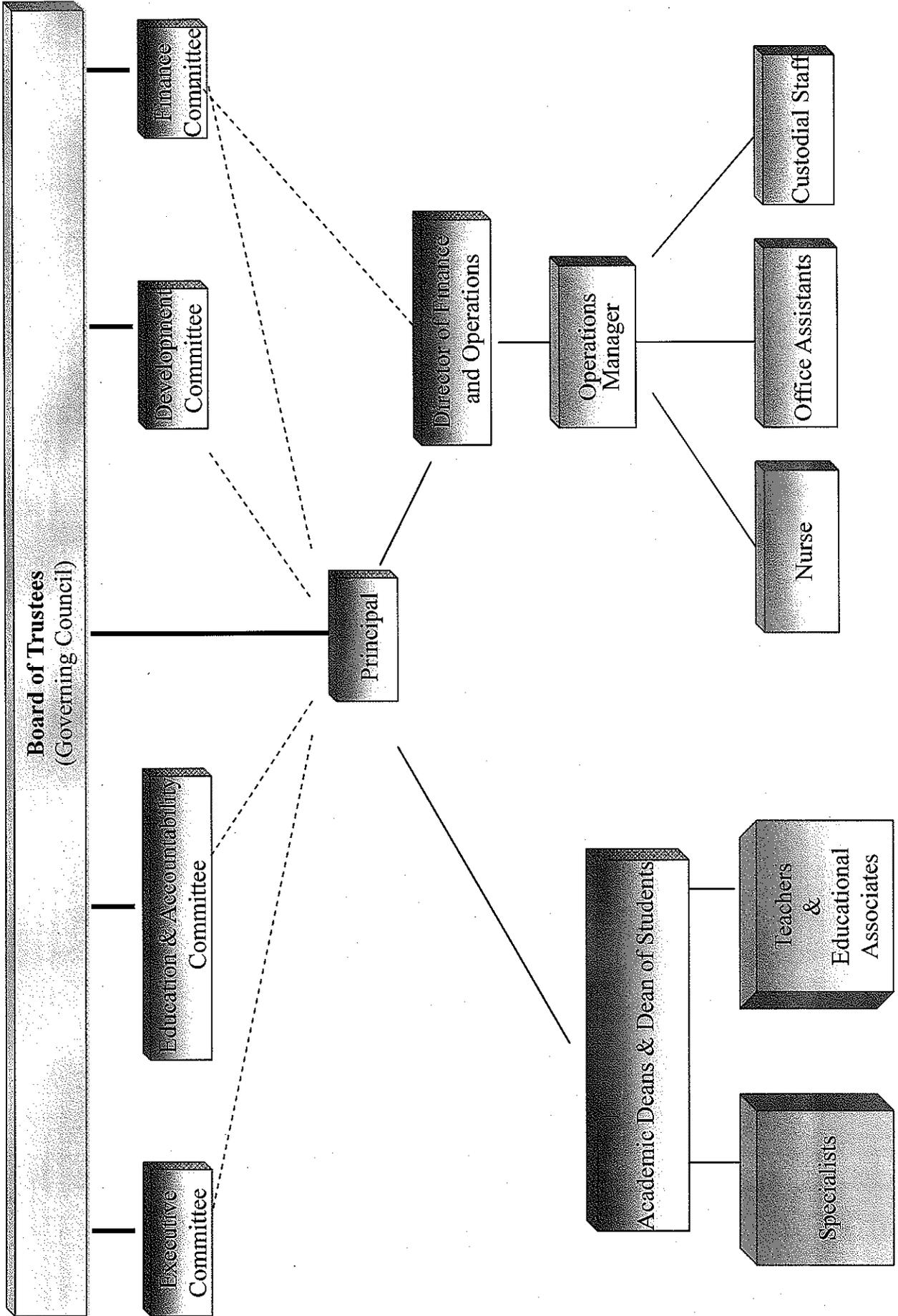
Language and Writing Lessons for 5 Days

	Conventions/Language Lessons: Spelling	Conventions/Language Lessons: Vocabulary
Day 1	<ul style="list-style-type: none"> Spelling: Words with short a-Go over spelling words for the week Phonics: Words with short a, n and d-display letter sound cards to discuss sounds. Scholars decode a list of words each having letters a, n and d. 	<ul style="list-style-type: none"> Vocabulary: Read a short passage "The Lion and the Mouse" and look at vocabulary words in passage. High Frequency Words: Look at the list of words for the week. Use each word in a sentence.
Day 2	<ul style="list-style-type: none"> Spelling: Word Sort: Draw a 2 column chart on the board. Write /a/ in the left column. Write not /a/ in the right column. Scholars will look through the list of spelling words and sort them into the correct column. Phonics: Sound by sound blending routine-Teacher will display a list of 15 words each having an /a/, n or d. Scholars will sound out and blend each word. They will read as a group, individually or as a class. 	<ul style="list-style-type: none"> Vocabulary: Discuss vocabulary words and meaning verbally with the class. High Frequency Words: Create a tic-tac-toe board with the words. Volunteers will read aloud words until each word is crossed out.
Day 3	<ul style="list-style-type: none"> Spelling: Model how to segment sounds. /s/ /a/ /t/ Repeat with scholars. Use letter cards to create spelling words and showing how segmenting each sound to blend works. Phonics: Introduce consonants p, f. Display the letter/sound card for each letter and discuss. Create words that begin with each letter. 	<ul style="list-style-type: none"> Vocabulary: Guide scholars in oral discussion by asking questions using vocabulary words. "What is the most beautiful thing in your house"? Prompt with questions using each vocabulary word. High Frequency Words: Use High Frequency word cards to discuss spelling of each word. Put each card in a jar. Scholars take turns coming to the jar, pulling a word out and reading it. The rest of the class will repeat the word.

Day 4	<ul style="list-style-type: none"> Spelling: Scholars will use the connection to writing: drawing labels and details to write labels on a picture using their list of spelling words. Phonics: On the board display all letters for the lesson /a/, d, n, p, f. Write 5 words on the board, each with one letter missing. Scholars will take turn completing the word by using the 5 phonics choices. 	<ul style="list-style-type: none"> Vocabulary: Guide scholars to interact with the vocabulary words by asking guiding questions. Scholars will answer and then create their own sentences using each vocabulary word. High Frequency Words: Play Cheerleader Call and Response Game. One child is head cheerleader. They will stand in front of the room and call out each letter in a word and have scholars repeat until they build a word. Choose different cheerleaders for the remaining words.
Day 5	<ul style="list-style-type: none"> Spelling: Scholars will be given a spelling test of their weekly words. Phonics: Scholars will repeat the lesson from day 4 as practice. 	<ul style="list-style-type: none"> Vocabulary: Re-read "The Lion and the Mouse" As you reach each oral vocabulary word in the selection ask scholars to explain its meaning. After reading challenge scholars to create their own sentence using the vocabulary words. High Frequency Words: Have scholars create their own sentences using high frequency words on their white boards.
Writing Lessons		Materials
Day 1	<ul style="list-style-type: none"> Scholars will think of 3 school friends. They will draw a picture of each friend and add details by using labels, places or things to the picture. 	<ul style="list-style-type: none"> Spelling words: am, at, sat, man, dad, mat High Frequency Words: play, be, and, help, with, you Vocabulary Words: excellent, suddenly, miss, invitation, ruin, beautiful Phonics Sounds: short /a/, n, d, p, f Smartboard Reading Notebook
Day 2	<ul style="list-style-type: none"> Scholars practice using the words who or what. Use the text "Pals" as scholars write using the words who and what in detail. 	

Day 3	<ul style="list-style-type: none">• Discuss details that scholars can draw. Use example like drawing what someone likes, what they do or what they wear. Ask scholars to draw a picture using these new details. They will write using the words who and what to prompt them.
Day 4	<ul style="list-style-type: none">• Scholars will use labels for people and animals used in the book "Pals" They will look for names of people in the book and discuss the noun.
Day 5	<ul style="list-style-type: none">• Draw a picture with details. Add labels.

Organizational Chart Stamford Charter School for Excellence



**Stamford Charter School for Excellence
DRAFT Bylaws**

January 24, 2014

ARTICLE I

NAME

The name of the Corporation is the Stamford Charter School for Excellence (hereinafter the "Corporation").

ARTICLE II

MEMBERSHIP

The Corporation has no members. The rights which would otherwise vest in the members vest in the Directors of the Corporation (hereinafter the "Trustees") of the Stamford Charter School for Excellence. Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees then in office or approval by the Board of Trustees (hereinafter the "Board").

ARTICLE III

BOARD OF TRUSTEES

A. Powers . The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to the limitations of the Education Law, Not-for-Profit Corporation Law, the Corporation's Charter and these Bylaws. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

1. To elect and remove Trustees;
2. To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;
4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;
5. To carry on the business of operating a charter school and apply any surplus that results from the business activity to any activity in which the Corporation may engage;
6. To act as trustee under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;
9. To lend money received only from private sources and to accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and
10. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the Connecticut Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

B. Number of Trustees . The number of Trustees of the Corporation shall be not less than five (5) nor more than twenty (20). The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the Bylaws.

C. Election of Trustees .

1. Election . The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee.

2. Eligibility . The Board may elect any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively, but must be at least 21 years of age.

3. Interested Persons . Not more than 49% of the persons serving on the Board may be interested persons. An "interested person" is: (1) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

4. Term of Office .

- a. The Trustees elected or appointed shall be divided into three classes for the purpose of staggering their terms of office. All classes shall be as nearly equal in number as possible.
- b. The term of each Trustee shall be for three (3) years.
- c. The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.
- d. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment of the Corporation's Charter or the Bylaws or other Board action.
- e. A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the school's charter or the Bylaws or other Board action.

5. Time of Elections . The Board shall elect Trustees at the Annual Meeting and whose terms begin on July 1st of the next fiscal year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

D. Removal of Trustees . The Board may remove a Trustee in accordance with the applicable provisions of the Education Law and the Not-for-Profit Corporation Law.

E. Resignation by Trustee . A Trustee may resign by giving written notice to the Board Chair or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chair or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee. Any Trustee that shall fail to attend three consecutive meetings either in person, by video-conferencing or by phone, without an excuse accepted as satisfactory by the Board shall be deemed to have resigned, and that vacancy shall be filled.

F. Vacancies . A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

G. Compensation of Trustees . Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting Corporation business.

ARTICLE IV

PRINCIPAL OFFICE

The Corporation's principal office shall be at the following address: Stamford Charter School for Excellence, c/o: Street Address, Stamford, CT Zip###; or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary. There shall be kept at the office of the Corporation correct books of account of the activities and transactions of the Corporation, including a minute book, which shall contain a copy of the Certificate of Incorporation, Charter, a copy of these By-Laws, and all minutes of meetings of the Board of Trustees.

ARTICLE V

MEETINGS OF THE BOARD

A. Place of Meetings . Board Meetings shall be held at the Corporation's principal office or at any other reasonably convenient place as the Board may designate.

B. Annual Meetings . An Annual Meeting shall be held in the month of June of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

C. Regular Meetings . Regular Meetings shall be held 5 times throughout the year and other times as the Board determines.

D. Special Meetings . A Special Meeting shall be held at any time called by the Chair or in his or her absence, the Vice Chair or senior Trustee, upon written request of three (3) Trustees, or by any Trustee upon written demand of not less than one-half of the entire Board then seated.

E. Adjournment . A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

F. Notices . Notices of all Board Meetings to Trustees shall be given as follows:

1. Notice of the time and place of every meeting shall be mailed not less than five (5) nor more than ten (10) days before the meeting to the usual address of every Trustee.

If a Trustee waives notice as set forth below, notice may be provided as follows:

2. Annual Meetings and Regular Meetings may be held without notice to the Board if the Board fixes the time and place of such meetings.
3. Special Meetings shall be held upon four days' notice by first-class mail or 48 hours' notice delivered personally or by telephone, facsimile or e-mail. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

G. Waiver of Notice . Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

ARTICLE VI

ACTION BY THE BOARD

A. **Quorum** . Unless a greater proportion is required by law, a majority of the whole number of the Board of Trustees as fixed by resolution or amendment of these By-laws shall constitute a quorum for the transaction of any business or of any specified item of business.

B. Action by the Board .

1. **Actions Taken at Board Meetings** . Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

2. **Board Participation by Other Means** . In all events, a quorum of Trustees must be present to lawfully conduct a Board Meeting of the charter school. To the extent permitted by Article 7 of the Public Officers Law, trustees participating by means of video-conferencing may be counted toward achieving a quorum. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience. Trustees other than in-person or by live video-conferencing shall not vote. Trustees participating by means of video-conferencing shall do so from a place at which the public may attend, listen and observe.

C. Committees .

1. **Appointment of Committees** . The Board may create committees for any purpose, and the Chair of the Board shall designate the chairs of such committees. Except as set forth below, members of a committee need not be exclusively Trustees. Each committee shall serve at the pleasure of the Board. At each meeting of a committee, a majority of the members of the committee will be present to constitute a quorum. The vote of a majority of the members of a committee present at any meeting at which there is a quorum will be the act of the committee.

2. **Standing Committees** . A standing committee of the Board will consist of not less than three (3) Trustees, and shall be created by approval of a resolution adopted by a majority of the entire Board. Each standing committee shall serve at the pleasure of the Board. The Principal, and such other individuals as the chair of each standing committee shall designate, shall be non-voting members ex officio of each respective standing committee of the Board. Each standing committee may meet in executive session with only voting members of such committee in attendance. The standing committees of the Board shall be as follows:

Executive Committee . An Executive Committee shall consist of not fewer than five (5) Trustees who shall consist of the Chair, Vice Chair, the Secretary, the Treasurer, and such one or more other members of the Board as may be elected by the Board of Trustees. The Chair shall chair the Executive Committee. The Executive Committee shall have full authority to act between meetings of the Board of Trustees, except to the extent as limited by law or specified by the Board of Trustees. A majority of the members of the Executive Committee shall constitute a quorum for the transaction of its business.

The Executive Committee shall oversee operations of the Corporation, with the assistance of the Principal. The Executive Committee shall also make recommendations with respect to internal governance of the Corporation by providing a review of the adequacy of the Certificate of Incorporation and these By-Laws of the Corporation and recommending to the Board, as conditions dictate, amendments to the Certificate of Incorporation and By-Laws for consideration by the Board. The Executive Committee shall also be responsible for the periodic evaluation of the performance of the Principal and be responsible for recommending to the Board reasonable compensation and benefits for the Principal and SCSE's leadership team. In addition, the Executive Committee shall be responsible for the receipt, retention, investigation and action upon complaints and concerns of Trustees, officers and employees.

Education & Accountability Committee. The Education and Accountability Committee will have and exercise authority of the Board with respect to all academic aspects of the Corporation including, but not limited to, the Corporation's accountability plan and the Corporation's adherence to state academic standards.

Finance Committee . The Finance Committee shall exercise general supervision over the financial affairs of the Corporation including consideration of all proposals referred to the Finance Committee by the Board of Trustees regarding the revenue or the property of the Corporation. The Finance Committee shall exercise supervision over the state of the assets, the debt, the revenue and the receipts and expenditures of the Corporation; report the conditions thereof and render opinion and advice thereon; and also appoint subcommittee(s), if necessary, to carry out any of the Committee's responsibilities and duties. The Finance Committee shall also review the annual budget prepared by management and recommend such budget to the Board of Trustees for approval by the Board; authorize the giving of appropriate receipts for property delivered or debts or moneys paid to the Corporation; and authorize the sale, assignment, transfer or other distribution of any stocks, bonds, mortgages or other securities in the name of the Corporation upon such terms and in such a manner as may be deemed advisable.

The Finance Committee shall prescribe from time to time the place and manner of safekeeping of the investments of the Corporation, including the manner of access thereto and withdrawal thereof; authorize the deposit of moneys in banks or trust companies approved by the Committee and to prescribe the manner of withdrawals of such moneys; and to authorize the borrowing of money by the Corporation.

Development Committee

Development committee will guide the schools' fundraising goals based on an annual strategic plan. The strategic plan can include a capital plan to lease, purchase or renovate facilities, establish goals to supplement operating revenues to enhance programming, and prepare events to actively fundraise.

3. Special Committees . The Board may appoint special committees. Special committees will have only the powers specifically delegated to them by the Board. The members of special committees shall be appointed by the Chair of the Board with the consent of the Board. In the absence or disqualification of a member of a special committee, the member or members thereof present at any meeting and not disqualified from voting, whether or not such person or persons constitute a quorum, may unanimously appoint another director to act at the meeting in place of any such absent or disqualified member.

4. Committees of the Corporation . The Board may create one or more committees other than standing or special committees, which will be committees of the Corporation to carry out such functions as the Board may specify and as permitted by law. Such committees may be elected or appointed in the same manner as officers of the Corporation.

5. Authority of Committees . The Board may delegate to a Board committee any of the authority of the Board, except with respect to:

- a. The election of Trustees;
- b. Filling vacancies on the Board or any committee of the Board;
- c. The fixing of Trustee compensation for serving on the Board or on any committee;
- d. The amendment or repeal of Bylaws or the adoption of new Bylaws;
- e. The appointment of other Board committees, or the members of the committees, and
- f. The amendment or repeal of any resolution of the Board which by its terms shall not be so amendable or repealable.

6. Procedures of Committees . The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws with respect to the calling of meetings, and in accordance with the State Open Meetings Law.

D. Standard of Care .

1. **Performance of Duties** . Each Trustee shall perform all duties of a Trustee, including duties on any Board committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. **Reliance on Others** . In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

a. One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;

b. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or

c. A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Section D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. **Investments** . In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Section D.1. and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

E. Rights of Inspection . Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

F. Participation in Discussions and Voting . Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest, (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.

G. Duty to Maintain Board Confidences. Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE VII

OFFICERS

A. Officers. The Officers of the Corporation consist of a President (hereinafter "Chair"), Vice President (hereinafter "Vice Chair"), a Secretary and a Chief Financial Officer (hereinafter "Treasurer"). The Corporation also may have such other officers as the Board deems advisable.

1. Chair . Subject to Board control, the Chair has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.

2. Vice Chair . If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.

3. Secretary . The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's Charter and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.

4. Treasurer . The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; and (g) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office .

1. Election . The Chair shall nominate and the Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

2. Eligibility . A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.

3. Term of Office . Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

C. Removal and Resignation . The Board may remove any Officer, at any time in accordance with the Education Law. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the Chair, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

STAFF

A. Principal . The Board may employ a Principal who will be charged with the administrative and executive management of the affairs of the Corporation and such other powers and the performance of such other duties as the Board may delegate, subject to oversight by the Board.

B. Additional Personnel . From time to time, the Principal may employ such other staff personnel, including the Principal of the Corporation, with such titles as the Principal will determine according to available administrative funds and needs of the Corporation. The Principal of the Corporation may only be hired or terminated with consent of the majority of the Board of Trustees then seated.

C. Compensation . The Board of Trustees shall, upon the recommendation of the Executive Committee, establish reasonable compensation and benefits for the Principal and SCSE's leadership team. The Principal shall not participate in the discussions and deliberations of, and the voting on, his or her compensation. The Principal may from time to time establish the rate of compensation and benefits for the staff personnel of the Corporation and recommend to the Board of Trustees the compensation and benefits of the leadership team.

ARTICLE VIII

NON-LIABILITY OF TRUSTEES

The Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

ARTICLE IX

INDEMNIFICATION OF CORPORATE AGENTS

To the fullest extent permitted by law and in accordance with standards and procedures provided by Sections 721 through 726 of the Not-for-Profit Corporation Law and any amendments thereto: the Corporation will indemnify any person (and that person's heirs, executors, guardians, administrators, assigns and any other legal representative of that person) who was or is a party or is threatened to be made a party to or is involved in (including as a witness) any threatened, pending, or completed action, suit, proceeding or inquiry (brought in the right of the Corporation or otherwise), whether civil, criminal, administrative, or investigative, and whether formal or informal, including appeals, by reason of the fact that the person is or was a director or officer of the Corporation, or, while a director or officer of the Corporation, is or was serving at the request of the Corporation as a director, officer, partner, trustee, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise, for and against all expenses (including attorneys' fees), judgments, fines and amounts paid in settlement actually and reasonably incurred by that person or that person's heirs, executors, guardians, administrators, assigns or legal representatives in connection with that action, suit, proceeding or inquiry, including appeals. Notwithstanding the foregoing, the Corporation will indemnify any person seeking indemnification in connection with an action, suit, proceeding or inquiry (or part thereof) initiated by that person only if that action, suit, proceeding or inquiry (or part thereof) was authorized by the Board.

The Corporation will pay expenses as incurred by any person described in paragraph 1 of this Article in connection with any action, suit, proceeding or inquiry described in paragraph 1 of this Article; provided, that, if these expenses are to be paid in advance of the final disposition (including appeals) of an action, suit, proceeding or inquiry, then the payment of expenses will be made only upon delivery to the Corporation of an undertaking, by or on behalf of the person, to repay all amounts so advanced if it is ultimately determined that the person is not entitled to be indemnified under this Article or otherwise.

The Corporation may purchase and maintain insurance on behalf of any person described in paragraph 1 of this Article against any liability asserted against that person, whether or not the Corporation would have the power to indemnify the person against that liability under the provisions of this Article or otherwise.

The provisions of this Article will be applicable to all actions, suits, proceedings or inquiries made or commenced after the adoption of this Article, whether arising from acts or omissions occurring before or after its adoption. The provisions of this Article will be deemed to be a contract between the Corporation and each director or officer who serves in such capacity at any time while this Article and the relevant provisions of the laws of the State of Connecticut and other applicable law, if any, are in effect, and any repeal or modification of this Article will not adversely affect any right or protection of any person described in paragraph 1 in respect of any act or omission occurring prior to the time of the repeal or modification.

If any provision of this Article will be found to be invalid or limited in application by reason of any law or regulation, that finding will not affect the validity of the remaining provisions of this Article. The rights of indemnification provided in this Article will neither be exclusive of, nor be deemed in limitation of, any rights to which any person described in paragraph 1 of this Article may otherwise be entitled or permitted by contract, the Certificate of Incorporation, vote of the Board, or otherwise, or as a matter of law, both as to actions in the person's official capacity and actions in any other capacity while holding such office, it being the policy of the Corporation that indemnification of any person described in paragraph 1 of this Article will be made to the fullest extent permitted by law.

For purposes of this Article, reference to "other enterprises" will include employee benefit plans; reference to "fines" will include any excise taxes assessed on a person with respect to an employee benefit plan; and reference to "serving at the request of the corporation" will include any service as a director or officer of the

Corporation which imposes duties on, or involves services by, that director or officer with respect to an employee benefit plan, its participants, or beneficiaries.

The Corporation may, by vote of the Board, provide indemnification and advancement of expenses to employees and agents of the Corporation with the same scope and effect as the foregoing indemnification of and advancement of expenses to directors and officers.

ARTICLE X

SELF-DEALING TRANSACTIONS

The Corporation shall not engage in any self-dealing transactions, except as approved by the Board. "Self-dealing transaction" means a transaction to which the Corporation is a party and in which one or more of the Trustees has a material financial interest ("interested Trustee(s)"). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care:

A transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefitted by the program.

ARTICLE XI

OTHER PROVISIONS

A. **Fiscal Year** . The fiscal year of the Corporation begins on July 1 of each year and ends June 30.

B. **Execution of Instruments** . Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation within limits, if any, prescribed by the Board. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount. This shall not be at odds, however, with Section C which follows.

C. **Checks and Notes** . Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Principal or Treasurer. Checks in excess of \$5,000 must be signed by two authorized signatories or as otherwise approved in the Corporations Fiscal Procedure Manual.

D. **Construction and Definitions** . Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for reference and convenience only are not intended to limit or define the scope or effect of any provisions.

E. **Conflict of Interest** . Any Trustee, Officer, key employee (defined as a Corporation employee in a decision-making capacity, including but not limited to the Principal), or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be adverse to the Corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present

factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt formal policies requiring:

1. Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and
2. Corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a Director, Trustee or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

F. Non-discrimination. The Corporation shall not discriminate on the basis of race, religion, national origin, gender or age in either the hiring and other employment practices of the school or in its admission policies for students. Further, the Corporation shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies or practices. The Corporation shall conduct all of its activities in accordance with all applicable local, state, and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of charter public schools in the State of Connecticut.

G. Interpretation of Charter . Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XII

AMENDMENT

Provided a quorum is present, a majority of the Trustees then seated may adopt, amend or repeal these Bylaws, such material amendments being subject to approval by the Connecticut State Department of Education or its designee. No provision of these By-laws by which more than a majority vote shall be required for any specified action by the Trustees, may be amended, suspended or repealed by an smaller vote than that required for action thereunder.

CERTIFICATE OF SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the Stamford Charter School for Excellence, an education Corporation duly organized and existing under the laws of the State of Connecticut; that the foregoing Bylaws of said Corporation were duly and regularly adopted as such by the Board of Trustees of said Corporation; and that the above and foregoing Bylaws are now in full force and effect.

_____, Secretary

Dated: _____

Appendix E: DRAFT Conflict of Interest Policies

The Stamford Charter School for Excellence Conflict of Interest Policy

Purpose of a Conflict of Interest Policy

The purpose of a conflict of interest policy is to protect the interest of The Stamford Charter School For Excellence ("SCSE") when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a disqualified person, defined as members of key administrative or managerial staff or the Board of Trustees of BSCE (collectively, the "Board" or individually, "Trustees") or their family members. Key administrative or managerial staff includes the Principal, Director of Finance and Operations, and Deans. This policy is intended to supplement but not replace any applicable Federal, state, or local laws governing conflicts of interest applicable to non-profit organizations.

Explaining Conflicts of Interest

For key administrative or managerial staff or the board members of nonprofit organizations, conflicts of interest occur whenever a disqualified person acts in a position of authority on an issue in which they have financial or other interests. In other words, when there is a dual interest or the appearance of a dual interest for any disqualified person, the potential for a conflict of interest exists. For example, a disqualified person would be in conflict of interest if he/she offers services to the organization on whose board they serve even if the charge for these services is at or below the market value. Similarly, if a disqualified person contemplates selling or leasing property that the organization may wish to purchase, the disqualified person will be placed in a conflict of interest situation.

In cases of potential conflict of interest, key administrators, managers and Trustees must act to preserve and enhance public trust in SCSE by putting the interests of the organization ahead of all other business and personal interests. In addition to the public's sensitivity to excessive benefits, activities that appear to have a conflict of interest can be the basis for lawsuits against the disqualified person. Also, all disqualified persons must comply with the Internal Revenue Service rules on excess benefit transactions applicable to 501(c) (3) organizations.

When disqualified persons are confronted with an actual or apparent conflict of interest, there are reasonable steps that the organization can take to preserve its integrity. Disqualified persons need not be disqualified from boards simply due to conflicts of interest. Perhaps the most important step is for board members to disclose information related to the possibility of dual interests to others on the board. *Minimally, the disqualified person needs to inform the board of the important facts and details and must abstain from voting on the transaction.* These actions should be recorded in the minutes to document the disclosure.

What is a Conflict of Interest?

A conflict of interest occurs whenever an individual or a member of his or her immediate family has a direct or indirect interest or relationship, financial or otherwise, that may conflict or be inconsistent with the individual's duties, responsibilities, or exercise of independent judgment in any transaction or matter involving SCSE.

A conflict of interest does not necessarily imply that an individual is ineligible for employment or to serve on the Board or a committee or cannot represent the SCSE in a specific situation, but it may indicate that participation in some matters should be avoided or limited. If a key administrator, manager or Trustee has an actual or potential conflict of interest relating to business or transactions before the Board he or she should immediately notify the Chair of the Board or of his or her committee. The Principal should disclose her or his own potential or actual conflicts of interest to the Secretary and the Chair of the Board. In making the disclosure, the individual should reveal all material facts about the conflict of interest and explain his or her relationship to the transaction or matter at issue. In some circumstances, full disclosure of the conflict may in itself be sufficient to ensure the integrity of operations.

Code of Conduct

The Board expects of itself, its members and key staff of SCSE ethical and businesslike conduct. This commitment includes proper use of authority when acting as Trustees and key staff members.

1. Trustees and key staff members must demonstrate unconflicted loyalty to the interests of SCSE.
 - This accountability supersedes any conflicting loyalty such as that to advocacy or interest groups and membership on other boards or staffs.
2. Trustees and key staff members must avoid any conflict of interest with respect to their fiduciary responsibility.
 - There must not be any conducting of private business or personal services between any Trustee and SCSE except as procedurally controlled to assure openness, competitive opportunity and equal access to otherwise "inside" information.
 - There must not be any excess benefit transaction between the SCSE on the one hand and a Trustee on the other hand.
 - Trustees or key staff must not use their positions to obtain for them or for their family members employment within the SCSE.
 - If a Trustee or a family member is considered for employment, the Trustee or key staff member must temporarily withdraw from Board deliberation, voting and access to applicable information.

3. Trustees and key staff members will deal with outside entities or individuals, with clients and staff and with each other in a manner reflecting fair play, ethics and straightforward communication.

Rules Concerning Excess Benefit Transactions

The Board, any Trustee, and key employees shall refrain from entering into any transactions that are excess benefit transactions as defined in IRC Sec. 4958 with the SCSE. The Board shall also refrain from causing SCSE to enter into any excess benefit transaction with any family member of a Trustee.

An excess benefit transaction means any transaction in which an economic benefit is provided by an applicable tax-exempt organization (such as SCSE) directly or indirectly to or for the use of any disqualified person if the value of the economic benefit provided exceeds the value of the consideration (including the performance of services) received for providing such benefit. For purposes of the preceding sentence, an economic benefit shall not be treated as consideration for the performance of services unless such organization clearly indicated its intent to so treat such benefit. "Excess benefit" means the excess referred to in the first sentence of this paragraph.

Conflict of Interest Policy

In addition to the above the Board and key employees shall not enter into any contract or transaction with (a) one or more of its Trustees, SCSE or (b) an organization in or of which a Trustee of SCSE is a Trustee, officer, or legal representative, or in some other way has a material financial interest unless:

1. That interest is disclosed or known to the Board,
2. The Board approves, authorizes or ratifies the actions in good faith,
3. The approval is by a majority of Trustees (not counting the interested Trustee), and
4. At a meeting where a quorum is present (not counting the interested Trustee).

The interested Trustee or key employee may be present for discussion to answer questions, but may not advocate for the actions to be taken and must leave the room while a vote is taken. The minutes of all actions taken on such matters shall clearly reflect that these requirements have been met.

Trustees and key employees should sign a statement regarding conflicts annually. These statements must be submitted to the Chair of the Board who will review of this information with the Executive Committee.

Annual Conflict of Interest Certification

The undersigned person acknowledges receipt of a copy of the Conflict of Interest Policy modified by the Board of Trustees of SCSE on June 23rd, 2008. By my signature affixed below I acknowledge my understanding of and agreement with the spirit and intent of this policy and, I agree to report to the Secretary or the Chair of the Board of Trustees any possible conflicts (other than those stated below) that may develop before completion of the next annual statement and to abstain from any participation in such matters relating to that conflict. In addition, I acknowledge by indication of my signature below that I have not entered into any prohibited excess benefit transactions for this annual period.

_____ I am not aware of any conflict of interest.

_____ I have a conflict of interest in the area(s) indicated below.

_____ I have not entered into any prohibited excess benefit transactions.

Conflicts:

Signature

Date

Print name

Appendix F – DRAFT Key Personnel Job Descriptions

Positions

Principal

Director of Finance and Operations (DFO)

Academic Dean

Dean of Students

Learning Specialist

Teacher

Education Associate

CTT Position

Grade Level Chair

Stamford Charter School for Excellence

Principal

Under the general direction of the Board of Trustees, the Principal shall be responsible for the operation and the general management of the activities and services of the Stamford Charter School for Excellence. Specific duties and responsibilities shall include the following:

1. Give direction and leadership to the achievement of the organization's mission and the formulation of its annual goals and objectives.
2. Work with the Board of Trustees and staff to develop and implement policies, procedures, and long-range strategic plans.
3. Oversee and manage the Academic Dean who will, in part, provide instructional leadership under the supervision of the Principal
4. Oversee administrative and financial operations, and all personnel matters (design of staff and organizational structure, hiring and firing responsibilities, etc.)
5. Prepare and, following Board approval, administer the annual budget.
6. Ensure compliance with SCSE charter.
7. Oversee the management of the overall operation of school facilities.
8. Pursue and incorporate private revenue sources through a variety of fundraising mechanisms to ensure a balanced budget.
9. Develop and maintain a working partnership with representatives of the surrounding business community.
10. Keep informed of trends, issues, events, and developments within the local city, state, and national charter school field through professional peer contacts, conference attendance, etc.
11. Participate in an annual performance evaluation process established by the Board of Trustees.
12. Ensure the safety and well being of the children and staff of the Stamford Charter School for Excellence.

Special Knowledge/Skills:

- Working knowledge of curriculum and instruction
- Ability to evaluate instructional program and teaching effectiveness
- Ability to manage budget and personnel
- Ability to coordinate campus functions
- Ability to interpret policy, procedures, and data
- Strong organizational, communication, public relations, and interpersonal skills

Major Responsibilities and Duties:

School or Organization Morale

- Provide instructional resources and materials to support teaching staff in accomplishing instructional goals.
- Foster collegiality and team building among staff members. Encourage their active involvement in decision-making process.
- Provide two-way communication with other members of the leadership team, staff, students, parents, and the community
- Communicate and promote expectations for high-level performance to staff and students. Recognize excellence and achievement.
- Ensure the effective and quick resolution of conflicts

School or Organization Improvement

- Build common vision for school improvement with staff. Direct planning activities and put programs in place with staff to ensure attainment of the school's mission.
- Identify, analyze, and apply research findings to promote school improvement
- Develop and set annual performance objectives for each of the Academic Excellence Indicators using the campus planning process and site-based decision making committee

Personnel Management

- Interview, select, and orient new staff. Approve all personnel assigned to SCSE.
- Define expectations for staff performance with regard to instructional strategies, classroom management, and communication with the public.
- Observe employee performance, record observations, and conduct evaluation conferences with staff
- Assign and promote SCSE personnel
- Make recommendations to Board on termination, suspension, or non-renewal of employees assigned to SCSE
- Work with SCSE committees to plan professional development activities
- Confer with subordinates regarding their professional development growth. Work with them to develop and accomplish improvement goals.

Student Management

- Work with faculty and students to develop a student discipline management system that results in positive student behavior and enhances the school climate
- Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with Student Code of Conduct and campus handbook
- Conduct conferences about student and school issues with parents, students, and teachers

School or Community Relations

- Articulate the school's mission to the community and solicit support in accomplishing the mission
- Use appropriate techniques to encourage community and parent involvement

Professional Growth and Development

- Develop professional skills appropriate to job assignment
- Demonstrate professional, ethical, and responsible behavior. Serve as a role model for all SCSE staff.

Director of Finance and Operations

List of responsibilities

- Acting as an integral member of a small senior management team, with the purpose of sustaining and determining the organization's goals and growth
- All internal and external financial reporting; budget development, implementation and oversight; management of government contracts
- Overseeing the payments of bills, accounting for expenditures, purchasing and receipt of goods
- Coordinating all audit and 990 procedures
- Overseeing risk management, legal, and compliance activities related to SCSE's charter
- Working with the Principal to provide staff support to Board of Trustees and acting as liaison to Board finance committee
- Overseeing and implementing human resource policies, payroll and benefits
- Managing technology staff and spearheading systems strategy and growth
- Supervising administrative staff ensuring smooth daily procedures and meticulous record keeping
- Managing the facility, and ensuring that the building and equipment is well maintained, repaired and adequately staffed to provide for a safe and clean environment for the students and staff; supervising custodial staff
- Spearheading the analysis for additional facilities to accommodate the growth of SCSE
- Securing and supervising all related contracted services for space and equipment

Academic Dean

The Administrative Dean will lead a team of teachers in designing a curriculum that is, both, aligned to the to the Common Core State Standards and Connecticut State Framework and utilizes project based learning.

List of Responsibilities

- Development and implementation of a year-long professional development program/plan which emphasizes and supports project based learning.
- Facilitates grade level and interdisciplinary team meetings in the development and assessment of these projects.
- Collaborates with the performance based assessment specialist to ensure that all formative assessments are truly measuring what is learned through the projects and that the two are true predictors of a student's success on standardized, summative assessments. Identifies, and works with teachers to identify, explicit linkages between standardized tests and the skills taught within the projects.
- Provides systematic support for lead teachers of grade level/ department teams.
- Conducts daily in-class observations to provide input to teachers and facilitates conversations allowing them time to reflect on their own practice.
- Fosters the teachers' development in the use of differentiated instruction strategies to ensure student mastery of the skills taught within the interdisciplinary projects.
- Provides explicit, on-going professional training in the use of project-based learning.
- Assists Principal to ensure availability of supplies and curricular materials that support teacher learning in the above areas.
- Develops project reports twice annually to the ED and Board that highlight improvements in the implementation of project-based learning and how it is moving the students forward.
- Carries out specialized projects as requested by principal.
- The Dean will take responsibility for the development of the faculty as individuals and as a group.
- S/he will take charge of the professional development program, including the summer institute and retreat, as well as leading teachers through the school's career path evaluation system.
- S/he will take the lead in recruiting new teachers, in concert with other administrators and faculty, and subject to the final decision of the Principal of the school.
- S/he will advocate faculty compensation and benefits as part of the budget process.
- In due time, the school intends to establish an internship program for beginning teachers, for which the Dean would also be responsible.
- The Dean reports to the Principal and is a member of the senior administrative staff group.
- The school is seeking a person of maturity and wisdom, with strong interactive interpersonal leadership skills and an appetite for detail.

- S/he should have an informed enthusiasm for working in a new school, a thorough background in contemporary best teaching practices, and a comfort level as a teacher of teachers.
- Qualifications include successful teaching experience in independent schools, similar experience in leading adults, and graduate study in teaching.
- Compensation is competitive, and based on experience; there is a complete benefit package.

Specific Responsibilities (including, but not limited to):

- Teach four core subject blocks, and one club every day with two preparation periods each day.
- Oversee a shared Advisory Class of 12-15 students daily.
- Design and implement a research-based curriculum.
- Design and use evaluation methods to measure progress towards mastery of school and CT State Standards.
- Assist in the development of interim assessments and use data to refine curricula and instructional practice.
- Assume responsibility for the academic progress of all students.
- Teach students with disabilities in an inclusion setting and implement IEPs as necessary.
- Document all syllabi, lesson plans, assignments, rubrics, and other instructional materials.
- Create a structured classroom environment by reinforcing school-wide rules and establishing a culture of high academic and behavioral standards as part of a mission driven team.

Qualifications (including, but not limited to):

- A Master's degree is required.
- A minimum of two years of urban teaching experience. Alumni from alternate route teacher preparation programs comparable to Teach for America or NYC Teaching Fellows are especially encouraged to apply.
- Track-record of achieving quantifiable student performance gains that surpass local school district averages.
- Considerable experience implementing standards-based curricula and using data to drive instructional decisions.
- Strong knowledge of specific subject matter taught (Math, English, Science and/or Social Studies).
- Extensive experience designing standards-based curriculum.
- Exceptional classroom management skills.
- Ability to work with students from a variety of academic backgrounds, including those with special needs and low skill levels in a heterogeneously grouped classroom setting.

Part 2:

- The academic dean is responsible for leading a faculty and developing an academic program that is rich, innovative, and integrated.
- As enrollment continues to grow, the academic dean will oversee expansion of the program with an emphasis on elements critical to the mission—engagement with the neighborhood surrounding our new campus (including development of an environmental stewardship program), ethical decision making and communication across cultures.
- As a member of the senior administrative team, he/she is involved in planning and decision making around issues central to the school.
- The academic dean chairs the academic committee, which consists of department heads and other educational program directors. In consultation with that committee and the head of school, he/she sets and maintains the school's academic policies.
- The dean supervises the registrar, the librarian, the director of CONNECTIONS (local and global) and the director of athletics.

Qualities:

- The ideal candidate will be a visionary, dynamic leader who can both inspire and manage faculty and curricular development in a growing independent high school.
- Qualities that are key to working at Stamford Charter School For Excellence are commitment to team, sense of humor, emotional intelligence, and demonstrated respect for all members of our community—students, faculty, staff, parents, trustees, and friends.
- As we continue to grow our new school, we seek faculty and administrators who are life-long learners and effective collaborators, flexible, open-minded, and committed to reinvention.

Specific Responsibilities:

Programmatic

- Assess and expand the academic offerings in line with the school's mission and with the needs of a growing student body
- Work with program directors to develop curriculum for exploratory courses
- Oversee the registrar's operation of class scheduling, grading, transcripts, and student records
- Work with educational organizations to assure that we meet their curricular requirements

Faculty Leadership

- Mentor new faculty
- Oversee and facilitate a dynamic professional development program, including weekly meetings focusing on teaching and learning
- Respond to students and parents who have concerns about classes or teachers
- Teach and advise as needed

School Leadership

- Collaboratively set and maintain academic policies
- Work collaboratively with the dean of students and principle to be sure the academic and student life programs are in sync
- Help to evaluate and set general school policy and troubleshoot conflicts as they arise
- Serve as the school's coordinator for services and accommodation plans for students with disabilities

Required Skills and Experiences:

- Master's degree
- Five years' teaching experience
- Experience in instructional design/curriculum development
- Desire to work in a dynamic, start-up environment
- Teaching, advising, and administrative professional development experience

Dean of Students

Supervisor: Principal

Classification: Leadership Team

Under the direction of the Principal, the Dean of Students is responsible for creating and maintaining a safe, healthy, and supportive environment and culture that synthesizes the intellectual, physical, social, emotional, and spiritual development of our students in a holistic way.

Characteristic Duties and Responsibilities:

1. Cultivates and maintain a school culture that is aligned with the school's mission statement.
2. Assess and develop groups school environment to shift or align thinking and behaviors of persons of school environment forward to a unified thinking.
3. Ignite morale and school spirit through: environment, by grade level, grade span and school-wide opportunities and activities in order to build culture capacity.
4. Model and adhere to school cultural standards.
5. Manages school culture and activities that provide student learning and development opportunities: community service and outreach, student Activities, Specials, athletics, extra-curricula and recreation, and student leadership.
6. Responsible for academic observation, evaluation & supervision of Specials and/or assigned grades.
7. Manages student support services related to: Nurse and related issues, Administration for Child Services (ACS), school-wide Student behavioral management and discipline affairs.
8. Responsible for learning and development of students outside the classroom.

9. Coordinates with teacher-leaders and parent/community leaders in developing and managing co-curricular learning and service opportunities.
10. Works with student groups and other members of the school community in developing extracurricular programming assuring integration with the academic life to encourage student personal growth and development as well as to foster school pride and ownership.
11. Helps establish a student culture where diversity is encouraged and where students learn to respect differences, take responsibility for their actions, and exercise leadership.
12. Provides leadership in and is responsible for the development, implementation and evaluation of policies and regulations pertaining to student life, especially those related to the stabilization of teacher classroom management, student conduct and student affairs.
13. Develops and coordinates policies and procedures relative to all student activities; oversees annual production of Student & Family Handbook and other documents.
14. Administers the policies and regulations of school as they pertain to students, including internal disciplinary procedures.

Qualifications:

1. Master's degree in educational leadership, social work or related discipline (minimum) with at least 6 years of increasingly responsible experience in student affairs at a elementary and/or middle school.
2. Excellent leadership and managerial skills and the capacity to supervise and lead in student developmental affairs, staff professional development and parent workshops.

Learning Specialist K-5

Qualifications

- CT Teacher Certification in Special Education or reciprocity from another state in the equivalent area
- At least 4 years of teaching experience in special education

Responsibilities

- Provides mandated Special Education Teacher Support Services (S.E.T.S.S.) as mandated by student Individualized Education Plans.
- Collaborates with necessary personnel to identify and support students who are considered "at-risk."
- Collaborates with classroom teachers to design and execute individualized education plans for students with special needs in order to ensure they achieve.
- Plans purposefully in order to provide students with opportunities for constructing meaning and developing understanding of new concepts.

- Utilizes developmentally appropriate and rigorous curricula and instructional materials that are tightly aligned to benchmarks and the Connecticut standards.
- Presents students with new ideas and concepts through a variety of strategies, and inspires and guides them to explore, express and uncover new ideas of their own.
- Modifies existing instructional plans as necessary to accommodate individual student's special needs.
- Administers, collects, and analyzes both qualitative and quantitative data gathered from a variety of assessments on each student.
- Builds relationships with his or her students' families through regular communication about students' progress and provides ways in which families can support their children's learning.
- Participates in school-wide student assessments in order to diagnose students' needs. These include assessments administered to students to screen for special needs and assessments administered to targeted students to monitor progress.
- Provides resources and supports for classroom teachers to implement early intervention strategies when identifying academic concerns.
- Refers students when necessary for special services through either the existing school resources, or the more formal Planning and Placement Team
- Participates in meetings with the Planning and Placement Team to review Individual Education Plans and suggest appropriate supports.
- Writes Individualized Education Plans and monitors progress toward student goals.
- Keeps organized records of student progress and provides up-to-date reports.

Classroom Teacher Job Description

Responsibilities

- Develops weekly written lesson plans that correlate with SCSE's curriculum and goals and objectives.
- Collaborates with colleagues to develop and plan units and lessons and develop expertise in implementing instruction.
- Knows the school charter and its accountability plan, including the performance goals for students set forth therein.
- Uses tests, assessments, classroom performance and other designated evaluation and diagnostic tools to assess the progress of students in order to create individual learning plans and to identify curricular and professional development needs.
- Creates and maintains an orderly and well-managed classroom environment.
- Communicates with families of students. Attends parent/child-sponsored events.
- Familiar with the Connecticut assessment expectations and test preparation.
- Is reflective of his/her own practice and participates in on-going professional development.
- Embody, advocate and operationalize the mission, vision, and strategic direction of SCSE

- Assume responsibility for the academic progress of students with a high sense of urgency and ownership towards quantifiable results
- Use assessments and data to inform instructional practices
- Actively works to ensure all students meet or exceed expectations on the state ELA and Math exam
- Utilize IEPs to adapt instruction to reach the needs of students with disabilities in an inclusion setting
- Communicate effectively and regularly with students and parents about student progress

Qualifications and Experience

- A strong commitment to SCSE's mission and vision
- An uncompromising belief that all students can learn
- A relentless work ethic and a high degree of patience to push through difficult challenges
- A willingness to be held accountable for quantifiable student achievement and academic gains
- Demonstrated ability to have a high number of students meet or exceed state standards in ELA and Math
- The ability and commitment to use data and regular assessment to inform instructional decisions
- Demonstrated ability to work collaboratively with a team of teachers
- Outstanding public speaking and writing skills
- Technological proficiency and adaptability
- Excellent organizational skills
- The desire and humility to grow as an educator
- At least two years of experience with a proven track-record of high achievement in the classroom
- Bachelor's Degrees (required), Master's Degree (preferred)
- Connecticut State Teaching Certificate or Equivalent

Educational Associate

The Stamford Charter School for Excellence is seeking motivated educators who are dedicated, ambitious, and committed to student success and education reform.

Qualified candidates must demonstrate records of achievement, high degrees of personal responsibility, and the drive to do whatever it takes to ensure that every child achieves academic success. This individual must be committed to excellence, lead by example, and see collaboration as a key component of success.

This position is ideal for candidates that wish to fully pursue a credentialed lead teaching position. Becoming an educational associate serves as an internship for candidates who wish to develop their expertise through observation and experience in preparation for a meaningful and successful teaching career.

Qualifications

- Bachelor's Degree
- Certified teachers who have a desire to develop their expertise in the classroom in preparation for a lead teacher position *or* current enrollment in a master's education program
- Desire to become a lead classroom teacher
- Completion of CT Child Abuse Prevention Workshop
- Completion of CT School Violence Prevention Workshop

Candidates who do not meet the above requirements will not be considered.

Responsibilities

- Plans and teaches with grade level team to implement best practices for the success of all learners within the classroom
- Plans purposefully in order to provide students with opportunities for constructing meaning and developing understanding of new concepts
- Utilizes developmentally appropriate and rigorous curricula and instructional materials that are tightly aligned to benchmarks and the Common Core State Standards and Connecticut State Frameworks.
- Presents students with new ideas and concepts through a variety of strategies, and inspires and guides them to explore, express and uncover new ideas of their own
- Administers, collects, and analyzes both qualitative and quantitative data gathered from a variety of assessments on each student
- Builds relationships with his or her students' families through regular communication about students' progress and provides ways in which families can support their children's learning
- Participates in school-wide student assessments in order to diagnose students' needs
- Supervises lunch and/ or recess
- Provides coverage for classroom teachers
- Provides other support as needed by the school community

Special Education Teacher

The Stamford Charter School for Excellence is seeking an educator who is dedicated, ambitious, and committed to student success and education reform. Qualified candidates must demonstrate records of achievement, high degrees of personal responsibility, and the drive to do whatever it takes to ensure that every child achieves academic success. This individual must be committed to excellence, lead by example, and see collaboration as a key component of success.

Qualifications

- CT Teacher Certification in Special Education or reciprocity from another state in the equivalent area
- At least 2-3 years of classroom teaching experience in special education

Candidates who do not meet the above requirements will not be considered.

Responsibilities

- Plans and teaches with general education teacher to implement best practices for the success of all learners within the classroom.
- Collaborates with grade-level team to plan and execute individualized education plans for students with special needs in order to ensure they achieve.
- Plans purposefully in order to provide students with opportunities for constructing meaning and developing understanding of new concepts.
- Utilizes developmentally appropriate and rigorous curricula and instructional materials that are tightly aligned to benchmarks and the Common Core State Standards and Connecticut Frameworks.
- Presents students with new ideas and concepts through a variety of strategies, and inspires and guides them to explore, express and uncover new ideas of their own.
- Modifies existing instructional plans as necessary to accommodate individual student's special needs.
- Administers, collects, and analyzes both qualitative and quantitative data gathered from a variety of assessments on each student.
- Builds relationships with his or her students' families through regular communication about students' progress and provides ways in which families can support their children's learning.
- Participates in school-wide student assessments in order to diagnose students' needs.
- Supports PPT in writing Individualized Education Plans and monitors progress toward student goals.
- Participates in annual IEP meetings for students with disabilities.

BCSE Grade Level Chair (GLC)

As the grade level chair at the SCSE, the role is to oversee and manage the designated grade level team. The purpose of this role is for classroom teachers and the leadership team to work together to meet the needs of students and teachers school wide. As a grade level chair, one will delegate, organize and manage the needs of the team. GLCs will have a total of two prep periods per day.

Responsibilities of a GLC

- Oversee curriculum map for each subject
- Oversee planning
- Ensure Common Core- aligned lesson planning and instruction
- Ensure the Habits of Mind deliverables are being met and the Habits are encouraged by the team
- Delegate jobs/planning responsibilities
- Lead Reading Block planning meetings (including Specials Team members)
- Facilitate Data Analysis
- Evaluate materials
- Oversee scheduling/ coverages
- Ensure all technology subscriptions are being utilized
- Manage deadlines
- Point person/liaison between team and leadership
- Team communicator
- Mentor new teachers and educational associates
- Model good teaching habits
- Schedule Peer Observations
- Organize monthly PLC meetings (protocols)
- Keep agendas and notes
- Field Trip Coordinator
- Family Mediator
- Facilitate consistency with behavior systems
- Peer Observations/Feedback (documents provided to supervisor)
- Danielson Framework for Teaching Certification
- Facilitate hot seat using protocol-warm and cool comments (twice a year)
- Summer Planning (3-5 days)
- Flexible Schedule
- Event calendar List (Parent Workshops, PD, Summer Project, Field Trips, Grade Level Events)
- 1 scheduled late day per week to support dismissal and late pick-ups
- 1 scheduled early day per week to support arrival and preparation for school opening

Appendix G – Letters of Endorsement

Jack Bryant – President Stamford NAACP

Sheri Graham – Citizen of Stamford, CT

Daniel Dodge – Citizen of Stamford, CT

Jeremiah Grace – Connecticut State Director NECSN



January 21, 2014

To Whom It May Concern:

I am pleased to announce my support for the proposed application by Bronx Charter School for Excellence to open a charter school in Stamford, Connecticut. Bronx Charter School for Excellence won a National Blue Ribbon Schools Award from the U.S. Department of Education and was designated in the category of "Exemplary High Performing Schools". I believe that charter schools can be excellent mechanisms for improving public education for poor students of color by providing flexibility, longer school hours, focusing on student achievement, facilitating creativity, improving parental involvement and sharing best practices with local public schools.

Now in its tenth year, Bronx Charter School for Excellence has the proven experience to be able to open another school modeled after its high performing program. Bronx Charter School for Excellence has a rigorous curriculum, has included technology and data-driven assessments. The school works with the community and other schools for the overall purpose to improve student learning for all children and I expect that they would be able to deliver the same results for the children in our Stamford community. The school will open with Pre-Kindergarten through 1st grade students and will grow to a full capacity elementary school the first 5 years. With this, we will have another school in our community that can assist in addressing our citywide enrollment boom.

I look forward to working with the teachers and parents of the Stamford Charter School for Excellence that will benefit the children of our community.

Sincerely,

Jack Bryant
President, Stamford NAACP

Sheri Graham
200 Henry St, 2303
Stamford, CT 06902

January 15, 2014

To Whom It May Concern:

We are pleased to announce our support for the Stamford Charter School for Excellence, which is the offspring of Bronx Charter School for Excellence. The school, which will open in September 2014, with the goal of creating excellent public schools utilizing the charter school mechanism, comes out of the Bronx Charter School for Excellence (BCSE) tradition. BCSE is dedicated to supporting high quality education and has worked with other charter schools as well as public schools for that purpose.

Now in its tenth year, BCSE has experience in developing charter school programs for K through eighth grade. Its own growth to a top-rated charter school demonstrates its unyielding desire for excellence and its ability to serve the academic needs of the economically disadvantaged subgroup and students of color. We believe that charter schools are an excellent option for improving public education by providing flexibility, and we are particularly supportive of BCSE's model which focuses on student achievement, the creativity gap, parental involvement and sharing best practices. We stand with BCSE, parents, community members, and politicians working to create Stamford Charter School for Excellence.

We look forward to seeing Stamford Charter School for Excellence come to fruition, and offer I highest support of this effort.

Sincerely,

Sheri M. Graham

January 22, 2014

To Whom It May Concern:

I write to show my support in favor of the charter for this school. Children and the greater Stamford community will benefit from this innovative educational opportunity.

Bronx Charter School for Excellence, a recognized National Blue Ribbon School, has recently applied for a charter in Stamford, CT to open the Stamford Charter School for Excellence (SCSE). This proposed school will serve children in the primary grades and promises to provide them with a sound educational foundation in literacy and mathematics that will serve them for the rest of their academic careers.

The most central building block of successful and full life is education. Bronx Charter School for Excellence has demonstrated a deep commitment towards purposeful learning. The school boasts a strong teaching staff, longer school hours, and extra curricular activities for its students. It engages the whole education of each child. Every community can benefit and this school is definitely something we want in Stamford, and the proposed Stamford Charter School for Excellence will offer the same opportunities to our children.

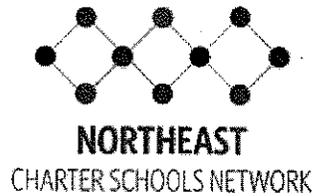
Please accept this letter as an indication of my complete support for Stamford Charter School for Excellence.

Thank you,



Daniel Dodge

Columbus Circle Investors
One Station Place
Stamford, CT 06880



January 23, 2014

To Whom It May Concern:

We offer this letter in support of Bronx Charter School for Excellence's (BCSE) effort to open a charter school in Stamford, Connecticut. As the charter school member association in Connecticut and New York, we believe that children should have more education options to meet their needs. We are convinced Stamford children would benefit from a charter school that is connected with a school such as BCSE, which has a successful record and has proven its commitment to a similar population of students.

We know that Bronx Charter School for Excellence has a strong academic curriculum with an emphasis on early childhood literacy, data-driven assessments and technology integration, caring teachers, and has demonstrated its ability to improve student achievement. The school works collaboratively with the community and other schools for the overall purpose to improve student learning and brighten futures. The proposed charter application for Stamford Charter School for Excellence (SCSE) outlines rigorous academic curriculum, community-centered approach to education, and support of neighborhood development that will work well and be inspirational in many of our communities. The school will initially serve Pre-Kindergarten through 1st grade students and will grow to a full capacity elementary school.

Please consider this letter as evidence of my support of the Bronx Charter School for Excellence application for a charter school in Stamford. We stand behind the mission of the school and will assist in any way possible with the start-up efforts.

Sincerely,

A handwritten signature in black ink that reads "Jeremiah L. Grace". The signature is written in a cursive style with a long, sweeping underline that extends to the left.

Jeremiah L. Grace
Connecticut State Director

**STAMFORD CHARTER SCHOOL FOR EXCELLENCE
PERSONAL INTERVENTION PLAN (PIP)
SCHOOL YEAR: _____ - _____**

STUDENT INFORMATION

DATE: _____

STUDENT NAME: _____ GRADE: _____

CLASS: _____ TEACHER: _____

GENDER: M F DATE OF BIRTH: ____/____/____

Student ID NUMBER: _____

HOLDOVER: Y N HOLDOVER GRADE(S): _____

SECTION 504 PLAN: Y N TEST MODIFICATIONS:

ELL: Y N HOME LANGUAGE: _____

STUDENT PERFORMANCE - Attach Evidence/ Documentation (i.e. Teacher Spreadsheet, DRA Portfolio, Student Work, etc.)

PROFICIENCY LEVELS (Fill in the name of assessment, date, score and any other relevant information or data.)

Date	Name of Assessment	Score	Notes

READING:

Strategy/Program: (Indicate what intervention strategies and/or program(s) were selected for the student based on his/her evidenced area(s) of need.)

Skill(s) to be addressed:

Specific intervention(s):

Frequency and duration of intervention(s): {How often the service(s) will be provided (e.g., 3 x per week. What the length of each targeted intervention session will be (e.g., 1 hour per day)?}.

Response to intervention measured by: (Observation and classroom assessments)

Intervention to be provided by: _____

Continue to implement interventions, accommodations or supports for _____ weeks.
Follow up meeting will be scheduled if the student does not respond to interventions.
Next Steps: Tier III formal meeting and/or referral for evaluation to Section 504 or Special Education.

Participants and titles: _____

Signature of Participants: _____

Date Completed: _____

Pre-Opening Budget Statement Format
Start-Up Explanation of Revenues and Expenditures

Revenue		Budget Narrative / Description of Assumptions
In-kind services	\$ -	
Private contributions (for example: Foundation X grant for \$\$)	240,000	
Total Revenue	\$ 240,000	

Expenditures

Expenditures		
<u>Salaries and Benefits</u>		
Salary-Administrators (for example: 10 weeks for 2 administrators)	111A	\$ 65,000
Salary-Teachers (for example: 6 weeks for 5 teachers)	111B	-
Salary-Education Aides	112A	-
Salary-Support staff	112B	57,750
		Director of Operatons and Finance - SIX months / Office Assistant - THREE months.
Salary-Other	119	7,500
Benefits	200	31,455
		Custodian - ONE month.
Subtotal		\$ 161,705

Services and Activities

In-service staff development	322	\$ -	
Pupil services	323	-	
Field trips	324	-	
Parent activities	325	-	
Professional tech services	330	1,000	Set-up for staff.
Accounting	330	-	
Audit	331	-	
Student transportation	510	-	
Communication	530	500	Internet, etc. for staff.
Telephone	530	1,000	Phones (cell and land lines) for staff.
Postage and shipping	530	-	
Travel	580	-	
Subtotal		\$ 2,500	

Physical Plant

Rent	400	\$ -	
Utilities	400	-	
Custodial services	400	\$ -	See Salary-Other
Maintenance and repairs	400	15,000	Estimate
Renovations/expansion	400	50,000	Estimate
Subtotal		\$ 65,000	

Marketing and Development

Charter Management Org.	590	\$ -	
Advertising	590	2,500	
Printing	590	1,000	
Insurance	590	3,000	D&O, Liability, etc.
Subtotal		\$ 6,500	

Supplies and Equipment

Supplies-Instructional	611	\$ -	
Supplies-Administrative	612	500	Supplies for staff.
Supplies-General	690	-	
Text books	641	-	
Library books	642	-	
Computers	700	1,200	Computer for staff.
Furniture	700	1,000	Furniture for staff.
Vehicles	700	-	
Other equipment	700	-	
Subtotal		\$ 2,700	

Other Objects

Other objects (e.g., in-kind)	800	\$ -	
Subtotal		\$ -	

Loan Repayments

Interest	900	\$ -	
Principal	900	-	
Subtotal		\$ -	

Total Expenditures	\$ 238,405
INCOME LESS EXPENDITURES	\$ 1,595

Projected Five Year Budget Statement Format

FY 1 FY 2 FY 3 FY 4 FY 5 Budget Narrative / Description of Assumptions

Revenue

Number of students
Per-pupil revenue

	168	224	280	336	392
\$	1,848,000	2,464,000	3,080,000	3,696,000	4,312,000
Student entitlements	60,480	80,640	100,800	120,960	141,120
Grants	115,070	153,427	191,783	230,140	268,497
In-kind services	-	-	-	-	-
Private contributions	150,000	50,000	50,000	50,000	50,000
Total Revenue	\$ 2,173,550	\$ 2,748,067	\$ 3,422,583	\$ 4,097,100	\$ 4,771,617

\$11,000 per Student. Rate remains flat for initial charter term.
\$600 per Student. Rate remains flat for initial charter term.
Food Service revenue. Per Pupil rate established for YR 1; that rate used for YRs 2-5. See 'Food Service 1 & 2' tabs for further details.

Expenditures

Salaries and Benefits

Salary-Administrators
Salary-Teachers
Salary-Education Aides
Salary-Support staff
Salary-Other
Benefits

111A	\$ 130,000	\$ 228,900	\$ 235,767	\$ 323,840	\$ 333,555
111B	454,000	621,620	790,269	1,017,977	1,202,516
112A	210,000	286,300	364,889	445,836	529,211
112B	177,000	182,310	237,779	244,913	252,260
119	78,000	80,340	112,750	116,133	119,617
200	253,334	306,511	431,412	522,106	586,829
Subtotal	\$ 1,302,334	\$ 1,705,981	\$ 2,172,867	\$ 2,670,804	\$ 3,023,987

See 'Staffing & Comp.' tab of the school's Financial Plan template for position details.
Payroll taxes equate to 10.95% of total compensation. Fringe benefits equate to 13.20% in YR 1 and 13.13% in YR 5. Included is a 0.00% retirement contribution for FT employees (See 'Staffing & Comp.' tab for further detail).

Subtotal

Services and Activities

In-service development staff

Pupil services

Field trips

Parent activities

Professional tech services

Accounting

Audit

Student transportation

Communication

Telephone

Postage and shipping

Travel

Subtotal

322	\$ 10,500	\$ 13,500	\$ 17,000	\$ 20,500	\$ 23,000
323	33,600	44,800	56,000	67,200	78,400
324	16,800	22,400	28,000	33,600	39,200
325	3,360	4,480	5,600	6,720	7,840
330	29,000	12,000	15,000	18,000	21,000
330	1,000	1,000	1,000	1,000	1,000
331	18,000	20,000	22,000	24,000	26,000
510	-	-	-	-	-
530	2,400	2,400	2,400	2,400	2,400
530	7,800	9,000	10,200	11,400	12,600
530	5,940	6,720	8,400	10,080	11,760
580	5,250	6,750	8,500	10,250	11,500
Subtotal	\$ 132,750	\$ 143,050	\$ 174,100	\$ 205,150	\$ 234,700

Based on FT staff - \$500 per staff member (includes conferences, workshops, professional texts, etc.).
Based on Student - \$200 per student. Student testing & assessment, enrichment, etc.
Based on Student - \$100 per student.
Based on Student - \$20 per student for meetings, meals, etc.
\$750 per month. YR 1 includes \$20k start/set-up expense. YRS 2-5 monthly charge increases \$250 per month.
Accounting software/online service charge. Work done internally by Director of Operations and Finance
Estimated YR 1 - \$18,000 with \$2k increase year to year.
Provided by the district
\$200 per month for internet services.
\$650 per month for general school/office phones and phones for staff.
Increases \$100 per month per year.
Based on Student - \$30 per student.
Based on FT staff - \$250 per staff member.

Physical Plant

Rent

Utilities

Custodial services

Maintenance and repairs

Renovations/expansion

Subtotal

400	\$ 332,640	\$ 443,520	\$ 551,400	\$ 628,320	\$ 776,160
400	49,896	54,886	60,374	66,412	73,033
400	-	-	-	-	-
400	30,000	15,000	15,000	15,000	15,000
400	-	-	-	-	-
Subtotal	\$ 412,536	\$ 513,406	\$ 626,774	\$ 709,732	\$ 864,213

Assumes 18.00% of total yearly state per pupil revenue.
Cost is an estimate as a facility has not been secured. Estimation is 15.00% of yearly rent total in YR 1 with a 10.00% increase in YRs 2-5.
Custodian on staff.
Estimated \$30,000 - YR 1. \$15,000 per year thereafter.

Marketing and Development

Charter Management Org.

Advertising

Printing

Insurance

Subtotal

590	\$ -	\$ -	\$ -	\$ -	\$ -
590	8,400	2,800	2,800	2,800	2,800
590	5,040	6,720	8,400	10,080	11,760
590	15,000	16,000	17,000	18,000	19,000
Subtotal	\$ 28,440	\$ 25,520	\$ 28,200	\$ 30,880	\$ 33,560

N/A
Based on Student - \$50 per NEW student (Includes ads, community outreach, newspapers, mailings, meetings).
Based on Student - \$30 per student.
Estimated YR 1 - \$15,000 with \$1k increase year to year.

Supplies and Equipment

Supplies-Instructional
Supplies-Administrative

Text books

Library books

Supplies-General

Supplies-Food Services

Computers

Furniture

Vehicles

Other Equipment

Subtotal

611	\$ 16,800	\$ 22,400	\$ 28,000	\$ 33,600	\$ 39,200
612	15,000	20,000	25,000	30,000	35,000
641	25,200	14,000	19,000	19,000	19,000
642	3,000	4,000	5,000	6,000	7,000
690	5,880	7,840	9,800	11,760	13,720
690	129,858	173,144	216,430	259,716	303,002
700	66,150	21,700	27,050	27,050	26,350
700	35,000	10,000	10,000	10,000	10,000
700	-	-	-	-	-
700	-	-	-	-	-
Subtotal	\$ 296,888	\$ 273,084	\$ 340,280	\$ 397,126	\$ 453,272

Based on Student - \$100 per student.
Includes: copier and printing costs leases, office supplies, etc. \$15,000 in year one and additional \$5,000 each year thereafter.
Based on Student - \$150 per student YR 1; Includes bulk purchases of workbooks and instructional material / Year 2-5 - \$250 per NEW Student / Year 3-5 - Replacement cost of additional \$5,000 annually.
Based on classroom - \$500 per classroom.
Based on Student - \$35 per student.
Based on Student - \$4.18 per student, per meal for 185 school days or \$772.96 per student (total) for YR 1. Those rates/per pupil used for YRs 2-5. See 'Food Service 1 & 2' tabs for further details.
Computers (laptops/chromebooks) for staff and students. Average cost of \$350 per student and full-time FTE in YR 1. YRs 2-5; average \$350 per NEW student and full-time FTE. YRs 3-5; \$5k additional for upgrades and replacement.
Based on classroom - \$5,000 per classroom / \$5,000 Admin. In YR 1. \$5,000 Per New Classroom in Yrs 2-5.
N/A

Other Objects

Other objects (e.g., in-kind)

Subtotal

800	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal	\$ -				

Loan Repayments

Interest

Principal

Subtotal

900	\$ -	\$ -	\$ -	\$ -	\$ -
900	-	-	-	-	-
Subtotal	\$ -				

N/A
N/A

Total Expenditures

INCOME LESS EXPENDITURE

\$ 2,172,948	\$ 2,661,041	\$ 3,342,221	\$ 4,013,691	\$ 4,609,732
\$ 603	\$ 87,026	\$ 80,363	\$ 83,409	\$ 161,885

Charter School Cash Flow Schedule For Year One of Operation

Charter School Name

Beginning Balance

Budget	First Per-Pupil - 7/1		Second Per-Pupil - 9/1			Third Per-Pupil - 1/1			Fourth Per-Pupil - 4/15			Totals		
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May		June	
\$	1,595		\$ 456,651	\$ 211,852	\$ 498,588	\$ 324,614	\$ 190,089	\$ 31,516	\$ 319,733	\$ 166,200	\$ 4,827	\$ 310,494	\$ 149,121	

Revenue

Number of students	168													
Per-pupil revenue	\$ 1,848,000	\$ 462,000										\$ 462,000	\$ 1,848,000	
Student entitlements	60,480				24,192	5,184	5,184	5,184	5,184	5,184	5,184	5,184	5,184	60,480
Grants (Food \$\$ will be a receivable after June. For this exercise it is added to June)	115,070				11,507	11,507	11,507	11,507	11,507	11,507	11,507	11,507	34,521	115,070
In-kind services														
Private contributions	150,000	150,000												150,000
Total Revenue	\$ 2,173,550	\$ 612,000	\$ -	\$ 462,000	\$ -	\$ 35,699	\$ 16,691	\$ 478,691	\$ 16,691	\$ 16,691	\$ 478,691	\$ 16,691	\$ 39,705	\$ 2,173,550

Expenditures

Salaries and Benefits

111A	\$ 130,000	\$ 10,833	\$ 10,833	\$ 10,833	\$ 10,833	\$ 10,833	\$ 10,833	\$ 10,833	\$ 10,833	\$ 10,833	\$ 10,833	\$ 10,833	\$ 10,833	\$ 130,000
111B	454,000		41,273	41,273	41,273	41,273	41,273	41,273	41,273	41,273	41,273	41,273	41,273	454,000
112A	210,000		19,091	19,091	19,091	19,091	19,091	19,091	19,091	19,091	19,091	19,091	19,091	210,000
112B	177,000	\$ 14,750	\$ 14,750	\$ 14,750	\$ 14,750	\$ 14,750	\$ 14,750	\$ 14,750	\$ 14,750	\$ 14,750	\$ 14,750	\$ 14,750	\$ 14,750	177,000
119	78,000		7,091	7,091	7,091	7,091	7,091	7,091	7,091	7,091	7,091	7,091	7,091	78,000
200	253,334	6,178	22,469	22,469	22,469	22,469	22,469	22,469	22,469	22,469	22,469	22,469	22,469	253,334
Subtotal	\$ 1,302,334	\$ 31,762	\$ 115,507	\$ 1,302,334										

Services and Activities

322	\$ 10,500			1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	\$ 10,500
323	33,800			3,360	3,360	3,360	3,360	3,360	3,360	3,360	3,360	3,360	3,360	33,800
324	16,800			4,200			4,200			4,200			4,200	16,800
325	3,360			840			840			840			840	3,360
330	29,000	\$ 2,417	\$ 2,417	\$ 2,417	\$ 2,417	\$ 2,417	\$ 2,417	\$ 2,417	\$ 2,417	\$ 2,417	\$ 2,417	\$ 2,417	\$ 2,417	29,000
330	1,000	1,000												1,000
331	18,000													18,000
510														
530	2,400	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	2,400
530	7,800	\$ 650	\$ 650	\$ 650	\$ 650	\$ 650	\$ 650	\$ 650	\$ 650	\$ 650	\$ 650	\$ 650	\$ 650	7,800
530	5,040	\$ 420	\$ 420	\$ 420	\$ 420	\$ 420	\$ 420	\$ 420	\$ 420	\$ 420	\$ 420	\$ 420	\$ 420	5,040
580	5,250	\$ 438	\$ 438	\$ 438	\$ 438	\$ 438	\$ 438	\$ 438	\$ 438	\$ 438	\$ 438	\$ 438	\$ 438	5,250
Subtotal	\$ 132,750	\$ 5,124	\$ 4,124	\$ 13,574	\$ 8,534	\$ 8,534	\$ 13,574	\$ 8,534	\$ 8,534	\$ 13,574	\$ 8,534	\$ 13,574	\$ 26,534	\$ 132,750

Physical Plant

400	\$ 332,640	\$ 27,720	\$ 27,720	\$ 27,720	\$ 27,720	\$ 27,720	\$ 27,720	\$ 27,720	\$ 27,720	\$ 27,720	\$ 27,720	\$ 27,720	\$ 27,720	\$ 332,640
400	49,896	\$ 4,158	\$ 4,158	\$ 4,158	\$ 4,158	\$ 4,158	\$ 4,158	\$ 4,158	\$ 4,158	\$ 4,158	\$ 4,158	\$ 4,158	\$ 4,158	49,896
400														
400	30,000	15,000						15,000						30,000
400														
Subtotal	\$ 412,536	\$ 46,878	\$ 31,878	\$ 46,878	\$ 31,878	\$ 412,536								

Marketing and Development

590	\$ -													\$ -
590	8,400									2,800		2,800		8,400
590	5,040	\$ 420	\$ 420	\$ 420	\$ 420	\$ 420	\$ 420	\$ 420	\$ 420	\$ 420	\$ 420	\$ 420	\$ 420	5,040
590	15,000	7,500			3,750			3,750						15,000
Subtotal	\$ 28,440	\$ 7,920	\$ 420	\$ 420	\$ 4,170	\$ 420	\$ 420	\$ 4,170	\$ 420	\$ 3,220	\$ 3,220	\$ 3,220	\$ 420	\$ 28,440

Supplies and Equipment

611	\$ 16,800		\$ 8,400	\$ 840	\$ 840	\$ 840	\$ 840	\$ 840	\$ 840	\$ 840	\$ 840	\$ 840	\$ 840	\$ 16,800
612	15,000		\$ 7,500	\$ 750	\$ 750	\$ 750	\$ 750	\$ 750	\$ 750	\$ 750	\$ 750	\$ 750	\$ 750	15,000
641	25,200	12,600	12,600											25,200
642	3,000		1,500					1,500						3,000
690	5,880	490	490	490	490	490	490	490	490	490	490	490	490	5,880
690	129,858		11,805	11,805	11,805	11,805	11,805	11,805	11,805	11,805	11,805	11,805	11,805	129,858
700	66,150	33,075	33,075											66,150
700	35,000	17,500	17,500											35,000
700														
700														
Subtotal	\$ 296,888	\$ 63,665	\$ 92,870	\$ 13,885	\$ 13,885	\$ 13,885	\$ 13,885	\$ 15,385	\$ 13,885	\$ 296,888				

Other Objects

800	\$ -													\$ -
Subtotal	\$ -													

Loan Repayments

900	\$ -													\$ -
900														
Subtotal	\$ -													

Total Expenditures

Total Expenditures	\$ 2,172,948	\$ 155,349	\$ 244,799	\$ 175,264	\$ 173,974	\$ 170,224	\$ 175,264	\$ 190,474	\$ 170,224	\$ 178,064	\$ 173,024	\$ 178,064	\$ 188,224	\$ 2,172,948
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ENDING CASH BALANCE

ENDING CASH BALANCE	\$ 2,197	\$ 456,651	\$ 211,852	\$ 498,588	\$ 324,614	\$ 190,089	\$ 31,516	\$ 319,733	\$ 166,200	\$ 4,827	\$ 310,494	\$ 149,121	\$ 602	\$ 603
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Stamford Charter School for Excellence

ENROLLMENT and STUDENT POPULATION

Instructions: Complete the fields in GRAY.

* Choose Operational YEAR ONE Here

2015-16	2016-17	2017-18	2018-19	2019-20
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SCHOOL DAYS

185

ENROLLMENT

	2015-16	2016-17	2017-18	2018-19	2019-20
Pre-Kindergarten	56.00	56.00	56.00	56.00	56.00
Kindergarten	56.00	56.00	56.00	56.00	56.00
1st Grade	56.00	56.00	56.00	56.00	56.00
2nd Grade	-	56.00	56.00	56.00	56.00
3rd Grade	-	-	56.00	56.00	56.00
4th Grade	-	-	-	56.00	56.00
5th Grade	-	-	-	-	56.00
6th Grade	-	-	-	-	-
7th Grade	-	-	-	-	-
8th Grade	-	-	-	-	-
9th Grade	-	-	-	-	-
10th Grade	-	-	-	-	-
11th Grade	-	-	-	-	-
12th Grade	-	-	-	-	-

Total Elementary Enrollment	168.00	224.00	280.00	336.00	392.00
Total Middle School Enrollment	-	-	-	-	-
Total High School Enrollment	-	-	-	-	-
Total Enrollment	168.00	224.00	280.00	336.00	392.00
New Enrollment	168.00	56.00	56.00	56.00	56.00

Number of Classrooms	6.00	8.00	10.00	12.00	14.00
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STUDENT POPULATION

Average Daily Membership %	98.00%	98.00%	98.00%	98.00%	98.00%
Average Daily Membership (ADM)	164.64	219.52	274.40	329.28	384.16
Average Daily Attendance %	95.00%	95.00%	95.00%	95.00%	95.00%
Average Daily Attendance (ADA)	159.60	212.80	266.00	319.20	372.40
Special Education Students %	9.15%	9.15%	9.15%	9.15%	9.15%
Special Education Student Count (SPED)	15.37	20.50	25.62	30.74	35.87
English Language Learner %	12.76%	12.76%	12.76%	12.76%	12.76%
English Language Learner Count (ELL)	21.44	28.58	35.73	42.87	50.02
% Student Qualifying for Free Lunch	40.00%	40.00%	40.00%	40.00%	40.00%
Student Count Qualifying for Free Lunch	67.20	89.60	112.00	134.40	156.80
% Student Qualifying for Reduced Lunch	20.00%	20.00%	20.00%	20.00%	20.00%
Student Count Qualifying for Reduced Lunch	33.60	44.80	56.00	67.20	78.40
Free and Reduced Lunch Student % (Title I)	60.00%	60.00%	60.00%	60.00%	60.00%
Student Count Qualifying for Free or Reduced Lunch	100.80	134.40	168.00	201.60	235.20

Bronx Charter School for Excellence
Annual Food Service Operating Statement
CT School
September 2015 - June 2016

Food Cost		%
Total Food Cost (185 Days)	\$65,591	
Payroll		
Hourly (42 weeks)	\$43,260	
Benefits & Taxes	\$5,407	
Total Labor	\$48,667	
Direct Costs		
Non-Food, Paper	\$7,400	
On-going Support and Professional Development	\$200	
Total Direct Cost	\$15,600	
Total All Operating Costs	\$129,858	
Federal and State Reimbursements	\$115,070	
Total All Operating Costs	\$129,858	
Annual Total School Cost	\$14,788	

CT School 2015 - 2016

Bronx Charter School for Excellence
Projected Federal & State Reimbursements
Estimated Enrollment – 150 Students
Daily Meal and Snack Counts

Type of Program	Breakfast Rate	Students	Breakfast Total	% Rate	Lunch Rate	Students	Lunch Total	% Rate	Snack Rate	Students	Snack Total	% Rate	Total Reimbursement
Self-Operated	\$1.99 x	90	\$179	60	\$3.07 x	113	\$347	75	\$.80 x	120	\$96	80%	\$622. x 185 days = \$115,070