

EMBER CHARTER SCHOOL

FULL APPLICATION

NYS BOARD OF REGENTS

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GLOSSARY OF TERMS

In our charter application we use several unique and perhaps unfamiliar terms of art for which we thought it might be useful to provide definitions:

The Anew School	Created and developed by Alexandria Lee, Esq., and named one of the 2014 Black Male Achievement Fellowship Award winners by Echoing Green and Open Society, The Anew School is a highly innovative proposed school design aimed at transforming educational and life outcomes for Black boys through a strong focus on socio-emotional development, intensive study abroad experiences and boarding school program elements.
Apprentice (Co-Teacher)	The teaching professional who assists the lead teacher within a schoolhouse (<i>see</i> definitions for “lead teacher” and “schoolhouse” below).
Associates (Junior and Senior)	The title for lead classroom teachers (who are not “Partners”) under the Teaching Firm model; Junior Associates are classroom teachers who begin with 2-3 years of teaching experience; Senior Associates are those who begin with 4-6 years experience.
“At-Risk”	As a school we reject the label “at-risk.” It is a largely derogatory label that is overused to describe Black and brown children, and often demonstrates the proverbial ceiling society prescribes for our target population. Our use of the term “at-risk” throughout this application is a short hand for the limiting labels people ascribe to our students. Where others see “at-risk,” we see risk takers and future leaders. Nonetheless, we understand that these labels are widely used and easily understood as synonymous with living in poverty, drug addiction and/or incarceration within a family, and other circumstances most of our students face. We do not believe these factors determine the fate of our students, yet we know these are factors worth noting within the context of this application.
Bloom’s Taxonomy	A classification system used to define and distinguish different levels of human cognition—i.e., thinking, learning, and understanding. It also provides a way to distinguish the fundamental questions within the education system.
CLASS	The “Classroom Assessment Scoring System” developed by Dr. Pianta at the University of Virginia; CLASS is a rubric derived from ongoing and intensive research, which tracks highly effective teacher-student interactions that drive the most successful classrooms.
College-successful	The concept that students should be prepared to be successful in college, not merely qualified to be admitted.
Co-Teacher Apprentices	Entry or very early career teachers who serve as Co-Teachers to experienced Lead Teachers (Associates or Partners); may be completing a masters program.
Culturally Relevant Pedagogy	Culturally relevant or responsive teaching is a pedagogy grounded in teachers displaying cultural competence, or skill at teaching in a cross-cultural/ multicultural setting. It enables each student to relate course content to his or her cultural context.
Dean’s Team	Ember’s umbrella that houses all of the professionals who guide our staff through our social-emotional practices. This team is lead by our Dean of Students, who oversees our social workers, speech pathologists, etc.
DRA-2	Diagnostic Reading Assessment.
ESA	Our fully integrated English Language Arts and Social Studies course.
Executive Officer	The chief administrator in the Teaching Firm model (typically referred to as the Director of Operations and/or Finance in traditional charter school models) who reports to the Partners (most directly to the Managing Partner).
Fellows	Abbreviation for the “Data Assessment Fellows,” PhD students who will be provided scholarships to work with the Pedagogy Partner and Schoolhouse Practice Teams to

	review, analyze and synthesize instructional data for the Teaching Professionals in their assigned Schoolhouse Practice Team.
Firm	A term short for “Teaching Firm” that we use to refer to the school as a whole (“Firm-wide” instead of “School-wide”); a typical abbreviation for traditional professional partnerships such as law firms, consulting firms, tax firms, etc.
FLGS	Foreign Language-Global Studies.
“Leadership Index”	Internally teacher designed and developed socio-emotional, thinking and pro-social skills content framework and rubric designed to be both explicitly taught and integrated into instruction across all academic and non-academic domains. Primary tools used to measure the socio-emotional development of our students.
Lead Teacher	The teaching professional responsible for the classroom instruction in each respective schoolhouse (<i>see</i> definition for “schoolhouse” below).
Looping	Students stay with the same teacher every year. Students remain with the same cohort and teacher as long as they remain at Ember.
Mindfulness	A mental state achieved by focusing one's awareness on the present moment, while calmly acknowledging and accepting one's feelings, thoughts, and bodily sensations, used as a therapeutic technique.
Neuropedagogy	Neuropedagogy is the intersection of science and education, through which educators utilize cutting-edge scientific research and methodologies to stimulate new zones of the brain and create connections.
Partner	The title for the four lead classroom teachers who will be hired by the Board of Trustees to lead and manage TFOA. Partners will all teach full time in addition to their leadership and management responsibilities at TFOA. Partners will have specific spheres of school-wide responsibilities attendant to the three designations including: Managing Partner, Pedagogy Partner and Stakeholder Services Partner. All administrative and instructional personnel shall report to the Partners.
Professional-Partnership	The business entity formed by two or more professionals such as accountants, doctors, or lawyers, who provide professional services to the public.
Schoolhouse	Our term used for “classroom” under our model (<i>see</i> Teaching Firm).
Schoolhouse Practice Team	Similar to a grade-level team, this is a collegial supervisory and mentoring group of the Teaching Firm, comprised of a Partner and their direct Associate reports (one Senior Associate and two Junior Associates). While the Partners lead and manage the Firm as a collective, individual teachers and staff members have a direct supervisor in one of the Partners.
TAs	Teaching Apprentices are college or graduate students pursuing their education degrees, who fulfill their student teaching requirement at our school. Successful TAs receive scholarship grants.
Teaching Firm	Our new charter school model; a hybrid of the professional-partnership and the nonprofit organizational model.
Teaching Professionals	Lead classroom teachers at the Firm (Partners and Associates).
The Schoolhouse Rocks Olympics	A series of academic challenges and games designed to bring the underlying curriculum to life in a fun and engaging way. During the school year, students will compete on teams within their designated Schoolhouse, and will engage in various challenges ranging from a Jeopardy-like format to obstacle courses. All questions and tasks for challenges will be rooted in the Ember curriculum. The intra-Schoolhouse competitions will be preparation for the twice a year inter-Schoolhouse competition.

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

A. MISSION STATEMENT AND OBJECTIVES

Ember Charter Schools for Mindful Education, Innovation and Transformation (“Ember Charter Schools”, or “Ember”), is our proposed charter school that seeks to achieve the evolution and merger of the existing Teaching Firms of America-Professional Preparatory Charter School (“TFOA”), into a new K-12 NYSED charter school, combining the existing program of TFOA with the program of The Anew School¹, an award winning and highly innovative school design aimed at transforming educational and life outcomes for students and families through its model that includes a strong focus on socio-emotional development, intensive study abroad experiences, and single-sex boarding school learning. As a result, Ember Charter Schools will be an innovative, holistic and comprehensive primary, middle and secondary education experience and community of learning, practice and thought leadership located in Bedford Stuyvesant-Central Brooklyn. Ember will be dedicated to improving educational and life outcomes for historically underserved communities, particularly low income Black children, the most “at-risk” demographics in our society.

Our Mission: Ember’s mission is to transform, empower, and ignite students who have traditionally been labeled “at-risk” from historically underserved, under-resourced, low income communities with our innovative holistic elementary and lower middle school, international experiences within upper middle school, and single-sex cohorts in both upper middle school and a boarding high school, all of which nurture students into social entrepreneurs, engineers, and global leaders using our Teaching Firm model, a unique teacher-led approach, while we concurrently affect net positive economic, socio-emotional and cultural outcomes within the communities we serve.

Our Students: Ember will offer an admission preference to students who qualify for free and reduced-priced lunch (to the extent permitted by law). Bedford Stuyvesant-Central Brooklyn remains an overwhelmingly Black and Latino community, and this area continues to be beset with high poverty, unemployment, violence, obesity, untreated trauma and other negative physical and mental health indicators. The Black and Latino children of Bedford Stuyvesant-Central Brooklyn currently comprise 99% of TFOA’s enrollment, which upon its charter issuance, will become Ember’s enrollment. This demographic represents some of the poorest children in the nation, which in large measure, remain disconnected from high quality, holistic and comprehensive education options such as those Ember will offer.

Our Objectives: Ember seeks to provide our target population with expanded progressive, holistic and global education opportunities that have previously been unavailable to them. Ember strives to accomplish this objective by engaging in three primary efforts:

¹ Please see “Anew School” in the Glossary above.

² See attached “Community Innovation Campus Summary” included in Attachment 10.
Ember Charter Schools Initiative for Mindful Education, Innovation & Transformation
2016 Board of Regents New Charter School Application
(Full Application Evaluation 2016)

1. Nurturing and enabling students to become holistic social entrepreneurs, engineers and global leaders through the development of: agency and self-efficacy; critical thinking skills; social, emotional, and physical well-being; mindful leadership; global citizenship; and substantive international exposure and experiences;
2. Developing and providing thought leadership within the education space, training and developing staff and other organizations committed to the same values and principles Ember employs; and
3. Contributing to the positive and healthy economic, social and cultural development of the communities we serve.

As we move forward and grow into the full scope of our K-12 vision, we will look for evidence of our success in accomplishing these objectives in a myriad of ways, yet perhaps most notably through:

- Elementary School students successful development of service-learning projects that contribute positively to their community (e.g. launching a successful initiative that seeks to reduce gun violence and create more safe community spaces for play);
- Middle School students successful launch of a social enterprises that connects their local community to at least one foreign country (e.g. developing and launching a peer-to-peer social investment, micro-lending network and app/portal for youth in Brooklyn to fund youth-led social enterprises that help solve community problems in Greater Accra, Ghana);
- High School students successfully organize other teens, adults and/or organizations to advocate for important social change (e.g. develop and launch a youth-led ballot initiative to create an official City Council seat (one from each borough) for a youth age 16-21, who has full voting rights and responsibilities)
- Ember successfully develops an Ember Teaching Firm Fellowship program where groups of experienced teacher-leaders can work at Ember in residence and learn how to open and operate their own Teaching Firm;
- Ember successfully works with local community partners and leaders (Bedford Stuyvesant Restoration Corporation, Bridge Street Development Corp, Councilman Cornegy, Assemblyman Mosley, Assemblywoman Robinson, Congressman Jeffries, etc.), to build a community campus facility that will provide much needed development for the Bedford Stuyvesant-Central Brooklyn community: economic (thousands of jobs), social (aquatic and green indoor-activities space), and cultural (various open, modular performance art spaces)².

Furthering the Objectives from the Charter Act

² See attached “Community Innovation Campus Summary” included in Attachment 10.

Ember’s unique approach furthers five important objectives highlighted in the New York Charter Act (Education Law §2850(2)):

- a) Improves student learning and achievement: Ember students will be offered instruction that research has shown will significantly improve learning and achievement outcomes for students from high poverty households, the same demographic Ember will serve. To this end, Ember will provide instructional environments that focus intently on:

- Self-efficacy
- Executive functioning skills
- Critical thinking skills
- Mindfulness
- Personalized learning opportunities

Similarly, research has also shown that the kind of single-sex cohorts, substantive international travel, and community-based boarding school opportunities that Ember will engender significant improvements in learning and achievement for students.

- b) Expands learning experiences for students who are at risk of academic failure: there are currently no non-selective public schools in Ember’s target community of Bedford Stuyvesant-Central Brooklyn that offer “at-risk” high poverty students a full constellation of holistic learning experiences such as those often offered students in gifted and talented schools and programs, including but not limited to the following:

- Instructional time dedicated to developing self-efficacy and social-emotional health
- Strong instructional focus on critical thinking and executive functioning skills
- Incorporation of Design Thinking across instructional domains
- Explicit STEM instruction
- Integrated Arts instruction
- Personalized learning opportunities
- Core movement and development
- Mindfulness and meditation
- Substantive and guided international learning experiences in 7th and 8th grades
- Residential, community-based boarding opportunity in high school

- c) Encourages use of different and innovative teaching methods: Ember’s instructional methodology includes a focus on the utilization of the following innovative teaching practices:

- Integrated Instruction
- Differentiation

- Looping
 - Culturally Relevant Pedagogy
 - Economically Relevant Pedagogy
 - Socratic Questioning and Design Thinking
 - Neuropedagogy (incorporation of self-efficacy, critical thinking, and executive functioning skills into instructional practice)
 - Mindfulness and meditation
- d) Creates new professional opportunities for teachers: Ember provides new professional opportunities for teachers in three significant ways:
- Unique and Transformative Career Path: Ember’s adoption and use of TFOA’s Teaching Firm model provides unprecedented career opportunities for teachers as it provides a pathway to school leadership that does NOT require teachers to give up their teaching practice.
 - Performance-based Compensation: Ember’s Teaching Firm model provides for a performance-based compensation structure that significantly increases teacher compensation and incentivizes high performance and teacher retention.
 - Opportunities for Thought Leadership: Ember’s University-framework encourages teachers to engage in research, writing and publishing to affect the public discourse on the range of issue areas most readily connected and adjacent to public education matters. Ember teachers will be provided with professional development resources and financial incentives to research, write and publish articles and materials that advance Ember’s standing as a thought leading education institution.
- e) Provide parents/students with expanded choices in educational opportunities that are available within the public school system: Ember provides parents and students with expanded choices in the types of educational opportunities available within the public school system through its unique program components:
- Looping
 - Single-sex cohorts (upper middle school and high school)
 - Substantive and guided international learning experiences in 7th and 8th Grades
 - Residential, community-based boarding opportunity in High School

B. KEY DESIGN ELEMENTS

Consistent with our core beliefs and values, Ember is committed to creating an instructional environment that eschews the standard focus on content coverage and test prep. Instead, we will nurture depth of understanding and strengthen “habits of mind.” To this end, Ember will continue TFOA’s current successful work in moving beyond mere “college-readiness” towards

an achievement orientation driven by socio-emotional learning experiences as the key driver of “college-successful,” “career-successful” and “leadership-successful.” The strong need for such an instructional approach is supported by neuroscience and educational research data from notable thought leaders such as Dr. Carol Dweck, Dr. Richard Guare, Dr. Gloria Ladson-Billings, and Dr. Pedro Noguera. Each of these scholars identified the dire need for the positive development of self-efficacy and executive functioning skills for low-income, “at-risk,” Black and Latino students, such as those Ember is uniquely created to serve.

Ember will function as a scholarly learning community immersed in the latest neuroscience, mental health, and progressive pedagogical research, nurturing the ongoing collaboration of teaching and mental health practitioners to work in concert to drive student achievement. Such a holistic approach will attend to the development of invaluable self-efficacy, executive functioning, and critical thinking skills, which will in turn drive durable high academic achievement and net positive mental health outcomes.

The key design elements of Ember’s educational plan are designed to achieve the implementation of the following five important objectives highlighted in the New York Charter Act (Education Law §2850(2)):

- Improves student learning and achievement;
- Expands learning experiences for students who are at risk of academic failure;
- Encourages use of different and innovative teaching methods;
- Creates new professional opportunities for teachers; and
- Provides parents/students with expanded choices in educational opportunities that are available within the public school system.

The key design elements of Ember’s proposed educational plan represent the evolution of innovation and development of TFOA as it realigns, expands and incorporates the programmatic blueprint of The Anew School. The result is a proposed educational program that draws on the successful and award-winning elements of both organizations, and now includes the following three innovative and holistic core educational enterprises:

- Elementary school experience serving students in Grades K-4;
- Middle school experience serving students in Grades 5-8, where upper school (Grades 7 & 8) will include both single-sex cohorts and guided, intensive international travel learning experiences; and
- High school experience serving students in both single-sex cohorts for Grades 9-12, which will include a residential, community-based boarding option.

Below is a description of each of the key design elements described within the context of how each helps achieve the intended objectives of the Charter Act, as well as its role within the overall ecosystem of Ember’s mission and educational plan.

Holistic schooling

According to Ron Miller, author of “What Are Schools For? Holistic Education in American Culture”, holistic education is “concerned with the development of a person’s intellectual, emotional, social, physical, artistic, creative and spiritual potentials,” and thus seeks to provide an educational environment principally focused on the development of healthy and productive mindsets. Our holistic longer school days are comprised of integrated instructional blocks (STEM and Humanities), integrated arts, mindful yoga movement, dance and core training, as well as foreign language instruction. Additionally, Ember will further advance student learning and achievement through its holistic schooling approach, which includes four key and innovative design elements of our educational plan:

- Strong instructional focused on the development of self-efficacy, executive functioning and critical thinking skills;
- Single-sex cohorts in upper middle school and high school;
- Substantive international travel and learning experiences during upper middle school; and
- Community-based boarding school during high school.

Focus on development of self-efficacy, executive functioning and critical thinking skills:

“For twenty years, my research has shown that the view you adopt for yourself profoundly affects the way you lead your life. It can determine whether you become the person you want to be and whether you accomplish the things you value. How does this happen? How can a simple belief have the power to transform your psychology and, as a result, your life?”

Dr. Carol Dweck

Research from a host of academics, psychologists and social science researchers, including Drs. Dweck, Richard Guare, Gloria Ladson-Billings and Pedro Noguera, have provided significant data that suggests that student achievement outcomes, particularly for Black and Latino children from high poverty communities, are greatly improved if students are given the opportunity to develop a strong sense of: 1) positive self-identity as a person with full agency (Dweck’s growth mindset); 2) self-love (Ladson-Billings’ cultural competency, and Noguera’s positive climate, socio-emotional needs); and 3) a strong knowledge and practice of the habits of mind that drive an analytical mindset (Dweck’s growth mindset, and Guare’s hidden curriculum: executive functioning skills). Each of the aforementioned researchers asserts that courting the development of any one of these psycho-cognitive domains could meaningfully increase student achievement for high poverty Black and Latino children. Ember will adopt and build on TFOA’s instructional practice and pedagogical approach that already works to develop student mastery in ALL three of the areas discussed in Dweck’s, Ladson-Billings’, Noguera’s and Guare’s work, and will do so across all three of Ember’s core educational enterprises: elementary, middle and high school.

TFOA’s current instructional practice and pedagogical approach in these areas manifest in one of our most innovative tools that drive both academic and socio-emotional achievement: our







“Leadership Index” (see chart below). Inspired in part by the University of Virginia’s Classroom Assessment Scoring System³ (“CLASS”), the Leadership Index is a socio-emotional, critical thinking and pro-social skills content framework and attendant rubric designed by our teacher-leaders to be both explicitly taught and integrated into instruction across all academic and non-academic domains. We use inquiry and mindfulness practice to teach mastery of the explicit behavior and thinking skills actions outlined in the Leadership Index. We integrate this instruction into and across the academic, creative and non-academic curriculum. Through this methodology, we have been able to help students in their ongoing development of a growth, culturally-competent, and analytical mindset necessary to achieve ever more positive academic and social-emotional health. Through ongoing tracking and quarterly measurement of students’ anecdotal progress along the developmental range from “Dormant” to “Developed” on our Leadership Index Rubrics (*see example below*), we court the increased student achievement outcomes discussed below by attending to our target population’s oft ignored socio-emotional needs.

Though still early in our development, this holistic pedagogical approach has already yielded very strong results. TFOA moved completely away from test prep, and instead focused with even stronger fidelity and consistency on nurturing mastery of the underlying self efficacy, executive functioning and critical thinking skills embedded within our unique Leadership Index. As a result, in 2015 TFOA had over 100% growth in overall ELA scores on the New York State standardized test (from 19.1% in 2014 to 39.2% in 2015), which was the highest growth in the State. It also increased the ELA proficiency rate for 4th Grade students by over 240% from 2014 (19.1% in 2014 to 46.9% in 2015), and achieved nearly 90% proficiency on the Science Assessment, with over 40% of students earning the highest proficiency score of 4.

The impact of TFOA’s approach is particularly positive and notable given the extremely high needs of the students whom we serve. Over 15% of our population enrolled as students with disabilities, and over 90% of all students entered our school reading below grade-level, with the vast majority entering Kindergarten with very low vocabulary and phoneme recognition. Additionally, nearly 90% of students live in very low income and severely under-resourced households, with over 35% of all student families headed by a parent born in foreign country (most often from the Caribbean, Central America, West and Central Africa regions). These latter students often come to school with even more significant socio-emotional needs as the result of added dislocation of their language and/or cognitive struggles.

³ <http://curry.virginia.edu/research/centers/castl/class>

Ember Leadership Index

Attitudes	Reflective	Self-confidence	Empathy;	Focused	Inquirer	Principled
Framework	1-Cultural Relevance	2-Verbalization	3-Visualization	4-Mindfulness/Integration	5-Inquiry	6-Neuropedagogy/Econ. Rel.
Symbol	Sankofa: Adinkra symbol of a bird "go back and take" (Sanko-go back, fa- take)  Associated Akan proverb, "Se wo were fi na wasankofa a yenkyi," which translates "It is not wrong to go back for that which you have forgotten."	Tama: Talking Drum 	Banyan Tree 	Djed: The Spine as Energy Center 	Her-em-akhet: Sphinx 	Feather/heart on Scales of Ma'at: Method for weighing souls after death 
Symbolic Meaning	Importance of Learning from the past	Own and wield one's Word-Sound-Power	Divided we fall, together we stand, just as roots support a tree	Facility in accessing one's Mind-Body Connection	Ability to control one's nature as well as call on its power	Maintaining morality leaves one's heart light as a feather
Kemetic Concept	Memory	Syllogistic-logic	Connection	Self-control	Experimentation	Integrity
Character/ Leadership Skills	<ul style="list-style-type: none"> develop Point of View: express points of views about likes/dislikes, express more conflicting thoughts and feelings, courtesy-civility-forgiveness 	<ul style="list-style-type: none"> develop positive self image, differentiate and compare points of view, explore identity components 	<ul style="list-style-type: none"> learn to take different points of view, appreciate diversity, friendship, creativity-artistic expression 	<ul style="list-style-type: none"> connect situations-actions-emotions, control emotions, self-motivation, explore ways to deescalate conflicts 	<ul style="list-style-type: none"> seek understanding of the use of power in society, seek to practice and advocate for about civil/human rights 	<ul style="list-style-type: none"> respect for the environment, sense of equality-fairness, explore ways to take action against social injustice, explore responsibilities of group membership
Actions	<ul style="list-style-type: none"> identifies mistakes, listens without interrupting, repeat accurately what they previously heard (instructions from teacher, what a fellow student said, etc.), recall and describe accurately what they previously did, recall and describe accurately what they previously observed, accurately reenact previous action performed or observed. 	<ul style="list-style-type: none"> uses phrases like, "I will try," "I can...," expresses pride in self, family, community and cultural heritage, greet others with confidence, makes eye contact when speaking and listening, projects voice, firm posture 	<ul style="list-style-type: none"> shares personal feelings and opinions with others, positively comments or affirms the feelings and opinions of others in the schoolhouse, shares and expresses support for another's ideas, perspectives, opinions within schoolhouse, takes turns, makes space for others to participate in conversation, participates enthusiastically in class discussions, uses words like friend, brother, sister, and connecting phrases, expresses gratitude for the participation, help, support of others, being positive, affirming and supportive of others, acts as peacemaker 	<ul style="list-style-type: none"> takes responsibility for actions and choices, uses choice language like "I chose to.. I am stomaching", uses connecting phrases, identifies disconnecting behaviors and words in themselves and used by others, uses breathing techniques to calm, soothe, and regulate emotions, exhibits actions highlighted in other spheres of the leadership index, 	<ul style="list-style-type: none"> takes risks, attempts and perseveres during challenging tasks, observes, listens to and analyzes others points of view and experiences, identify and explore multiple ways of overcoming obstacles, asks questions for clarity and understanding, expresses alternative viewpoints and ideas, uses tools and process for collecting data 	<ul style="list-style-type: none"> tells the truth in spite of potential consequences, makes choices that are fair, keeps promises, serves/generous with others, resolves conflicts peacefully, "reflect, choose, act", does the right thing even when no one is looking, makes choices that show honor, apologizes and forgives others,
TransD Skills	observing, listening, remembering, comprehension	affirming self expression, expresses pride in self and capacity	respecting opinions and views of others, developing and maintaining friendships, positive relationships with others, confidently sharing one's viewpoint and traditions with others	choosing positive behavior or strategy, visualizing Quality world, gross/fine motor skills, breathing/control of tension, practice connecting behaviors	analysis, scientific method, courage, imagination, predicting, comparing contrasting, cause and effect, problem solving	synthesis, Codes of conduct, mediating and resolving conflict, reflection and forecasting
TransD Theme	Where are we in place and time?	Who are we?	How do we express ourselves?	How do we regulate our behavior?	How does the world work?	How do we share our world?
Knowledge: Dominant Thought Process	<ul style="list-style-type: none"> Memory/Reflection on specific actions 	<ul style="list-style-type: none"> Knowledge of personal, family, and community culture 	<ul style="list-style-type: none"> Affirming positive relationships Congregative thinking 	<ul style="list-style-type: none"> The only behavior we can control is our own (the only person who can make you do anything is you); Every action/behavior comes from a choice 	<ul style="list-style-type: none"> Infinite potential and capacity of the mind, Questions, Failure and mistakes are necessary for learning and growth, The experience of others is a source for learning and growth 	<ul style="list-style-type: none"> Our thoughts, words, and actions have an impact on the feelings of ourselves and others, Your character manifests whether or not others are around, Positive leaders have "good character"; character is defined by how we treat ourselves & others, our school-house, community, & planet
Leadership Profile: "Kid Language"	<ul style="list-style-type: none"> Shows sensitivity towards the needs and feelings of others. Reflects on personal thoughts and choices. 	<ul style="list-style-type: none"> Knowledgeable of themes that have global relevance. Knows and expresses confidence in self and personal/cultural history. 	<ul style="list-style-type: none"> Respects the views, values, and traditions of other cultures. Considers a range of point of views. 	<ul style="list-style-type: none"> Understands the importance of physical and mental balance and well-being. 	<ul style="list-style-type: none"> Approaches unfamiliar situations with courage and has the independence to explore new ideas and strategies. Defends beliefs in actions. 	<ul style="list-style-type: none"> Has a sound grasp of the principles of moral reasoning. Has integrity and honesty.

Sample Leadership Index Rubric

<u>Behavioral Indicators for Inquirers/Explorer</u>	Dormant	Awakening	Awakened	Developed
Attempts and perseveres during challenging tasks; takes risks	Unwilling to attempt challenging tasks, gives up easily	Occasionally overcoming negative thoughts when challenged with a task	Usually perseveres and completes challenging tasks	Consistently attempts and perseveres through challenging tasks, not giving up
Observes, listens to, and analyzes other points of views and experiences	Difficulty listening to and understanding other points of views	Starting to listen to other points of view but not fully understanding	Usually listens to and analyzes other points of views	Consistently observes, listens to, and analyzes other points of views
Identifies and explores multiple ways of overcoming obstacles	Gives up easily when faces with obstacles	Starting to identify and use some strategies to overcome obstacles	Usually identifies and finds a way to overcome obstacles	Consistently identifies and explores multiple ways of overcoming obstacles
Asks questions for clarity and understanding	Rarely asks questions to clarify and understand	Occasionally asks some questions to clarify a misunderstanding	Usually asks questions for clarity and understanding	Consistently asks questions to clarify and understand something
Expresses alternative viewpoints and ideas	Not expressing ideas from alternative viewpoints	Starting to express one or two alternative viewpoints	Usually able to express alternative viewpoints and ideas	Consistently expresses alternative viewpoints and ideas
Uses tools and process for collecting data	Inconsistent process for collecting data	Starting to use tools and process for collecting data	Usually uses tools and process for collecting data	Consistently uses tools and process for collecting data

Single-sex cohorts in upper middle school and high school:

“According to Leonard Sax, executive director of the National Association for Single Sex Public Education, in 1995 there were just three single-gender public schools in the United States; by 2007 there were 86, with an additional 277 public schools offering all-girls or all-boys education programs within their coeducational buildings. This reversal of fortune has been spurred in part by “a growing body of research that single-gender, especially at the middle school level, works,” says South Carolina Superintendent of Education Jim Rex, who campaigned on a platform that included making single-gender schools an option in every school district in the state.” Peter Meyer, from EducationNext’s “Learning Separately: The Case for Single-Sex Schools”

According to noted researcher Dr. Cornelius Riordan, single-sex schooling environments produce significantly improved and positive academic outcomes particularly for low-income, “minority” students⁴, the very demographic Ember will serve. The research highlighting the net positive educational benefits for single-sex schools is legion, with examples of success nationwide for boys AND girls of color, from Brooklyn’s own Excellence Girls, one of the top performing schools in New York State, to Chicago’s Urban Prep Charter Academy, an all boys school that boasts a 100% college acceptance rate for the last seven years⁵. The Anew School’s single-sex model was developed after years of studying best practices from schools such as these all over the world that are highly effective at teaching students who have been deemed “at risk.”

Ember’s single-sex schooling environment for upper middle school (Grades 7 and 8), and high school (Grades 9-12) will materialize the result of these case studies and research by building on the success of these well-honed programmatic strategies in three important ways:

- 1) Ember will offer single-sex cohorts for both boys AND girls in the same school, giving us an opportunity to not only serve our entire community, but to also strategically expose our students to gender-integrated programming to proactively engage well-documented psycho-social challenges that characterize so much of adolescence, from body image to bullying, sexism to homophobia;
- 2) Ember will infuse our single-sex schooling environment with close attention to the socio-emotional needs and development of students through our instruction centered on the Leadership Index and its core content of character, executive functioning and critical thinking skills, each which are proven to lead to increased student achievement; and
- 3) Ember will enhance the impact of both of the above strategies by taking advantage of boarding school conditions during international travel learning experiences that will comprise a significant portion of students’ 7th and 8th grade years, with a community-

⁴ <http://www.ncgs.org/Pdfs/Resources/RF171-5.pdf>; and <https://www2.ed.gov/rschstat/eval/other/single-sex/characteristics/characteristics.pdf>

⁵ <http://www.prnewswire.com/news-releases/urban-prep-announces-100-of-seniors-admitted-to-college-and-launch-of-10andchange-campaign-to-refocus-the-narrative-of-black-boysyoung-men-on-positive-stories-300237717.html>

based boarding school experience during high school. As we will highlight under the “Substantive International Travel” and “Community-based Boarding School” sections below, boarding school environments provide an opportunity to greatly amplify the impact of otherwise highly effective instructional strategies by reducing external distractions and exposure to negative psycho-social narratives that can impede the development of self efficacy, agency and growth mindsets.

Substantive international travel and learning experiences during upper middle school:

A key element of The Anew School’s model has been international exposure for students who would never otherwise have a study abroad experience in middle school. This type of travel has yielded life-changing results for students of all races, but in large measure, Black students have not enjoyed the benefits of study abroad. Ember will “even the playing field” by offering substantive, guided international travel and exposure to students from Bedford Stuyvesant-Central Brooklyn in 7th and 8th Grade. Ember’s international experiences will be similar to the private and Gifted and Talented (“G&T”) study abroad opportunities for their privileged peers, with the following differences:

- Ember’s international education experience will be structured around single-sex cohorts, one for boys and one for girls;
- Ember’s international education experience will NOT be a part of a separate school or program, but will instead be a full part of the same Ember public school experience that they receive when they are in Brooklyn;
- Ember’s study abroad experience will be led, guided and conducted by Ember’s fulltime, highly qualified instructional, mental health and operational staff who will travel abroad with students during the entire international educational experience;
- During the international travel experience, Ember students’ core academic learning will mirror the same common core-aligned academic instruction that they receive in Brooklyn;
- Ember’s upper middle school students will not spend the entire two year period abroad—they will travel internationally approximately 3.5 months during both the Fall Semester (August to November), and Spring Semester (January to April), for the latter semester returning to Brooklyn in time to take New York State assessments locally.

Ember’s international experience will also mimic boarding school in that students will receive an additional 49 hours of holistic instructional time per week, including an additional five hours of planned programming each day Monday thru Friday, and an additional 12 hours of planned programming on each Saturday and Sunday. Thus, Ember students will receive even more intensive and immersive instruction in our already strong pedagogy of socio-emotional health, and common core-aligned knowledge and thinking skills, yielding an additional 45% of holistic instructional time per week.

For the high poverty, “at-risk” children Ember will serve, the impact of this portion of our program can literally mean the difference between prison and prosperity. For adolescents in

Bedford Stuyvesant-Central Brooklyn, where gang violence is rampant and gang recruitment begins as early as 5th grade, middle school represents one of the most precarious and dangerous periods of young Black and Latino children's lives. The international education component of Ember's educational plan will provide students with the kind of transformative middle school experience that is lifesaving. Furthermore, this type of experience is typically only reserved for far more privileged, often wealthy and white, students in private or public selective admission G&T programs. Under the time constraints of TFOA's current day program, we have been able to achieve over 100% growth in our students' ELA proficiency rates in 2015, exceeding the community school districts ("CSD"), City and State performance rates, while also achieving a near 90% proficiency rate in Science, with over 40% of our students achieving the advance proficiency score of 4. With the additional 45% of holistic instructional time that our international travel education experience will provide, our results across the domains of academic achievement, career readiness and socio-emotional health will be phenomenal.

Indeed, the available research overwhelmingly supports our projected success:

- Recently a study by Germany's Friedrich Schiller University reported that studying abroad improves emotional development of the "Big Five" personality traits: openness, conscientiousness, extraversion, agreeableness and emotional stability.
- A recent University of Maryland study found that study abroad increased maturity by 97% over peers who did not engage in study abroad experiences.
- 96% of study abroad alumni claimed increase in self-confidence attributed to study abroad.
- 89% of study abroad alumni reported that study abroad facilitated a greater tolerance for ambiguity, uncertainty and challenge.
- The Center for Global Education compiled data from top colleges and universities, and found overwhelmingly that students who studied abroad are more likely to graduate on time and more likely to excel academically.
- 97% of study abroad students found employment within 12 months of graduation, when only 49% of college graduates found employment in the same period, making study abroad participants twice as likely to find a job. Among study abroad alumni, 90% landed a job within 6 months.
- 90% of study abroad alumni who applied got into their 1st or 2nd choice graduate school.
- 84% of study abroad alumni felt their experience helped them build valuable skills for the job market.
- 80% of study abroad students reported that study abroad allowed them to better adapt to diverse work environments.
- 25% of study abroad alumni started at higher salaries. A British study showed that study abroad graduates out-earned their peers by 17%, which translates to earning an additional \$567,500 over one's career in the U.S.
- A University of Georgia study found 100% greater improvement in GPA post-study abroad, as study abroad participants saw their GPA rise twice as quickly as a result of going abroad as compared to students who did not.

- A University of California San Diego study found that students who studied abroad were 19% more likely to graduate on time.

Community based boarding school opportunities during high school:

The final component of The Anew School model is a boarding high school, where students can demonstrate their newly obtained global citizenship and leadership skills by focusing on creating positive change within their home communities. Likewise, Ember will offer a community-based boarding school experience for students in Grades 9-12. This component of our educational plan gives us an opportunity to continue and deepen our transformative international travel experiences. Ember’s community-based boarding environment will mirror the daily schedule used during the international experience, which will position our returning students to build on their gains, while giving newly enrolled students the opportunity to experience a holistic boarding school environment of their own.

Our boarding school will continue our pedagogical strategy of intensive and immersive instruction, rooted in developing strong socio-emotional health, coupled and integrated with common core-aligned knowledge and thinking skills instruction. Plus, we will continue to yield an additional 45% of holistic instructional time per week.

As we briefly mentioned in the previous two sections above, the data surrounding the effectiveness of boarding for students is equally persuasive. According to research conducted on behalf of The Association of Boarding Schools (TABS):

- Over 80% of students enrolled in their member schools are accepted to and enroll in highly selective colleges and universities;
- 87% of boarding school graduates report being very well prepared academically for college, compared to 39% of public school students and 71% of private day school students;
- 78% of boarding school graduates report being very well prepared for nonacademic aspects of college life, compared to 23% of public school students and 36% of private day school students;
- 44% of boarding school graduates achieved positions in top management by mid-career, compared to 27% of public school graduates and 33% of private day school graduates; and
- 90% of boarding school alumni say they would repeat their boarding school experience if given the opportunity.

The Mid-Continent Regional Educational Laboratory (McREL) conducted a 200-standard and 3,093-benchmarks evaluation of K-12 education. Based on these standards and benchmarks, McREL determined that over 15,000 hours of instruction is required to adequately prepare students for college. A typical 180-day-school year with 5.6 hours of instruction for 13 years (K-12) provides only 13,104 hours of instruction. Nonetheless, this is assuming 100% classroom efficiency. A study by Learning 24/7, determined that most classrooms are only between 21% and 69% efficient with their school hours, and at 69%, 13,104 hours become 9,042 hours. At

21% efficiency, students receive only 2,752 hours of training, and that is assuming that the students are coming in at grade level. The data shows that even if students are already at grade level, it is virtually impossible to adequately prepare students within the typical American school structure.

This data does not factor the “Summer Slide.” The Summer Slide is well documented. In short, by middle school, the gap between low and middle-income students is two to three years no matter how much learning happens during the academic year. This disparity is due to the opportunities middle-income children have during their summers to continue and build upon the things they learned within the year, including visits to museums and summer camp. Conversely, low-income children swiftly lose the material they learned during the school year, because of a lack of intellectual stimulation during the summer. Geoffrey Canada, Founder of the Harlem Children’s Zone declares that “in business time is money, but in education time is justice!” Eric Mahmoud, founder of three successful Minneapolis-based Black single-sex charter schools, states that rather than an achievement gap, black children face a “time gap.” If the average American child is missing out on 4,000 hours of classroom instruction, it will take a bold approach to redirect the academic performances of children who are grossly performing under grade level and experiencing the Summer Slide.

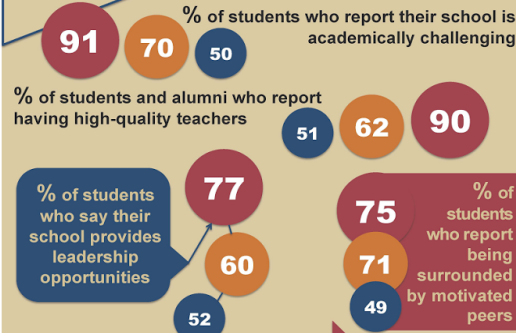
Boarding school education has proven wildly successful for students of all races and genders, but until recently was been limited to wealthy, largely white-American children. The Seed Foundation has been a trailblazer in this area, offering boarding school education to urban youth who could not otherwise afford it. Now 90% of its students graduate to attend four-year colleges and universities. Ember desires to follow in the footsteps of The SEED School of Washington DC (an initial project of the prestigious Echoing Green Fellowship Award for Social Entrepreneurs, the same fellowship award that both TFOA and The Anew School received for their initial school models):

“The impact of SEED on student achievement is significantly larger than that of the average charter school—in fact SEED has one of the largest impacts on reading achievement in the literature ... SEED schools have the power to eliminate the racial achievement gap in four years.” Curto and Fryer, “The Potential of Urban Boarding Schools for the Poor” (2012)

After surveying a cross section of New York teachers, we found that the biggest challenge they claim to face in educating our target population is absence and tardiness. By removing students from the status quo and inserting them into our boarding school environment, we can ensure they attend school almost every day on time. Moreover, we can make sure every experience—from the time they awake until their bedtime, seven days a week—is dedicated to ensuring their educational success.

The Boarding School Advantage

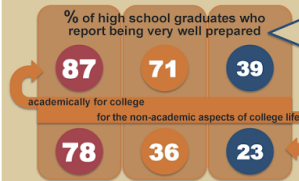
Advantages in high school...



70 PERCENT of boarding school students say the experience has helped them develop self-discipline, maturity, independence, and critical thinking skills.

Boarding school students spend significantly more time each week exercising or playing sports, on creative endeavors and less time watching television.

Advantages in college...



19% All U.S. college admission test-taking students

Graduates matriculating 2004-2005

Advantages in career advancement and beyond...

In a recent survey **98.6%** of Webb alumni rated the quality of education they received as "outstanding" or "better than most"

90% of mid-career boarding school graduates say they would repeat the boarding experience



Sources
 1. Webb Schools Alumni Survey (2013). 635 responses. 65% from WSC alumni; 35% from VWS alumnae.
 2. The Truth About Boarding School: A Comparative Study of Secondary School Education (The Association of Boarding Schools, ND). Interview survey of 2,700 high school students and adults: 1,000 boarding school students/alumni; 1,100 public school students/alumni; 600 private day school students/alumni. Samples weighted to match public and private day school populations based on socioeconomic status, college graduation rates and gender.
 3. Study of College Progress and Outcomes: Webb School of California (The Association of Boarding Schools, 2013).
 4. Study of College Progress and Outcomes: TABS Member Girls Schools (The Association of Boarding Schools, 2013).

Innovative Teaching Methods

Ember will wholly adopt and utilize the same innovative instructional methodology currently employed at TFOA, which includes the following researched-based practices:

- Integrated Instruction: an approach to teaching that connects different areas of study by cutting across subject-matter lines and emphasizing unifying concepts (*see* researchers John Bransford and Howard Gardner);
- Differentiation: the process of tailoring instruction to meet individual needs (*see* researcher Carol Tomlinson);
- Looping: practice of keeping groups of students together for two or more years with the same teacher (*see* Rudolph Steiner, Waldorf schools; Northeast and Islands Regional Educational Laboratory at Brown University);
- Culturally Relevant Pedagogy: an approach to teaching that endeavors to develop student self efficacy by empowering them intellectually, socially, emotionally, and politically through using their cultural referents to impart knowledge, skills, and attitudes (*see* researcher Gloria Ladson-Billings);
- Economically Relevant Pedagogy: coined and created by teacher-leaders at TFOA, this is an approach to teaching that endeavors to empower students to notice, explore and understand the interconnectivity of all knowledge, people, systems and the environment, and their collective relationship to how human beings have and will proceed to satisfy their needs and wants now and in the future;
- Inquiry-based instruction and Socratic Questioning: an approach to instruction that involves teaching through asking students an ongoing series of substantive questions as the primary instructional tool for developing the mastery of critical thinking, analysis and other higher order thinking skills (*see* researcher David Perkins; the Galileo Educational Network; CriticalThinking.org);
- Design Thinking: an instructional practice that involves using and teaching the mastery of problem solving process through a “backwards” thinking framework that demands an exploration of purpose (goals or needs to satisfy), perspective (impact on various stakeholders) and people (end users) (*see* thought leaders Tim Brown (IDEO), and Paulo Friere (Pedagogy of the Oppressed));
- Neuropedagogy: an approach to teaching that involves applying neuroscience research on the brain and learning as we attend to students’ development and mastery of executive functioning and critical thinking skills (*see* researchers Richard Guare and Christopher Kaufman; National Center for Learning Disabilities); and
- Mindfulness and meditation: an instructional practice that involves teaching students to develop and use breathing and focused attention techniques to help cultivate and improve executive functioning skills, particularly response inhibition/emotion control, working memory and flexibility (*see* Association for Mindfulness in Education).

Professional Opportunities for Teachers

Ember will operate using TFOA's highly innovative "Teaching Firm" model. The Teaching Firm is a unique teacher-led school model inspired by the professional partnership leadership models of law firms, and designed to transform and elevate the teaching profession by placing full-time master teachers at the helm of school organizations, dramatically improving compensation and empowering teachers to lead directly from the classroom. By adopting the Teaching Firm model, Ember provides new professional opportunities for teachers in three significant ways:

- 1) ***Unique and Transformative Career Path:*** the Teaching Firm model provides unprecedented career opportunities for teachers by providing a pathway to school leadership that does NOT require teachers to give up their teaching practice. All full-time teachers are eligible for promotion to "Partner," the title for the teacher-leaders who are empowered by the Board to make all financial, management, operational, strategic and leadership decisions at the school. Teachers begin their career path as a Co-Teacher Apprentice. After two-three years, the top Co-Teacher Apprentices are promoted to Junior Associate. After several subsequent years of growth and successful performance, Juniors Associates can be promoted to Senior Associate, and thereafter Partner. TFOA promoted its first Senior Associate to Partner in 2015.
- 2) ***Performance-Based Compensation:*** the Teaching Firm model provides for performance-based compensation that rewards the effective exercise of autonomy, professional leadership and outstanding instructional practice, significantly increasing teacher compensation, incentivizing high performance and teacher retention. Ember will continue to build on TFOA's strong 2014-15 results:
 - Among the lowest teacher attrition of all charter schools in New York City;
 - Positive teacher satisfaction rate of 92%;
 - Lead Teacher compensation in the top 10% of charter and district peers;
 - Teaching staff reflects community diversity (>90% teachers of color, among the highest percentage of all charter schools in New York State);
 - Highest growth in ELA scores of all charter schools in New York State (4th grade proficiency rates increased over 240%); and
 - Nearly 90% proficiency rates on New York State Science Assessment (over 40% achieved an advanced proficiency score (4)).
- 3) ***Opportunities for Thought Leadership:*** the Teaching Firm model encourages teachers to engage professional development as a means to both better serve our students and prepare themselves to affect public discourse pertaining to public education. To this end, the Teaching Firm incentivizes teachers to study, research, and eventually write, publish and speak to positively affect the public conversation on the range of issue areas connected to public education. Ember will provide teachers with professional development resources and financial incentives to publish articles and speak at conferences, forums, etc. in a manner that advances Ember's standing as a thought leading education institution.

Expanded Educational Opportunities

Currently few public schools in Ember’s target community of Bedford Stuyvesant-Central Brooklyn offer “at-risk,” high poverty students any one of the expanded learning experiences Ember will offer. No school in our district offers the full constellation of holistic learning experiences that Ember will offer. These expanded learning experiences fall into two categories: instructional and structural.

Ember will build on TFOA’s already strong instructional outcomes. Also, Ember will adopt The Anew School’s structural and instructional components that have been described in the above sections under “Improving Student Learning and Achievement,” and include:

- *Single-sex cohorts in upper middle school and high school;*
- *Guided international travel education experience for upper middle school;*
- *Community-based boarding school experience for high school*

We also described our unique instructional approach in focusing on the development of self-efficacy, executive functioning and critical thinking skills. This pedagogical approach is not widely available to “at-risk,” high poverty students, even those served by charter schools.

In addition to our focus on socio-emotional development, Ember will also offer the following researched-based learning experiences widely accepted as positively impactful on student learning, especially for “at-risk,” high poverty students:

- *Design Thinking*
- *STEM instruction*
- *Integrated arts instruction*
- *Core movement and development*
- *Mindfulness and meditation*
- *Looping*
- *Inquiry-based instruction and Socratic Questioning*
- *Culturally Relevant Pedagogy*
- *Economically Relevant Pedagogy*
- *Single-sex cohorts (upper middle school and high school)*
- *Substantive and guided international learning experiences in Grades 7 and 8*
- *Residential, community-based boarding high school*

Ember will provide an admission’s preference to students who qualify for free and reduced-priced lunch to the extent permitted by law, and concurrently will work hard to recruit the full range of English Language Learners and students with special needs. Upon receiving its charter, Ember will acquire all of TFOA’s students and will represent expanded learning experiences for TFOA’s already significant “at-risk” population: approximately 90% of qualify for free and

reduced-priced lunch; over 15% are students with IEPs; and over 10% are English Language Learners (35% of parents were born outside the U.S.).

C. ENROLLMENT, RECRUITMENT, AND RETENTION

Ember’s planned grades and enrollment for our admissions cycles are illustrated below:

Elementary School						
Grades	Ages	2017-18	2018-19	2019-20	2020-21	2021-22
K	4-5**	88*	88*	88*	88	88
1	5-6	88*	88*	88*	88	88
2	6-7	75	88*	88*	88	88
3	7-8	75	75	88*	88	88
4	8-9	75	75	75	88	88
Total students		401	414	427	440	440
Classes per grade		3/*4	3/*4	3/*4	4	4
Students per class		25/*22	25/*22	25/*22	22	22

Middle School						
Grades	Ages	2017-18	2018-19	2019-20	2020-21	2021-22
5	10-11	88	88	88	88	88
6	11-12	88	88	88	88	88
7	12-13	80	80	80	80	80
8	13-14	N/A	72	72	72	72
Total students		256	328	328	328	328
Classes per grade		4	4	4	4	4
Students per class		21	21	21	21	21

High School						
Grades	Ages	2017-18	2018-19	2019-20	2020-21	2021-22
9	14-15	N/A	N/A	100	100	100
10	15-16	N/A	N/A	N/A	100	100
11	16-17	N/A	N/A	N/A	N/A	100
12	17-18	N/A	N/A	N/A	N/A	N/A
Total students		N/A	N/A	100	200	300
Classes per grade		N/A	N/A	4	4	4
Students per class		N/A	N/A	25	25	25

***Children who turn 5 on or before the end of the school year in which they can enroll shall be eligible for enrollment in kindergarten.*

Ember remains firmly committed to continuing TFOA’s small school approach, which research has shown to boost student achievement, attendance, positive school climate and teacher satisfaction. Studies also show how small school and small class sizes such as Ember’s provide optimal environments to deploy several of the pedagogical frameworks we use (e.g.

differentiation, inquiry and Socratic questioning). Our average class size has no more than 25 students, which combined with our co-teaching model yields a student teacher ratio of 1:12.5. At scale, we do not expect to have more than 1200 students. Our small size will help us achieve an optimal learning environment. Growing one grade at a time, and backfilling available seats in all except 7th 8th and 12th grades reflects our long-term approach to sensible growth while maintaining strong school culture. Backfilling generally permits us to attend to our organizational goal of maximizing opportunities to serve as many interested families as possible.

Our choice not to backfill in 7th and 8th grades reflects our interest in maintaining strong school culture and setting our students up for success. International travel education requires a vital prerequisite orientation and pre-work. Backfilling in 7th and 8th grades would compel students to miss this integral component. Similarly, if students enrolled in 12th grade, they would not have time to engage in any meaningful exposure to our holistic practices.

Application, admissions and enrollment process

As a New York City public charter school, Ember is open to all children eligible under the New York State Law for admissions to a public school; and follows all applicable state, local and federal laws in admitting students. Any child who is qualified for admission to a public school under the laws of New York State is qualified for admission to Ember, with priority given to resident students of the CSDs 16 and 13, returning students, siblings of enrolled students, and students who qualify for free and reduced priced lunch, in every circumstance in accordance with state and federal law. Ember will not discriminate based on intellectual ability, measures of achievement or aptitude, athletic ability, disability, English Language proficiency, race, creed, national origin, religion, or any other grounds held unlawful for a public school. Ember shall not require any unlawful pre-condition to the acceptance of any application for admission, including but not limited to requiring parents or guardians to attend and/or participate in any meeting, interview, or facility tour.

Ember's unique situation as a proposed new charter school that will be simultaneously merged with an existing charter school (TFOA), creates some distinct advantages and unique challenges. The most significant advantage is that Ember will inherit a strong, successful and financially healthy existing organizational infrastructure, with a ready and robust population of students and families mitigating any enrollment uncertainty. This transition will be seamless, because Ember's leadership team, staff and governing body will be the same as TFOA's. Please note that while we do not believe that this provision applies to Ember under these circumstances, we are nonetheless requesting a waiver of the application of the N.Y. Education Law § 2854(3)(b-1) provision as a part of this charter to the extent that it is found to apply in this circumstance.

Application, Lottery and Waitlist

Families interested in enrolling in Ember will be required to complete and submit an application form. The application period will be no later than February 1 to March 31, or some comparable 60-day period before April 1st of the calendar year. Priority preferences for enrollment will be

given to returning students, students who qualify for free or reduced price lunch from CSD 16 and CSD 13, students who are residents of CSD 16 and CSD 13, siblings of enrolled students, and children of Ember staff members, all to the extent permitted by law.

The application form will collect basic biographical, contact, and educational history (current school, if applicable). There are no fees associated with applying to or attending (e.g. tuition) Ember. Applications will be available at all information sessions/open houses, on our website in both English and Spanish, or via mail by request. Staff and volunteers will be available to assist families needing help completing the application. We will also highlight our progressive inclusion policy for students with disabilities and English Language Learners in an effort to attract these children from within the Bedford Stuyvesant-Central Brooklyn communities.

In its first school year (2016-17), Ember will absorb the current enrollment for TFOA (390), and will enroll up to an additional 148 students, 88 for Kindergarten and the remaining 60 to backfill across the rest of the existing 20 classrooms for Grades 1 through 6 (approximately three additional students per classroom).

If the school receives more applications than spaces available, the school will hold a public lottery between April 1 and April 15 to allocate available seats, all in accordance with all applicable local, state and federal laws. If fewer applications than spaces available are received, those families applying before the deadline (and eligible under state law) will be admitted. Additional outreach and information sessions will then be conducted and seats will be allocated on a first come, first served basis.

If such a lottery is required, after all seats are filled, all other applicants will be placed on the waitlist in lottery order or the order in which their applications are received as the case may be. Please note that a new waitlist is established under each application cycle, and does not roll over from year to year. All enrollment preferences will continue to apply to the waitlist.

Registration and Enrollment

Admitted families will be notified by phone, and will be asked to provide enrollment information including documents that will need to be completed and returned by the designated due date. Families may forfeit their enrollment if they do not submit the required documents by the due date, and the space previously held for their student will be filled from the waitlist. Once enrolled, students will continue on as enrolled students until they are officially transferred out. In July or August of each year, teachers will contact enrolled students' families for a short review and planning session for the upcoming school year. First time families will be asked to have an in person meeting.

Explicit Outreach Efforts to SWDs and ELLs

Ember will make every effort to meet the enrollment and retention targets for students with disabilities, ELLs, and students living in poverty. Currently, TFOA's enrollment, which will be Ember's inaugural student body, is comprised of a special students population that exceeds its home district CSD 16 for ELLs (10%) and those receiving free and reduced lunch (90%). Our enrollment of students with disabilities (15%) slightly lags behind CSD 16. We contend that this lag remains persistent because the reported CSD percentages for students with disabilities includes middle school, where more students have already been identified and given IEPs. Additionally, our holistic and culturally responsive pedagogical approach greatly reduces stereotype threat and thus often attenuates the need for the identification and utilization of IEPs for enrolled students.⁶

Ember will continue TFOA's practice and conduct extensive outreach activities at shelters, preschools and daycare centers throughout Central Brooklyn, which are known to have high populations of ELL and special needs students. Furthermore, Ember will continue TFOA's implementation of the feedback from its Field Outreach and Recruitment Report through which we connected with over 60 community-based organizations in School Districts 13, 16, 17, 32 including: Head Start programs, daycare centers, community centers, community centers, shelters, churches, libraries, and other organizations that serve youth in Central Brooklyn. Through these partner organizations Ember will continue to execute the following recruitment strategies:

- Continue to develop relationships with Site Directors and Key Personnel;
- Drop off school applications and informational literature;
- Schedule and execute community tablings;
- Promote open house;
- Execute storefront visibility campaign – hang 30 – 40 posters with tabs;
- Determine whether there are opportunities for school leadership to speak with large numbers of parents, and if so, schedule appointments; and
- Create Google Documents of findings.

Students with disabilities and/or special needs will be admitted using the same policies and procedures as all other students. Ember will not be aware of students' disabilities or special needs status until after admittance. Neither special needs nor disability status will affect a student's lottery standing. Similarly, we are also committed to recruiting and retaining ELL students and will have targeted recruitment strategies and develop programmatic elements specific to serving

⁶ <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4133990/>: “The fact that disproportional identification with a learning disability occurs among groups who are already socially disadvantaged – racial/ethnic minorities, language minorities, students of low socioeconomic status (SES) – is of particular concern to both educators and researchers (Anderson 1997; Coutinho and Oswald 2005; Daniels 1998; Deshler, Lenz, Bulgren, Schumaker, David, Grossen, and Marquis 2004). Disproportionality raises concerns about the validity and reliability of the label “learning disabled” (Giovingo, Proctor, and Prevatt 2005), and/or suggests that placement in special education may function as a tool of discrimination (McDermott, Goldman, and Varenne 2006; Ong-Dean 2006; Reid and Knight 2006).”

a community of English Language Learners. Specifically, we will ensure that important partner and community communication will occur in English and Spanish.

Additionally, Ember will make special efforts in our recruitment to ensure that we attract and enroll students with disabilities including: (1) printing advertisements that include specific information about Ember’s approach to special education and, where appropriate, describe the qualifications of Ember’s teaching professionals and Special Education Specialist; (2) conducting special open-house information sessions held in the community geared towards parents of students with disabilities and/or IEPs; and (3) offering one-on-one meetings between the Stakeholder Services Partner and any parent of a special education student who expresses interest in learning more about how Ember can meet the particular needs of their child. We will also inform parents that Ember will act in compliance with Section 504 of the Rehabilitation Act of 1973—Ember will designate a Section 504 Officer and form a Section 504 Committee. The 504 Officer will be responsible for addressing any 504 issues, i.e. regarding accommodations for students or their parents to receive an appropriate education, particularly making reasonable accommodations for physically disabled students, and will follow the applicable provisions of the federal ADA. Additionally, the Partners and Associates will reach out to pre-kindergarten programs that serve children with disabilities and special needs, to host informational sessions, and distribute enrollment materials.

D. COMMUNITIES TO BE SERVED

Consistent with our mission, Ember has purposely chosen to serve communities where the overwhelming majority of youth experience high poverty and are considered at risk for academic failure. This is the primary reason Ember chose to begin its work in the Bedford Stuyvesant-Central Brooklyn community. Many residents of Bedford Stuyvesant continue to labor under the debilitating factors that characterize “at-risk” populations: high poverty, unemployment, single-caregiver families, teen mothers, absent fathers, high incarceration rates, parents with limited education, non-English-speaking homes, drug addiction, violence, obesity, untreated trauma and other negative physical and mental health indicators—the list goes on. The student population in Bedford Stuyvesant is made up predominantly of youth of color: according to the most recent available statistics (from federal, state and local sources), approximately 75% of the people in this community under age 18 are African-American, and 20% are Latino. The unemployment rate in Bedford Stuyvesant is more than three times the overall rate of New York City. Less than 12% of adult residents have a college diploma; nearly 40% lack even a high school diploma. The median household income is less than \$35,000 (53% of all youth under 18 live below the poverty line). Consequently, we intend to serve the most underserved students and families in Bedford Stuyvesant. To this end, we intend to give preference to students that qualify for free and reduced lunch residing within both CSD 16 and CSD 13, which together comprise the vast majority of the Bedford Stuyvesant community.

Bedford Stuyvesant continues to include a large concentration of public housing projects (among the most in New York City)—a 2008 report by the Furman Center for Real Estate and Urban Policy at NYU Law revealed that by Grade 5, the academic achievement of children living in these buildings continues to significantly lag behind their peers.

Throughout New York City the demand for new charter schools remains extremely high. In a recent report, the NYC Charter Center found that the waiting list for students to attend charter schools stands at 163,000, and is rising. According to a recent report from the New York City Comptroller’s Office assessing the capacity projections for the borough’s traditional public schools, current plans have failed to account for the significant population growth projected for the Bedford Stuyvesant community. While the Comptroller’s Office report found that the population can be expected to grow by 16.5%, the Department of Education plans for no additional schools to be constructed, and has significantly underestimated the need for additional seats to serve students in our community.

Additionally, traditional public schools in CSD 16, which encompasses a significant portion of Bedford Stuyvesant, continue to under-serve the children from this community. For school year 2014-15, 89% of Bedford Stuyvesant 5th Grade and 82% of 8th Grade students failed to achieve basic proficiency in English Language Arts (ELA), while nearly 84% of 5th Grade and 89% of 8th Grade students failed to achieve basic proficiency in Math. This stark reality is best illuminated when examining the performance of students enrolled in the traditional district school with whom TFOA is currently co-located: only 10.7% of 4th Grade students achieved proficiency on ELA assessments, and only 3.6% achieved proficiency in Math (in contrast TFOA’s 4th Grade students achieved proficiency rates of 47.9% in ELA and 22.5% in Math).

E. PUBLIC OUTREACH

We will continue to engage in extensive and ongoing public dialogue with our core stakeholders and community members in NYC CSD 16 about Ember. In fact, some elements of the educational and structural design for the proposed new charter for Ember came directly from the several design thinking community conversations the teacher-leaders had with parents, students and community leaders over the course of the last two years. We focused on our current school community, solicited and received input from the broader Bedford Stuyvesant-Central Brooklyn community, and began the process of community engagement regarding our growth and evolution nearly 24-months ago. Initially we convened a public community meeting to solicit responses to the central question: “what kind of educational opportunities would you like for us to provide for your children?” The answer drove the evolution of our proposed charter design.

Subsequent to this initial meeting, we continued to meet with families and community members, engaging in an ongoing series of meetings centered around the responses we received from our core stakeholders on this topic, honing in on the most important education program elements that emerged again and again. These program elements included the following design elements:

- Expand our model to middle and high school;
- Increase development of socio-emotional health;
- Expand our focus on development of high self-esteem and independence;
- Expand focus on students' future career and economic success opportunities beyond college;
- Provide access to improved facilities, 21st century-ready building to support and spur the development of 21st century skills (particularly entrepreneurship);
- Create opportunities to explore and experience the arts, culture and history of the Diaspora;
- Provide opportunities to connect learning to real world applications;
- Facilitate integration of student culture and history into everyday instruction;
- Expand development of leadership and service opportunities; and
- Provide opportunities for travel and exposure to the global community and economy (especially international travel).

All of the feedback from our community outreach sculpted the Ember Charter School proposal outlined in this charter application. Community support for Ember is very strong. We have the vocal support of our local community leaders and TFOA's parents (*see* attached exhibit "Evidence of Community Support"). Indeed over 90% of TFOA's parents expressed strong support for Ember Charter School's proposal.

Following our community conversations and subsequent design meetings, we conducted a telephone survey of several hundred families about their support for the core Ember proposal, the result of which revealed an overwhelming appetite and demand for the growth and expansion of TFOA's school programs. Over 90% of families responded, and over 90% of those responses were positive. Concurrent with this outreach, we also engaged local leaders in our Central Brooklyn community to garner their input and feedback to help craft our proposed charter design. The responses from our local elected and nonprofit leaders has been similarly enthusiastic, resulting in widespread support and excitement for our plan to use our educational programs to drive economic, civic, social and cultural development in our Bedford Stuyvesant-Central Brooklyn community. Our proposed charter design is materially responsive to the most requested design elements from our community engagement. As evidence of this, and our ongoing outreach to the community, we have attached in an exhibit as "Evidence of Community Support," which includes among other items:

- Sample advertising materials announcing the various community meetings;
- List of regular parent participants of the committee formed out of these meetings;
- Screenshots of website announcements soliciting ongoing feedback from the public; and
- Letters of support from parents and local community leaders.

F. PROGRAMMATIC AND FISCAL IMPACT

Beginning in school year 2016-17, and based on current data provided by New York City's IBO,

the New York City Charter School Center, and the New York State Department of Education, Ember will receive approximately \$13,777 for each enrolled student. If disparities between charter school funding and traditional public schools remain constant, where charter schools were provided approximately 77% of what their traditional counterparts received (\$13,777 as compared with \$17,928 in 2014-15—a likelihood increased significantly by the combination of the Fair Student Funding formula and the City’s recent significant contributions to traditional school’s teacher compensation and pension payments, which will yield significantly higher funding levels to traditional public schools who serve similar “at risk” populations to those Ember will serve), then New York City school districts will spend more per pupil on similarly situated students in 2016-17.

Based on these numbers, the school district will retain approximately \$4,151 for each student who will be attending our charter school. Even with the opportunity to receive facilities financing of \$2,775/student for the new and expanding grades for our school, that still leaves a gap of \$1,376/student. As a result of the collapsing of TFOA into Ember, we will uniquely start our charter with 564 students already in Grades K-6. Accordingly, during the 2016-17 school year, and every year thereafter, it is projected that the school district would be required to transfer \$9,335,328 to our charter school while retaining \$776,064 for students it no longer has the responsibility for educating. Assuming a conservative yearly increase of 3% for the New York City School District, the following chart highlights that our budget will represent no greater than 0.052% of the overall New York City School District budget. Projecting these figures for the first five years of operation in today’s dollars shows the following impact to the school district:

	Year 1	Year 2	Year 3	Year 4	Year 5
Maximum Enrollment	564	657	742	855	968
TFOA Funding	\$9,335,328	\$10,874,664	\$12,281,584	\$14,151,960	\$16,022,336
NYC District Funding	\$27,600,000,00	\$28,428,000,000	\$29,280,840,000	\$30,159,265,200	\$31,064,043,156
TFOA as a % of the NYC District	0.034%	0.038%	0.042%	0.047%	0.052%
District Retention	\$776,064	\$904,032	\$1,020,992	\$1,176,480	\$1,331,968

As you can see, we do not anticipate having any significant fiscal impact on the New York City School District, or any other public school district. The Charter Schools Act requires that admission preference be given to students from the local school district in which the charter school is located. While we are requesting an exemption to offer an admissions preference to students who qualify for free and reduced-price lunch from both CSD 16 and 13, we do not anticipate enrolling any students from outside the New York City School District boundaries (although we fully recognize that there may be a few instances where this does occur, and we

will work with the district and notify our chartering entity of unanticipated impact upon other area school districts).

Concerning area private schools, we do not anticipate significant enrollment from students formerly attending these schools, since the overwhelming majority of students who qualify for free and reduced-priced lunch in CSD 16 and 13 are enrolled in public schools. Additionally, as Ember will be a public school, it is unlikely that we will attract families from existing parochial schools, as we will not provide religious instruction as part of our educational program.

The programmatic impact on existing schools will be minimal, if any at all. Enrollment for the charter school at its largest is projected at 1170 students, while the New York City School District serves approximately 1.1 million students across 1700 schools. Accordingly, enrollment at our charter school will be far less than 0.106% of the total enrollment for the district, and it is highly unlikely that the enrollment at this charter school alone will have a substantial fiscal impact on the New York City Department of Education.

Ember will continue TFOA's efforts to cultivate and maintain a professional working relationship with the local school district. We truly believe that a cooperative educational marketplace, particularly one that serves a student body with few economic resources, can have very positive impact on the district's schools –and on area nonpublic schools too– inspiring the district to examine its organizational structure, pedagogical practices, etc. in order to better serve children. Ember looks forward to continuing the conversation among educators serving students in the community, and will look for every opportunity to learn from and share with leaders, teachers and staff from area schools and the district.

SECTION II. EDUCATIONAL PLAN

A. CURRICULUM AND INSTRUCTION

Like TFOA, Ember's teaching professionals will create the vast majority of curricula resources used to implement our common core-aligned, inquiry-based, integrated and culturally responsive curricula. These materials are created during the summer prior before the start of the school year in an authentic process that involves the entire Ember instructional team (including learning specialist and mental health professionals from the Dean's Team). These materials include our Leadership Index, academic rubrics (for ELA, Math, Science and Social Studies), and our programs of inquiry, master documents that coordinate the interconnection of critical thinking skills and core academic content. We have included below samples of each of these teacher-created curriculum materials to provide concrete examples of how we have operationalized the various instructional frameworks we will use (discussed earlier in Part I).

Also, below are brief descriptions of several influential curricular programs from which our teaching professionals draw on to aid in the development and implementation of our inquiry-based and thinking skills integrated curriculum. Ember's teaching professionals will select

similar common core-aligned texts, materials, and software, which are developmentally appropriate for students. Lead by the Partners, Ember’s teaching professionals will engage in a process of developing and refining all of these curriculum materials.

English-Language Arts (Reading)

The foundation of our literacy instruction will involve the development and practice of reading and comprehension skills from the both Visualizing and Verbalizing (V&V) approach and critical reading and analysis (CRA) applied to the exploration of authentic text. V&V asks students to practice creating mental images of what they read to build vocabulary, while CRA requires students to use questioning to develop understanding. Instruction will occur primarily in small groups with guided inquiry. Mini-lessons may be used to provide a brief introduction to specific skills each day. Guided Reading groups will be flexible by design, changing as often as necessary in order for groups to be specific enough to target needs. Assessment practices, such as checking for reading behaviors or checking for understanding are built into this curriculum approach. In order to ensure that students are on track, Ember will administer the DRA2 a minimum of 4 times a year.

ELA (Reading): Specific Support for ELLs

The structure of our reading curriculum provides a great deal of support to our English Language Learners. During the Professional Development Lab block following the ELA-Social Studies period, students will have opportunities, through peer discussions, to apply what the teacher and students modeled. They also have an opportunity to work one-on-one, or in small groups with the Apprentice or Lead. Through these interactions, Native English speakers can provide models of language patterns for the English Language Learners in a lower-stakes setting. In addition, alternate lesson strategies (e.g. use of manipulatives, hands-on activities, sorting and classifying activities, real life examples, etc.) will be available to teachers.

English Language Arts: Writing

We want to develop students who are active, critical readers, who can convey their experiences, thoughts, and opinions both orally and in writing. In order to accomplish these goals, we draw on writing programs that:

- Teach writing as a process;
- Offer students frequent opportunities to write;
- Give students a framework through which to assess their own writing;
- Teach writing mechanics as a part of writing process;
- Emphasize the reading-writing connection; and
- Give teachers and students structured learning opportunities with flexibility to incorporate/share culturally relevant experiences.

Students are encouraged to develop writing products through several stages: prewriting, drafting, revising, editing or proofreading, and publishing. Research suggests that when writing is taught

as a process, student achievement increases. Students are given the tools to evaluate their own writing by learning the six-traits model to identify strengths and weaknesses. The six-traits of good writing are stimulating or interesting ideas, logical organization, engaging voice, original word choice, good sentence flow, and correct writing mechanics.

Social Studies

Ember’s social studies program prepares students to meet or exceed NY State standards. We will use the common core-aligned curriculum presented in the NY State Social Studies Frameworks and the NY State Common Core Curriculum. NY State teachers built the Common Core Curriculum over time, and it is complete in its coverage of the standards. We especially appreciate its interdisciplinary approach, connecting content and skills, particularly English-Language Arts. With its use of Common Core suggested content and organizing questions, our social studies curriculum highlights connections to students’ cultural heritage, and encourages in-class exploration and analysis of peers, families, communities, and countries of origin. Moreover, Ember’s use of the NY State Common Core Social Studies in concert with our integrated and inquiry-based approach, allows our teaching professionals to develop a plethora of resources aimed at empowering and assessing students. Through our social studies curriculum, we will deeply and strategically deploy our culturally-responsive pedagogical tools, to ensure that our students find multiple connections to their histories and cultures.

Math

We believe that it is crucial for students to have strong conceptual understandings in mathematics in order to be successful in high school and college. Students must also develop strong procedural competency as math concepts become more complex. One of the tools we will use to develop teacher-created materials will be Pearsons EnVisions, an example of common core-aligned standards based materials, which provides students with multiple pathways to a concept, from the workshop model for concept introduction to manipulatives that personalize understanding.

EnVisions is aligned with New York State Common Core Standards, as well as National Council of Teachers of Mathematics (NCTM) standards. It consists of a series of units that use an investigative approach to developing mathematical concepts within the areas of numbers and arithmetic, geometry, data, measurement and early algebra. EnVision’s content and materials make it ideally suited for the Math-Science interdisciplinary period, presenting challenging yet engaging content to help students develop flexibility and confidence in solving math problems. EnVisions deploys its program through “investigations” and exploratory activities allowing students to explore multiple paths toward solving problems through modeling, drawing, writing and discussion.

While English will be the primary language for instruction during the STEM, we will use our sheltered English strategies to provide ELLs with supports as they acquire English language

skills, as conceptual understanding in mathematics is not necessarily dependent upon fluency in English. We will also ensure that some of the STEM concepts are revisited in the Spanish class to provide our native English speakers with exposure to Spanish in core disciplines.

Science

Ember has chosen a science program that at its core develops students' understanding of the process of inquiry, including prediction, compare and contrast, induction, deduction, etc. The Full Option Science System (FOSS) engages students in inquiry-based learning in a manner that enables students to construct an understanding of science concepts through their own investigations and analyses using laboratory equipment, student readings, and interactive technology. The FOSS materials are also closely aligns with supporting and complementary Math concepts and skills.

Foreign Language (Spanish)

All students will receive instruction in Spanish four days per week for 45 minutes each day or 180 minutes total per week. Our goal is enable our students to attain appropriate proficiency by the time they graduate from fifth grade. Deployed primarily through a combination of direct instruction and guided language lab using a digital web-based platform (e.g. Rosetta Stone), not only will students have the opportunity to learn the language, they will explore and cultivate an understanding for the various cultures of people who speak that language as their principal means of communication. Our focus on Spanish was a strategic decision because Spanish speakers not only make up a significant portion of the inner-city population in which our students live, but it is also spoken in one of the fastest growing portions of the globally economy: Central and South America. The use of the digital web-based platform and guided language lab approach also permits students who progress quickly and/or already have strong skills in Spanish to learn at least one additional language.

Integrated Art, Music, Health and Physical Education (PE)

While teachers will be required to utilize the arts, movement, etc. to enhance instruction in the core disciplines, students will explore the history, product, process and/or practice of the arts and cultural health and physical disciplines through their Arts, Health and Physical Education classes. Using the program "Blueprint for the Arts," an evolving curricular framework aligned to the NY State standards, teachers will have a ready "blueprint" for engaging visual arts, dance, music (instrumental and choral), and theatre arts. Health will be taught in conjunction with both Science and Physical Education (as appropriate), and Family and Consumer Sciences will be taught in conjunction with Science.

Personalized Learning

In addition to the above, we will also utilized a comprehensive set of digital, web-based learning platforms to enable us to further differentiate and personalize learning for students. To support critical reading skills these platforms include "Ready Theory" "Flocabulary" "Reading A-Z and Raz-Kids" and "MySciLearn". To support math skills development, these platforms include

“Maths Pathways” “EnVisions” “iXL” and “Khan Academy”. To support foreign language skills development, these platforms include “Rosetta Stone” and “Rockalingua”. To support executive functioning and logical reasoning skills, these platforms include “MySciLearn” and “Brain-it-On”. To support instruction, we use the dynamic student response systems of “Socrative” and “ClassFlow” in concert with our smart boards, tablets and laptops.

Leadership: Character, Critical Thinking and Executive Functioning Skills

As initially discussed above, Ember will use instruction centered on TFOA’s unique Leadership Index⁷ to continue and deepen our work and focus on developing our students’ strong sense of: 1) positive self-identity as a person with full agency; 2) self-love; and 3) knowledge and practice of the habits of mind that drive an analytical mindset. Inspired in part by the University of Virginia’s Classroom Assessment Scoring System⁸ (“CLASS”), the Leadership Index is a socio-emotional, critical thinking and pro-social skills content framework and attendant rubric designed by TFOA’s teacher-leaders to be both explicitly taught and integrated into instruction across all academic and non-academic domains. By using inquiry and mindfulness practice to teach mastery of the explicit behavior and thinking skills actions outlined in the Leadership Index, and integrating this instruction into and across the academic, creative and non academic curriculum, we have been able to help students in their ongoing development and strengthening of a growth-, culturally-competent, and analytical mindset necessary to achieve ever more positive academic and social-emotional health. Through ongoing tracking and quarterly measurement of students’ anecdotal progress along the developmental range from “Dormant” to “Developed” on our Leadership Index Rubrics (see example below), we court the increased student achievement outcomes discussed below by attending to our target population’s oft ignored socio-emotional needs. Ember will adopt and build on TFOA’s current instructional practice and pedagogical approach to commit at least 7.25 hours of instructional time per week to the focused and explicit instruction centered on these skills.

B. SPECIAL STUDENT POPULATIONS AND RELATED SERVICES

Methods, Strategies and/or Programs for “At-Risk” Students

Ember is a charter school designed to address the needs of “at-risk” students, and we expect that a full 95% of our students can and will be identified as “at-risk.” While our goal is to construct an instructional environment to specifically address the needs of this population, we intend to use a Targeted Assistance Program (TAP) to deliver supplemental academic assistance to students identified as at risk of failing in accordance with NY State academic content and performance standards. Students will be identified for participation based on their performance on the most recent administration of the state assessments, CTP, and internal teacher created assessments. Similar to the process for identifying ELL students, cut-off points will be established in both the Reading/Language Arts and Mathematics portion of the various aforementioned assessments.

⁷ See above in Section I. B: Key Design Elements, p.9-11

⁸ <http://curry.virginia.edu/research/centers/castl/class>

Students who perform below those established cut-off points will be required to participate in the TAP program, where a specific academic enrichment and support plan shall be developed for them by their Lead classroom teacher in consultation with the Special Education & Learning Specialist, as well as the members of their Schoolhouse Practice Team. Other factors, such as behavioral issues or teacher recommendation, may be used to place a student in the TAP program when his/her scores may not indicate they are in need.

Throughout the year, teachers will monitor and evaluate the progress (or lack thereof), of TAP students not only by the latter's performance on unit and section summative assessments, but based on daily class work, substantive participation, written work and any formative assessments given. Teachers will be expected to modify daily lesson plans and instructional strategies, and utilize the daily Professional Development Lab periods to provide targeted remediation and/or instructional support to such students one-on-one or in small groups as appropriate. Each TAP student's overall performance will be measured using the data from the state assessments, CTP, and internal teacher created assessments (and/ or DRA2 with respect to literacy), administered during the year, allowing the teaching professional to monitor the progress (or lack of progress) overall, and to identify particular areas in which extraordinary support or remediation might be needed.

In addition to the Target Assistance Program, we plan to support "at-risk" students using the following strategies and tools already built into the praxis of our school. Our institutional and pedagogical approach is designed to ensure that all students, including those students most at risk for academic failure, will be able to meet the State's content and performance standards. In particular, the following elements of our school model are specifically intended to preemptively address these students:

ICT-Differentiated Instruction

Providing academic experiences with high-quality educators is our primary mode for making progress with all students. Every effort will be made to ensure that classroom time is used effectively for every student, achieved primarily through our use of our Integrated Co-Teaching (ICT) classrooms for every student. This effort begins with hiring highly qualified and talented teachers, and continues with professional development practices that emphasize professional excellence in designing and executing lessons that are differentiated to individual student needs and based on analysis of formative and summative assessment data.

Teachers will have daily opportunities to convene within their Grade Level and Schoolhouse Practice Teams (the professional development group consisting of the supervising Partner, one Senior Associate and two Junior Associates) to review the progress of all students within their cohorts, including "at-risk" students. Should the academic progress of any student fall short of expectations, the educators can strategize and consult with the student's stakeholders (e.g. teachers, social workers, caregivers, etc.), in order develop an intervention and support plan.

The following individualized actions can be implemented:

- Students can receive after school homework support and tutoring;
- Additional one-on-one or small group meeting with a Learning Specialist and/or Social Worker;
- Small group and one-on-one instruction during Professional Development Labs; and
- Referrals to external out of school time programs (e.g. Lindamood-Bell Center; NYU Child Study Center, etc.).

Professional Development Lab

Ember uses two Professional Development Lab (PDLab) periods (one following each interdisciplinary content period) throughout the instructional day to provide further differentiated academic instruction and academic support and/or enrichment to students. PDLabs are core academic instructional periods that provide an opportunity to further hone in on students' individual learning styles and to address particular academic needs. These periods allow teaching professionals and their instructional aides to work one-on-one, with small groups, and facilitated collaborative group work, all enhancing the impact of teacher attention on individual students. Individualized courses of study to address particular weaknesses can be implemented and tracked during this time, cultivating the student-centered nature of our pedagogy to ensure that no student falls through the cracks.

AM & PM Leadership Seminar: Better Choices, Better Chances

Each week over 7.25 hours of instructional time (90-minutes per day Monday-Thursday, and 1.25 hours on Friday) is dedicated to leadership development and academic enrichment through our Leadership Seminars (AM and PM). Principally centered on instruction through our Leadership Index⁹, these program elements allow us to focus squarely on cultivating in students' those attributes that drive excellence and high achievement (e.g. high self-esteem, confidence, initiative, good judgment, strong character, and willing/desire to help others and being outspoken, responsible, independent, a critical thinker, patient, empathetic, motivated, diligent, honest, and courageous), while simultaneously making learning fun and engaging. During the Leadership Seminars, teachers will implement a self created and tailored deployment of creative instruction aligned to the Leadership Index, our custom socio-emotional, cognitive skills framework inspired by the University of Virginia's Classroom Assessment Scoring System (CLASS) and the University of Pennsylvania's Resiliency Project curriculum.

C. ACHIEVEMENT GOALS

Ember students will meet or exceed community district schools on the New York State ELA and Math examinations. Ember has high expectations for its students and teachers, and as such we set our student achievement goals to be competitive with the surrounding top-performing schools.

⁹ See above "Section I. B: Key Design Elements"

We have established these basic goals in a manner that is attainable and measurable in accordance with State standards and assessments:

1. Each school year, where applicable, students in Grades 3rd through 8th who have been enrolled at Ember for two or more years will outperform our community district's proficiency average on the New York State ELA and Math examinations.
2. Each school year, where applicable, students in 4th and 8th Grades who have been enrolled at Ember for two or more years will outperform our community district's proficiency average on the New York State Science examinations.
3. Each school year, where applicable, students in 9th through 12th Grades who have been enrolled at Ember for two or more years will outperform community district passage averages on the relevant Regents examinations or an equivalent alternative assessment (as defined under New York State Education guidelines).
4. Each year, Ember will be deemed to be in "good standing" in accordance with AYP.

D. ASSESSMENT SYSTEM

Ember will be a charter school built around the provision of high-quality instructional service. Each year Partners present to the Board of Trustees a Goals and Objectives (GO) Plan, which outlines, among other things, all of the proposed student achievement goals for the year. The Board of Trustees must directly approve the GO Plan. The Board of Trustees shall hold the Partners collectively accountable for meeting the student achievement goals for the year.

The Partners make quarterly reports to the Board on the school's progress towards the GO Plan goals. This report includes feedback on Partners' individual schoolhouses, as well as reports on the effectiveness, concerns, etc. of each Partner's direct instructional reports (Associates, Learning Specialist, Foreign Language Instructors, TAs, etc.). Annually, the Board evaluates the Partners based on the academic performance of the students in the Partners' individual schoolhouses, the performance of their direct reports and Ember's overall performance as a whole, and will make compensation, bonus and employment decisions based on this data. Similarly, the Partners hold the Associates, Co-Teacher Apprentices, instructional and operational support staff accountable for both the student achievement and stakeholder service goals of the various schoolhouses, as well as the collective performance of their Schoolhouse Practice Team. This structure incentivizes every Ember professional to ensure that every professional, and therefore every student, is succeeding.

Assessments and the Instructional Program

During the school year, the teaching professionals are engaged in an intense cyclical process of planning, teaching, assessing, adjusting, teaching, etc., (like our students: "learn, try, make mistakes, practice, learn and get better and better"), driven in significant measure by the data gleaned from student assessments (diagnostic, formative and summative). As the test results reveal student strengths and weaknesses, teachers have sufficient data to make precise

adjustments, and thanks to small class sizes, strategically differentiate their lesson plans. Teachers have the opportunity to plan and consult with their fellow educators as the schedule carves out blocks of time every day for professionals to meet within Schoolhouse Practice Teams. This regular interaction not only increases collegiality, but also facilitates teacher collaboration on best practices and methods for differentiating instruction. Teachers are armed with regular data and feedback as they set out to make ongoing adjustments to their instructional practice, to take into account the results of their students’ assessments, and tailor a program that helps the students gain mastery of the material.

Each teaching professional is also able to draw on the guidance and support of the Special Education/Learning Specialist, Foreign Language/ESL-ELL Instructor and the mental health professional from the Dean’s Team to inform their instructional planning and practice. Lead Teaching professionals have the assistance of their instructional teams (Co-Teacher Apprentices, paraprofessionals, instructional interns, etc.) to help further differentiate for students on an individual basis as assessment results might indicate. Every teacher has ample opportunity throughout the day to examine assessment data and shape their lesson plans accordingly. Additionally, they have the use of the Professional Development Lab periods following the interdisciplinary content periods to further differentiate instruction for their students as dictated by the assessment data, particularly where students may need additional time and support to gain mastery of skills and/or content.

Assessment Chart

Ember will administer all required New York State and ESEA assessments as applicable. All students with disabilities will take New York State assessments except in cases where the Individualized Education Program (IEP) developed by the Committee on Special Education (CSE) of the students’ district of residence determines that such students cannot participate in regular state assessments. In these instances, the New York State Alternate Assessment (NYSAA) shall be administered as required by law.

Assessment	Grade	Subject Areas	Purpose	Frequency	Time
CTP 4 (ERB)	2-8	Reading/Language Arts Word Analysis; Vocab; Language Mechanics; Mathematics; Quantitative Reasoning	-Programmatic Evaluation; Measurement of Overall Student Growth	1 x per year	June
Required New York State Assessments	3-8	ELA	-Program Eval -Measurement of Student Growth	1 x per year	April
	3-8	Math		1 x per year	May
	4 & 8	Science		1 x per year	April
	K-8*	NYSESLAT & LAB-R		1 x per year	Nov
	3-8	NYSAA (where applicable)		1 x per year	Sept/ May
Developmental Reading	K-8	Math Science	-Track skills -Inform	4 x per year	Oct Jan

Assessment (DRA2)		ELA Social Studies	instructional strategies -Communicate progress		Apr June
Teacher created Interim Assessments	K-8	ELA, Math Science, Social Studies	-Track skills -Inform instruction -Communicate progress	4 x per year	Oct Jan Apr Jun

Rationale

We chose the above assessments because collectively they provide teachers with the metrics they need to ascertain whether (or not) their instruction is accomplishing their tasks to the levels established in the GO Plan, and required by the State of New York. We recognize that no one test will provide us with all of the information we need, and certainly would not do so in a manner timely enough for teachers to adjust programming and practice. Thus, we have chosen several assessment devices (diagnostic, formative and summative), each providing an effective instrument in guiding and informing instruction in ways that will enable high student achievement and success.

Schoolhouse Assessments

In addition to school-wide diagnostic assessments, teaching professionals in every schoolhouse use a variety of tests, quizzes, essays, projects, and homework assignments to evaluate students’ work. Teachers will work collaboratively within Schoolhouse Practice Teams and across grade cohorts to develop these assessments. Teaching professionals will develop assessments to make sure that they appropriately drive the student achievement goals highlighted in the GO Plan. Since teachers design lesson plans focused on mastery of specific skills and/or content areas, they will be expected to develop and use summative and formative assessments to provide them with the appropriate feedback on whether their instruction has been effective.

We also recognize teachers have some work to do to overcome the well-documented fears and frustrations our target students will have with standardized testing. We have implemented a two-pronged strategy to address this challenge, one that seeks to eliminate the “unknown” factor of testing, and one that seeks to make evaluation and assessment more fun and exciting. As to the former, we sought to model some of our internal and informal teaching professional-created tests on the same format as the state assessments. We believe that this approach provides our students with more exposure to this testing format, and demystifies what can be a frightening and an intimidating event. As to the latter, we will use our “Schoolhouse Rocks! Olympics” academic competition to simulate the multiple choice test taking, and associate it with challenging fun. Our long-term goal is to eliminate our students’ fears surrounding these tests by imbuing in them the confidence that comes with great knowledge and success. We believe that these strategies are useful.

E. PERFORMANCE, PROMOTION, AND GRADUATION

Performance

Ember's use of "looping" affords us the opportunity to be skill specific with respect to promotion. Students and families will be informed that absent an IEP that specifically outlines differentiated and developmentally appropriate outcomes, students who have not demonstrated mastery of a skill and/or a content area will be considered a candidate for retention. In each subject area, a student performing at or above an average equivalent to the 70th percentile based on scores from our normative and summative assessments will have demonstrated mastery in that area of content.

Promotion

To earn promotion to the subsequent grade, students must demonstrate mastery of their current grade-level Common Core State Standards as well as the grade appropriate skills. Readiness for promotion will be determined using the student's classroom grades, assessments, and/or input from the school's Learning Specialist.

Graduation

Ember's high school students will be deemed ready to graduate when they have fulfilled the fundamental graduation requirements required by NYS Regents.

Assessment

Ember's use of assessments is guided by the belief that teaching, learning and assessment are interdependent. Our teaching professionals will design our interim assessments, like our curriculum, to incorporate a variety of methods, to be relevant, and to motivate students. They are tools utilized in the appraisal of a broad range of concepts, attitudes, knowledge and skills appropriate to an international and increasingly complex world.

Ember's teaching professionals will create Interim Assessments ("IAs") for ELA, Math, Science, and Social Studies. IAs for each previously mentioned subject will be administered at the end of each quarter. Ember's IAs will be used to monitor each students' academic development in each core subject area. Our IAs are aligned with Common Core Standards.

Upon completion of administering IAs, each grade level team meets to discuss student performance on each IA. During these meetings we will discuss class-wide and individual student performance on standards as well as next steps. Following these grade level team meetings, there will be a school-wide meeting called Instructional Methods and Professional Practice (IMAPP). During these IMAPP meetings, DRA2 and Interim Assessment results, and next steps to support student progress will be discussed.

NYS Examination Requirements (as of 2015)

	Regents Diploma	Advanced Regents Diploma
MINIMUM REQUIREMENTS		
English Language Arts (ELA)	65+	65+
Math Including at least 2 credits of advanced math (e.g., Geometry or Algebra II)	65+ on one math exam: <ul style="list-style-type: none"> • Algebra I, • Geometry, OR • Algebra II 	65+ on one math exam: <ul style="list-style-type: none"> • Algebra I, • Geometry, AND • Algebra II
Social Studies	65+ on one social studies exam: <ul style="list-style-type: none"> • US History OR • Global History & Geography 	65+ on one social studies exam: <ul style="list-style-type: none"> • US History OR • Global History & Geography
Science	65+ on one science exam: <ul style="list-style-type: none"> • Living Environment, • Earth Science, • Chemistry OR • Physics 	65+ on one science exam: <ul style="list-style-type: none"> • Living Environment, • Earth Science, • Chemistry OR • Physics
Languages Other Than English	Not required	65+ on one NYC LOTE exam
+1 Option	65+ on any additional Regents exam or State-approved +1 assessment	65+ on any additional Regents exam or State-approved +1 assessment

F. SCHOOL SCHEDULE AND CALENDAR

Ember’s school year will run for a maximum of 192 days (inclusive of potential snow days), approximately 11 days longer than the traditional New York City elementary school. Ember will provide approximately 12 hours more instructional time per week than the traditional New York City elementary school.

A typical day (Monday-Thursday) for a **student** will run from 7:45am-4:00pm (8.25 hours), and shall include:

Six interdisciplinary content periods (3.0 hours):

- Two Math & Science Interdisciplinary blocks (STEM) (60 minutes): subject areas covered: Math, Science, Technology, Health, Economics (Family/Consumer Science, Financial Markets, etc);
- Two English-Language Arts & Social Studies Interdisciplinary blocks (ESA-Humanities) (60 minutes); subject areas covered: ELA, Social Studies, Career Development and Occupational Studies, Economics (Family/Consumer Science, Historical Financial Markets, etc.); and
- Two interdisciplinary content instructional laboratory blocks (1 hour): a 30-minute portion of each STEM and ESA-Humanities block will be dedicated to our “Professional Development” (PD) Labs (opportunity academic instruction in small and independent working groups, focus

on differentiated instruction, collaborative work, and tailored academic support, enrichment and/or remediation for special and general education students as needed).

Two social-emotional, executive function and critical thinking skills development periods (1.5 hours)

Two 45-minute instructional periods (Leadership Seminar (AM & PM)); at the beginning and end of each day, workshop instruction will focus on development of social emotional, executive functioning and critical thinking skills embedded in the Leadership Index.

Three holistic instruction periods (2.25 hours)

- One 45-minute Phys Ed/Health period (soccer, mindful yoga, dance and core training)
- One 45-minute Integrated Arts period (visual, music, hip-hop, drama, etc.)
- One 45-minute Foreign Language-Global Studies (FLGS) period (language lab)

Fridays

On Fridays we will dismiss students at 12:30pm. In order to accommodate our early dismissal, there will be no holistic instructional periods. The Friday schedule will require the Lead and Apprentice teachers to provide formal instruction for the two core academic blocks: one ESA block (60-minutes) and one STEM block (60-minutes), each accompanied by a PD Lab (60-minutes). Students will also have 1.25 hours of instruction in the leadership, socio-emotional, executive functioning and thinking skills development.

Teaching Professional Schedule

A typical day (Monday-Thursday) for a teaching professional will begin at 7:15 am with their arrival, and end (formally) at 5:30pm. Three times a week the teaching staff will attend mandatory professional development. In alternating weeks, lead teachers meet as a team to discuss concerns, review mandatory staff-created recordings of lesson implementation, and collaborate in the development of school-wide best practice approaches to management, assessment, lesson development and implementation. In alternating weeks, Co-Teacher Apprentice Meetings will be held. During these meeting, apprentice teachers will meet with the Partners as a team to discuss their role as co-teachers, best practice approaches to co-teaching, possible avenues of collaboration amongst apprentices, as well as juggling work and school. Additionally, they will review mandatory staff-created recordings of lesson implementation, and review school-wide best practice approaches to management, assessment, lesson development and implementation.

Lead Teachers will receive 3.25 hours of prep time Monday-Thursday for lunch, planning, collaboration and administration. These will take place during the periods dedicated to student lunch-recess and holistic instruction (Integrated Arts, Physical Health Ed and Foreign Language Global Studies). Co-Teacher Apprentices will have 2.25 hours of prep time for similar usage. Monday-Thursday Partners will be “on-call” during their prep periods, with coverage available by at least one Partner throughout the school day.

Every Friday, the entire teaching staff will meet as a team for school-wide professional development for five hours each week. A member of the senior teaching staff, guest facilitators, or the Partners may conduct this professional development. All professional development is tailored to meet the specific needs of the teaching staff, as deemed necessary by the Partners or as requested by the teaching professionals. This will often include, but is not limited to, professional development concerning the use of Neuropedagogy, Mindfulness, integration, critical thinking skills, Culturally Relevant Pedagogy, the Leadership Index, and inquiry within the teaching practice.

G. SCHOOL CULTURE AND CLIMATE

We believe that a positive, robust, dynamic and ubiquitous school culture can and will drive achievement for teachers and students. It is here that our Leadership Index¹⁰ is most noticeably and explicitly put into practice by both students and staff. In its most effective manifestation, school culture goes beyond mere behavior management and student disciplinary guidelines to encompass the opinions, beliefs and behavioral expectations students and teachers have with respect to themselves, class and schoolmates; teachers and auxiliary staff; and the world outside of school (home, neighborhood, city, country, etc.).

Our school culture and behavioral Management Policy is based on our holistic, student-centered approach, rooted in the cognitive theories of Constructivism and Choice Theory, and ultimately framed in the unique language of our Leadership Index Rubrics (please see attached). Together, these components provide the underlying rationale for the tailored decision-making that occurs with respect to both major and minor behavior matters involving students.

Viewed and utilized in this manner, school culture can be a powerful engine for propelling the entire schooling enterprise. Just as rubrics are used in instruction to frame the activity and expected outcomes for a lesson or unit for both the teacher and student, school culture can guide their actions and behaviors inside the classroom, school and broader community. Our Leadership Index articulates these actions and behaviors for our school environment. Dr. Dweck and Dr. Glasser's work each inform the guiding principles that underlie our Leadership Index. Our goal is to create a safe, nurturing but challenging environment, where everyone—teacher, student, staff, Trustee, etc.—is expected and held accountable for being present, engaged, ambitious and critical thinking learners and leaders.

Dr. Glasser's Choice Theory

Choice Theory posits that we all envision a "Quality World," one in which, throughout our lives, we place those people, ideas, self-perception, values and experiences that we highly value and contribute to fulfilling our needs. Glasser asserts that we spend much of our time comparing the world we actually experience with our Quality World, with frustration, depression, conflict, etc.

¹⁰ See above Section I. B: Key Design Elements, p. 9-11.

resulting from the unsuccessful attempts of human beings to behave in a manner that seeks to achieve the manifestation of our Quality World in the real world. Glasser proposes that a focus on “Total Behavior” (acting, thinking, feeling and physiology) can help us learn how to optimally bring about our Quality World. We must recognize that the four behaviors are closely intertwined, and thus the choices we make with respect to the first two (over which we exercise considerable control) will greatly affect our feeling and physiology (over which we have little to no control).

Glasser provides a dozen axioms to guide the practice of Choice Theory, several of which we find particularly applicable to the culture of leadership and excellence we want to create at Ember:

- The only person whose behavior we can control is our own.
- All we can give to or get from another person is information.
- All we do is behave and all behavior is made up of four interconnected components: acting, thinking, feeling and physiology.

From Glasser’s work we recognize that it is not possible to “control” the students or adults in our school community (or anywhere else for that matter). Nonetheless, we can influence their vision of their Quality World by helping them to articulate a vision for the kind of world they want to live and learn in for nearly 9 hours a day (a safe, fun, loving, relevant, interesting, empowering and engaging world). We can also counsel them on the kind of choices they need to make to bring about this world, which can ultimately affect how they feel about school, learning and ultimately their role in society. This does not mean there will be an absence of rules and consequences at Ember—in fact Choice Theory demands that school leadership be even more transparent in what they will choose to do in response to the choices students make. Choice Theory simply provides us with a language and framework around which to collectively design and manage a Quality World. There are no “bad” children (or adults), only “bad” choices, and thus every new moment presents a new opportunity to make a different, a good/great choice—we are always only a moment away from excellence. We must be vigilant about the choices we make, including the things we believe, the actions we take, and especially (as Dr. Dweck’s research highlights), the words we speak.

Dr. Dweck’s Incremental Intelligence Theory

Dr. Dweck’s work provides an analysis of motivation, behavior, belief and achievement from the perspective of behavioral psychology. Her work refutes theorists who believe that intelligence is innate and fixed at birth. Incremental theory posits that intelligence is malleable and can be increased through effort and diligence. Dweck’s research shows that the external and articulated perceptions by adults of the source of a child’s achievement and intelligence—intelligence achieved through innate ability vs. intelligence generated through hard work and practice—greatly influences the child’s self perception of the source of their intelligence. The research also revealed that the child’s self perception had an extremely strong influence on their cognitive

performance—students who believe their intelligence is innate are easily frustrated by the unfamiliar, have a strong aversion to trying challenging or engaging in activities they are not instantly adept at performing. Conversely, students who were told that their intelligence emanated from their effort were not only willing to try something new, they were eager to challenge themselves and push through failure with far less frustration.

The significance of Dweck’s conclusions for Ember’s educators is obvious: learning inevitably involves encountering challenge and difficulty, particular as we endeavor to move beyond “knowledge” to developing students’ higher-order thinking skills further along the Revised Bloom’s Taxonomy. A student’s willingness to engage in the “development” process—to try, nearly miss and/or fail, and then creatively and systematically use the information from failure and near misses to improve—is what separates those who improve their academic performance, and those who do not. Dweck divides the motivation produced by these two self-perceptions into two categories: performance and mastery orientation. One who believes intelligence is innate (“you either got it or you don’t”) is in a “performance orientation”—they will try once, perhaps not try hard, and may at times be lucky and succeed. They are apt to avoid high-risk situations that may lead to failure, and can have low self-confidence. Individuals who have a mastery orientation (“I’ll shoot a thousand free-throws to get better”) perceive themselves as being able to attain a goal by applying effective effort over time.

Dweck’s research shows that either orientation can be taught and embraced. As a school committed to being student centered, data driven and mastery focused, Ember embraces the principle of self-improvement through practice and refinement at every level, teachers and students (“*I learn from my mistakes, and get smarter*”). Our school culture will embody these principles and shall permeate throughout our daily practice of teaching, learning and assessment. “Emphasizing effort gives a child a variable that they can control....They come to see themselves as in control of their success.” (Dweck, *New York Magazine* (2007)).

At Ember, the underlying elements of Glasser and Dweck’s theories will manifest in our daily expectations that everyone—students, teaching professionals, staff, etc.—will act as leaders and “choose” to conduct themselves in a way and with a set of values that will empower us all. On posters on every wall in every room, in the language that characterizes our regular and daily verbiage, we will speak to and practice the values espoused in our Leadership Index, and will work hard to live up to these expectations so that they frame every interaction among staff, among students, between students, staff and stakeholders.

Individualized and Student-Centered

We believe that Lead Teachers are best positioned to respond to the individuals needs of students in each Schoolhouse (classroom), and thus our teacher-led leadership structure delegates to each lead teacher the authority to choose how to specifically implement the instruction around, and day-to-day management of the Leadership Index, as long as it is differentiated and done so in such a way that is consistent with the overall philosophy described above.

Schoolhouse Management

While all staff members share the collective responsibility of exhibiting and instilling in our students the core values embodied in our Leadership Index, the primary responsibility for purveying and managing school culture and student behavior should be vested in the individual Schoolhouses (i.e. classrooms), with the expectation that the vast majority of behavior issues will be addressed by Lead Teacher within each Schoolhouse. All teachers are directed to use a variety of strategies to identify a student's needs (the source of their behavior), and help develop a plan to enable the student to address the behavior (including, but not limited to calling parents, interviewing other involved students, creating opportunities for meditation and reflection, etc.). Teachers may engage the Dean of Students and/or members of her team to help determine and develop such responses and behavioral plans. Under such circumstances where behaviors are more serious (including but not limited to the causing of injury, tantrums, property damage, etc.), the Dean may inform one of the Partners (usually the Stakeholder Partner), and when necessary refer particularly serious matters to the response to intervention team (RTI) for review and follow up. The Dean may also determine whether a more serious action (e.g. suspension), needs to be taken. In making such determinations, the Dean contacts the parent or guardian and, if necessary, a parent meeting is scheduled, conducted and followed up. See below "*Serious, Highly Disruptive or Unsafe Behaviors*" below for more information on the policy and procedures under such circumstances.

Serious, Highly Disruptive or Unsafe Behaviors

Like our instruction, every behavior issue is handled and determined on an individualized basis. The goal for every behavioral engagement with a student is to help ensure the consistent display and mastery of the behaviors outlined in the "Awakened" and "Developed" categories of the Leadership Index rubrics, while simultaneously ensuring the health and safety of all students, staff and school property. For any serious behavioral act or display that is inconsistent, or in conflict with the behaviors in the "Awakened" and "Developed" categories of each Leadership Attribute Rubric (including, but not limited to those behaviors highlighted in the "Dormant" and "Awakening" categories of the rubrics), teachers and instructional personnel may utilize a variety of strategies to help support students to reflect and improve and align their choice of actions and behaviors. These strategies could include, but are not limited to:

- asking students to take time to use breathing techniques
- writing reflections
- adult mediated and supervised peace-making discussions and planning
- peer mediated peace-making discussions and planning
- phone calls to parents
- one-on-one or group reflection conversations
- self reflection/meditation time (either inside or outside of the classroom)

For serious, highly disruptive and/or unsafe behaviors (including but not limited to causing injury to self, another student or staff member, screaming, running from staff members, damaging school property, etc.), that either interferes with, or may interfere with the learning and instructional environment, or places at risk or harms themselves, another student, staff member or school property (as determined by a teacher, member of the Dean's team or other staff member), students may be referred to the Dean for consideration for a more serious action, including but not limited to:

- adult mediated and supervised peace-making discussions and planning
- peer mediated peace-making discussions and planning
- phone calls to parents
- one-on-one or group reflection conversations (with teacher or Dean's Team staff)
- suspension (short term or long term), or expulsion

III. ORGANIZATIONAL AND FISCAL PLAN

A. APPLICANT GROUP CAPACITY

While TFOA has had strong co-founders (Managing Partner Rafiq Kalam Id-Din, Partner Damien Dunkley and Board Chair Shahidah Kalam Id-Din), teacher-leaders (former Senior Associate and now Partner Ardnas Rashid), committed trustees and community supporters in place since its founding, Ember will be ever stronger with its combining of the entrepreneurship, vision, talent, experience, and leadership of both TFOA's leadership and the incomparable Alexandria Lee, Founder of The Anew School and now Partner at TFOA. Subsequent to their meeting at the Echoing Green All Fellows Global Conference in Mumbai, India in Fall 2014, leaders from TFOA and The Anew School conducted an extensive design process to identify whether there were any synergies between the two visions for schooling (there were MANY), and whether those synergies sufficiently and appropriately addressed the key need areas that had emerged in community conversations TFOA had been conducting as it considered expansion plans (again there were MANY).

With pending additions from The Anew School board to the TFOA (and then Ember) board, we will significantly strengthen an already strong board of trustees, ensuring that our excellent enterprise (school) continues to have access to a wide spectrum of expertise and professional networks. These areas include significant knowledge and expertise in education, finance, accounting, law, marketing, and real estate (financing and project management/construction). In addition, Ember has acquired pro bono support from Quinn Emanuel Urquhart & Sullivan, LLP, a prestigious Chicago Law Firm with a big New York presence, as well as prestigious New York law firm Proskauer Rose LLP.

While the Partners worked together daily to take the lead on crafting substantial drafts of each section, TFOA Board Chair Shahidah Kalam Id-Din offered substantial pointed and specific

feedback. The result is an application that was passionately supported and owned by every member of the drafting team. It is this very culture of informed and involved decision making that will characterize how the Partners will make decisions for Ember.

Primary authors and editors of this charter application:

Rafiq R. Kalam Id-Din II, Esq. (Founder and Managing Partner)

Alexandria Lee, Esq. (Founder and Partner)

Damien Dunkley (Founder and Partner)

Ardnas Rashid (Founder and Partner)

Shahidah Kalam Id-Din (Trustee)

We are committed to building Ember into a brand that is synonymous with excellence. Therefore, it is essential that we assemble a team of talented and diverse supporters who passionately believe in the mission and vision, and are willing to join in guiding the enterprise from idea to excellence in every critical area: operations, management, finances, and pedagogy. We will also need to gain the support and assistance of people who will help us obtain vital financial, intellectual, political and community resources. To find these allies and collaborators, we have, and will continue to tap into the various networks to which we have access (from UVA, Spelman, NYU, Harvard, etc., to former law and finance colleagues, to Prep for Prep alumni, to Echoing Green’s extensive web of relationships). Also, we will continue to make use of local resources and contacts made available through the New York Center for Charter School Excellence, the Black Alliance for Education Options, the Bedford Stuyvesant Restoration Corporation, Bridge Street Development Corp, the Brooklyn Brownstoners, community leaders, current and former Trustees, advisors, parents and other charter, traditional and private schools.

Paid Consultants or Organizations:

Jordan Thomas and Jamal Young provided review and feedback services.

B. BOARD OF TRUSTEES AND GOVERNANCE

Proposed Board of Trustees

Trustee	Voting (Y/N)	Position	Length of Term (Renewable)
Todd Dumas, Esq.	Y	Treasurer	2 years
Tamecca Tillard	Y	Member	2 years
Renee LaRoche Morris	Y	Member	2 years
Daniel C. Reynolds	Y	Secretary	2 years
Harry “Hank” Simmons III	Y	Member	2 years
Shahidah Kalam Id-Din, M.Ed	Y	Chair	2 years

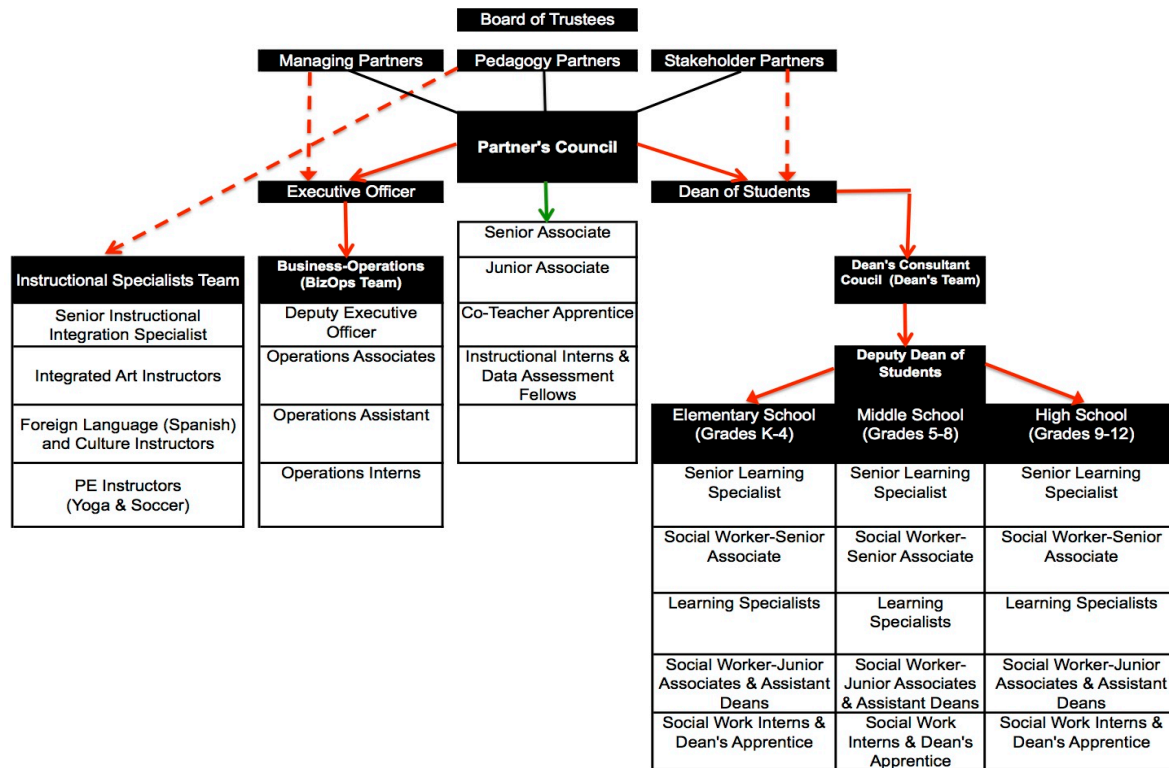
Board of Trustees: The Board of Trustees is held accountable by the chartering entity, in this case the Board of Regents, and is the official governing body for the charter school. It is a group of professionals and community members (lawyers, educators, doctors, bankers, parents, etc.) who have the ultimate authority and decision-making power. The Ember Board of Trustees recognizes it will contract directly with the Board of Regents to execute our charter agreement. The Trustees also recognize that the Regents issue the charter and its attendant autonomy from certain rules and regulations in exchange for accountability to the goals and objectives outlined in this charter application. The Trustees further recognize that the Regents are required to make findings of educational, operational and fiscal soundness, and compliance, based in part on evidence submitted by Ember, and thus we will be engaged in a performance-based contract and shall materially comply with all requirements of the Regents and all applicable laws and regulations.

The Board of Trustees will meet as required by law, currently monthly at the school, with meetings publicized via our website, monthly newsletters, as well as posted notices at the school. While these Trustees retain legal responsibility and provide meaningful oversight of the enterprise, they delegate the direct the overall leadership, direction, day-to-day management and operation of the charter school to the Partners. One component of the Trustees oversight includes providing annual approval of the overall educational goals of the charter school, as well as deciding all employment and compensation matters for the Partners (each of which is tied directly to the overall performance of Ember). Otherwise the Trustees grant the Partners authority to take “ownership” over all other decisions for the enterprise, from allocation of financial resources to employment and compensation matters for all other teaching and auxiliary staff. The Board of Trustees can recruit new Board members at any time. The Board of Trustees will vote to select new members.

Board of Advisors: The Board of Advisors is a group of civic and business leaders from around the country (though primarily and especially here in New York), who have and will continue to provide material resources and support to Ember in its development, launch and healthy growth. Though the group has no formal legal responsibilities, these concerned citizens and supporters have nonetheless chosen to stand with the Trustees, Partners, staff, parents, community and other planning team members, and pledged to do all that they can to give Ember the support it needs to successfully serve its students and community. Throughout the charter development process each Advisor has provided invaluable support and resources that span a wide and meaningful range, from monetary donations to strategic guidance and input on the structure of the Teaching Firm model itself. Our efforts would be greatly diminished without their sage counsel and substantive friendship. Below is a list of current Advisors.

C. MANAGEMENT AND STAFFING

Ember Charter School
Projected Org Chart



The Teaching Professionals

Ember's Teaching Firm model represents a significant shift in the way schools are managed and operated, transforming the teaching profession by giving teachers unprecedented and unparalleled autonomy and control of the schooling enterprise. Ember moves decisively away from the corporation hierarchy and bureaucratic structure of traditional schools—where one senior manager (the principal) supervises the work of employees (teachers) on behalf of an external set of shareholders (the State, Department of Education, etc.)—to embrace the far more appropriate and effective professional-partnership approach, where teachers are empowered to take total control and responsibility for the success of the entire enterprise. In exchange for 100% accountability for the academic achievement of their students, teachers in the Teaching Firm will receive:

complete autonomy—all teachers are free to exercise their own professional judgment to teach in whatever manner and with whatever methodology they think will best enable them to achieve the student achievement goals of the charter school;

extremely high and unrivaled levels of control—teachers (the Partners) will exercise control over all aspects of the charter school (with two important exceptions: compensation and student achievement goals), and shall be authorized to establish all of its rules, policies, procedures and protocols and make all pedagogical, professional, fiscal and operational decisions;

significantly above-market compensation—because of cost-savings from the elimination of non-teaching supervisory personnel, teachers will have an opportunity to earn highly competitive compensation: the Associates can make between \$60,000-\$80,000/year, and the Partners can make upwards of \$125,000/year.

career advancement that does not require teachers to stop teaching—while in traditional schools career advancement means giving up teaching to become an administrator (Principal or Assistant Principal), the opportunity to become a Partner (available to all Associates) in the Teaching Firm offers career advancement without leaving the classroom (“Partnership” is available to all Associates with five or more years experience at the Teaching Firm who successfully develop into master-teachers to the satisfaction of the current Partners).

The Partners: Partners report directly to the Board of Trustees and are held accountable for the success of the charter school. The current TFOA Partners will continue in their role of leadership as TFOA and Anew merge into Ember; therefore, Ember will begin with four Partners, each of whom will have their own schoolhouse of no more than 19 students, and a specific set of enterprise level responsibilities (described below). In addition to the TA and Interns assigned to their schoolhouse, each Partner will be assisted in their enterprise-level responsibilities by one Senior Associate (a teacher hired or promoted with more than three years of experience). Each Partner will serve as the professional mentor and direct report for junior practitioners (their Senior Associates, Junior Associates and their Co-Teacher Apprentices)—this group will be called their “Schoolhouse Practice Team,” where each Partner will take direct responsibility for the professional development of the junior practitioners in their group.

There are three main roles for Partners—Managing Partner, Pedagogy Partner and Stakeholder Services Partner:

- The Managing Partner is primarily responsible for overseeing and managing enterprise wide operations (physical plant, insurance, technology, meals, etc.), finances, staff matters, external relations (excluding core stakeholders (students, families, etc.)), organizational development, and government relations. Auxiliary Staff Direct Reports: Director of Operations, Technology Consultant, Maintenance, Health Manager and

Security. The Managing Partner is the official representative and spokesperson for Ember.

- Pedagogy Partners are primarily responsible for leading the development (in consultation with the other Partners), monitoring, direction and management of Ember’s curriculum plan, academic assessments and evaluations, instructional infrastructure, and teacher professional development. Auxiliary Staff Direct Reports: ESL/ELL & Foreign Language Instructors, Special Education Specialist and Data and Assessment Fellows.
- Stakeholder Services Partners are primarily responsible for leading the development (in conjunction with the other Partners), monitoring, direction and management Ember’s core stakeholder services efforts. We believe that in order to effectively support the cultivation of students into highly intelligent, creative and critical thinking young leaders, our instructional and operational decisions must be informed and shaped by a knowledge and understanding of the specific attributes and circumstances of each child and the environment in which they live (home, community, etc.). The Stakeholder Services Partner shall develop, manage and monitor the programs, methods, strategies and required regulatory compliance for taking these matters into account in such a way that drives, supports and/or enhances instruction (as the case maybe), and complies with any applicable local, state and federal law. This includes, but is not limited to special education matters, English Language Learners, counseling, suspected incidents of abuse or neglect, chairing the Child Study Team, etc. Auxiliary Staff Direct Reports: ESL/ELL & Foreign Language Instructors, Special Education Specialist and Counselor/Social Worker.

While there will be only one Managing Partner, all of the Partners will participate and act jointly in the various roles across all of the above domains.

The Associates: The Associates are early career teachers hired to run one of the classrooms (a “schoolhouse”) that comprise Ember. These teachers will be recruited and hired to fill one of two roles: Senior Associate (teachers with four to six years of previous teaching and/or educational leadership experience), or Junior Associate (teachers with two to three years of previous teaching and/or educational leadership experience). Senior Associates will be assigned to assist one of the Partners in the execution of their enterprise-level responsibilities, and will assist in mentoring Junior Associates.

Potential Associates will be hired solely by consensus of the Partners in a process established by the Partners (which may include submission of writing samples, teaching observations and/or demonstrations, references, etc.), and will be recruited from a variety of sources (Teach for America Alumni, Teaching Fellows Program Alumni, private and public elementary schools from around the country, graduate schools of education, etc.). Candidates who are already Special Education and/or ESL/ELL certified will be highly preferred.

Ember’s Approach: The Professional-Partnership Hybrid: Ember’s Teaching Firm model is a unique professional-partnership hybrid, a design that combines the governance models of the nonprofit corporation and the professional-partnership structure. Typical nonprofit corporations are governed by a Board, which delegates the day-to-day management of the enterprise to an individual (e.g. an Executive Director, President or CEO). As discussed earlier, the professional-partnership is an organization governed by two or more producer-owners (the “Partners”), individuals who are full-time practitioners and share equally in the ownership, management and responsibility for the day-to-day operations of the enterprise. In the Teaching Firm, the Board of Trustees (“Trustees”), will delegate the day-to-day responsibility for the charter school to a group of master-teachers (the “Partners”) who will be full-time teachers who also share equally in the management and operation of the school within a professional-partnership structure formed via contract (as opposed to a formal for-profit legal entity). The Partners will exercise exclusive authority over every aspect of the charter school, except in the following:

Partner compacts: the Trustees will retain the power to determine the compensation, bonus and ongoing-employment of the Partners—these determinations can be made or changed by the Trustees (with a majority vote at a meeting with quorum), for any legally permissible reason at any time. Trustees will also retain the power and legal authority to alter or recall the authorization of power and/or distribution of management responsibilities to and/or among the Partners at anytime for any reason with a majority vote of all of the Trustees. Partners will be “at-will” employees; a Partner may be fired and/or removed from the partnership for any legally permissible reason by either: 1) a two-thirds vote of all Trustees; 2) a majority vote of all Trustees and a majority vote of all other Partners; or 3) a consensus or unanimous vote of all other Partners (which closely resembles traditional professional-partnerships). Only current Partners via a unanimous vote or any other selection process otherwise determined by the current Partners may appoint new partners. Partners will begin with a base compensation of \$125,000/year and will be eligible for annual bonuses of up to 150% or more, and possible raises of 2%-5% each year, each as determined by the Board of Trustees. In making bonus and raise determinations for Partners, the Trustees will have a chance to review a comprehensive set of summative data that measures student achievement and stakeholder service goals (as set out in the GO Plan). The Trustees will also have the evaluation and reporting data provided by the Partners, with which the Partners shall make a comprehensive annual report at year-end to the Board. This report will include student performance data and feedback on Partners’ individual schoolhouses, as well as reports on the student achievement, stakeholder feedback, effectiveness, concerns, etc. with respect to each Partner’s direct instructional reports (Associates, Learning Specialist, Foreign Language Instructors, TAs, etc.). Annually, the Board will evaluate the Partners based on Ember’s overall performance as a whole.

Consent and Approval of the Budget and Yearly Academic Goals: the Partners will present to the Trustees an annual budget and a plan outlining the academic goals and objectives of the charter school (the “GO-Plan”). The Trustees will retain the power to provide advice and consent to the ratification of the annual budget and the GO-Plan. The Trustees shall determine the date of

the presentation of the GO-Plan, but under no circumstances shall this presentation occur when the charter school is in session. The Trustees may make comments and recommendations to the Partners with respect to any aspect of the budget or GO-Plan, but their consent (a majority vote of the Trustees at a meeting with quorum), shall not be unreasonably withheld. The Partners may choose to decline any recommendations or changes to the budget or GO-Plan, and may proceed without the Trustees' consent except with respect to a) the student achievement goals (any changes to this section recommended by the Trustees are automatically incorporated into the GO-Plan); and b) Partner compensation (any changes to this section recommended by the Trustees are automatically incorporated into the budget). Again, the Partners will make quarterly reports to the Board on the progress of the Teaching Firm towards the goals outlined in the GO Plan.

Why ...

At Ember, our goal is to create an educational environment driven by a single purpose: to engage students to unearth and unleash the greatness we believe they all have the potential to achieve. We are committed to preparing students from society's most underserved and under-resourced communities to compete with the very best at every stage, and enable them to earn admission to the top high schools, and eventually colleges and universities. We believe what far too many researchers and experts have come to know: that the best way to accomplish this goal is to unearth and unleash the professional power of the teacher. To do this we must evolve teaching as a profession, to one of far more accountability (and concomitant autonomy) for every teacher, and in doing so transform the educational enterprise itself. Ember believes that it has created a model for such an enterprise in the Teaching Firm, one centered on providing the highest quality instruction to every student by every teaching professional. We will employ the pedagogical practices of some of our country's top private, charter and suburban schools, where a firm foundation of college-readiness begins in elementary school. We believe that by deploying these highly successful strategies within our innovative professional framework, we will have truly forged a recipe for outstanding achievement, for students AND teachers.

C.1. CHARTER MANAGEMENT ORGANIZATION: NOT APPLICABLE

C.2. PARTNER ORGANIZATION: NOT APPLICABLE

C.3. STRATEGIC BUSINESS/GROWTH PLAN: SEE ATTACHED

D. EVALUATION

Ember's Board of Trustees is committed to engendering an "outcome oriented" professional environment at Ember, and thus will be primarily concerned with results relative to agreed upon benchmarks (as highlighted in the Goals and Objectives (GO) Plan defined prior to the start of each academic year). As such, the Board of Trustees (with respect to the Partners), and the

Partners (with respect to the rest of the Ember staff), will employ an evaluation process that focuses primarily on the following questions:

- *How well have our students performed relative to our student achievement goals?*
- *Have the operations of the enterprise been run well and in such a way that optimizes student achievement?*
- *How well do the primary stakeholders (students and families) believe we performed with respect to the level and quality of instruction service and school community provided?*
- *How do our professional peers view our contributions in each of the aforementioned areas?*

... and a set of core deliverables:

1. Focus on Excellent Instructional Practice;
2. Cultivating a Robust and Responsive Professional Teaching Environment;
3. Building Strong and Vibrant Learning Communities;
4. Acquiring and Allocating Resources; and
5. Maintaining Strong Stakeholder Relationships and Safe Learning Environments.

The Board, a committee of the Board, or its designee, will formally review the Partners' performance on an annual basis, and the Partners will similarly evaluate the rest of the teaching staff concurrently. This review will include various components, including a Board visit to the school, a review of actual academic, fiscal and operational position (presented in a annual report on the GO Plan by the Partners, including a review of progress/attainment of student achievement goals to date). The Board will, at the conclusion of their separate reviews of the Partners make recommendations and decisions regarding re-contracting with the Partners, and the Partners will do so similarly with the Associates, including bonus and salary decisions for the upcoming year.

In making these determinations, the Board and Partners will use the same tools. These will be the same tools employed on a consistent basis by the teachers and other appropriate staff in their management of the school's performance during the school year. These tools produce hard, data-driven metrics that produce substantive and concrete feedback on the matters implicated in the guiding questions and deliverables, including: operational and fiscal efficiency, viability and position, student academic performance (disaggregated by sub-groups), staff and student absenteeism/attendance, parent/family satisfaction, and student retention. The Board and Partners will compare the performance in each of these areas to the articulated targets laid out during the pre-service period in the GO Plan. The Partners will also use these tools to gather data for quarterly reports to the Board, and will make a final presentation on this data at the conclusion of the academic year. Any bonus, promotion and/or termination decision will be made in light of these metrics.

E. PROFESSIONAL DEVELOPMENT

Ember will invest significantly in professional development—we believe that the ongoing and consistent refinement of instructional practice is what separates great teachers from all others. We are committed to providing our teaching professionals access to best practices and will choose leaders in the Partners who are capable of not only providing formal training, but who can and will lead by example. Professional Development sessions will take place twice-weekly – short form: schoolhouse practice team meetings (1 hour); Lead Teacher meetings (1 hour bi-weekly); Co-Teacher Apprentice meetings (1 hour bi-weekly); Friday PD sessions (5 hours).

Fundamental tenets of our professional development model:

- Student need will drive decision making;
- Student learning will form basis on which professional development is judged;
- Focus on instruction and curriculum;
- Focus on a school culture of high student achievement and accountability; and
- Collection and analysis of data guide the entire professional development process.

The foundation for all of our professional development decisions will be driven by students’ learning needs. Research suggests (National Staff Development Council, 2001) that professional development models focused on increased student learning and socio-emotional development have a high probability of success. Toward this end, our model directly addresses student achievement in academic areas (deep content knowledge in reading, math, science, etc.), and cognitive behavioral skills. Specific learning goals will determine professional development content, which will be supported by research and best practices. The professional development process is cyclical and begins with planning components, includes continuous and collaborative teacher training and evaluation components, and moves to summative evaluation of the PD program efforts.

As a professional service firm, Ember embraces the idea that the best investment an enterprise can make is in the development of its personnel to develop and strengthen the skills they will need to provide optimal service to clients. At Ember, we are in the “business” of developing great teacher-leaders. This means cultivating Associates into professionals who will become qualified to be Partners. In a very real sense the Partners will represent a living rubric for Associates—strong instructional practice, operational and organizational acumen, diverse knowledge base, strong leadership skills, etc. Long term, we expect to invest in Associate development in each of these areas and more.

Ember will focus professional development on three primary areas:

- Instructional Practice (mastery of standards-based instructional materials, interdisciplinary instruction, behavior management, and serving students with special needs (Special Education, ELLs, disabled, etc.));

- Data (use and mastery of performance rubrics, assessments (diagnostic, formative, summative, etc.)); and
- Administrative-Management Practice (managing the operations and administrative duties of their “Schoolhouse”: compliance, critical data reporting, budget and purchasing; tech; etc.).

F. FACILITIES

As we already operate our elementary school (TFOA) at a co-located DOE facility, we will look to fully realize our expansion plans by working with the NYC Department of Education and City of New York to either secure additional space in existing public school buildings or obtain reimbursement to leased and/or develop space to accommodate the expansion elements of middle and high school (consistent with the recent funding provided under the charter law). While we have not as of yet secured appropriate and adequate facilities for our proposed expansion into the middle grades and high school grades, we feel confident that we will be able to do so. An additional space request (or reimbursement to lease such space) will contemplate school facilities needed to accommodate up to 340 middle school students and 400 high school students.

G. INSURANCE

Ember will adopt the insurance policies that TFOA currently utilizes, which include:

- \$10,000,000 umbrella policy;
- \$1,000,000 per occurrence personal injury;
- \$1,000,000 per occurrence general liability; and
- \$500,000 per occurrence for property loss.

For the international and boarding components, Ember has secured an insurance company to assist in our coverage. The amounts are the same as those stated above, but they include more coverage relevant to our unique experiences, including medical evacuation and more.

H. HEALTH, FOOD, AND TRANSPORTATION SERVICES HEALTH

Ember will comply with all health services requirements applicable to public schools, including Education Law §§ 901-914 and §136.2(d)(2) of the Commissioner’s Regulations. To the extent possible, Ember will provide on-site health care services similar to those services available to children attending District Public Schools, including a full-time nurse/health manager to be provided by the district to the charter school in accordance with §2853(4)(a) and §912 of the Education Law. If the district is unable to provide Ember with a nurse, we will request a nurse through the NYC Department of Health and Mental Hygiene. Furthermore, Ember will pursue a partnership with the Bedford Student Health Center. Ember and the Center will apply jointly to the NYS Department of Health for the School Based Health Center together. Qualified hospital personnel will staff the site-based clinic. Students will be provided with a full-range of medical services. Funding will come primarily from Medicaid and private insurance billing (up to 60%).

Students will not be billed for services. Additional funds may be provided by State and Federal grant sources that regularly provide funding for SBHCs in high-need areas.

Immunization Requirements: New York State law requires that each student entering Kindergarten or a new school district in grades 1 – 12 have a certificate of immunization at the time of registration or not later than the first day of school. A review of student immunizations requirements and the proper supporting documents shall be completed for all new students. Before a child can be permitted to enter and attend school, parents or guardians must present documentation that their child has received all required doses of vaccines or that their child has received at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals. Parents may waive immunization in accordance with Public Health Law and exemptions to immunizations shall be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student’s health, or if the student’s parent or guardian holds genuine and sincere beliefs, which may include religious beliefs, contrary to such immunization [see § 2164 (8) and (9) of the Public Health Law].

Students who require daily medication will be administered that medication in accordance with the stipulations of the required doctor’s note. All such medications will be secured in the nurse’s office, and will be administered by the nurse or other appropriate school official (i.e. Partner, Associate, etc.).

Food: Ember shall make available to students breakfast, lunch, and an afternoon snack. Ember will participate in the Federal Free- and Reduced-Priced breakfast, lunch and snack programs administered by the U.S. Department of Agriculture, and will adhere to all applicable requirements including, but not limited to: meal pricing, determination of eligibility, nutritional value, and reporting requirements. Any and all food service subsidy revenues received from the Federal and State meal programs shall be used exclusively for the purpose of providing meals to eligible students, and for no prohibited purpose.

Ember intends to contract with the DOE food services for the provision of food services. Ember may explore arrangements with private companies providing food services to existing schools, and with the local school district, including the potential of arranging “satellite” services by another public school in proximity to the charter school.

Transportation Services: Ember’s students shall receive transportation services for which they are eligible under [§ 2853(4)(b)] and [§ 3635] of the Education Law. Specifically, the School District shall provide yellow-bus service or Metrocards to students attending charter schools who reside beyond the statutory mileage limits from the school and within the city.

Subject to annual approval and funding by the Board of Trustees, Ember may seek to provide transportation for any students enrolled in the school who are not eligible for transportation from

his or her residence. The school may accomplish this by arranging provision of transportation with the school district to provide such services to resident students attending the school, as the district would receive state transportation aid monies for this purpose. In the event that Ember does not provide for transportation of ineligible students, the parents or guardians of such students will be responsible to provide transportation.

If Ember is in session on days when the students' school district(s) of residence is not in session, the school shall seek arrangements with the school district, if necessary, to provide transportation, at cost, pursuant to [§ 2853(4)(b)] of the Education Law, or shall make other necessary transportation arrangements.

I. FAMILY AND COMMUNITY INVOLVEMENT

We believe that parents are an important part of the endeavor to educate youth. We contemplate that there will be several avenues for parental/guardian involvement, all of which will be enhanced by our unique structure and institutional focus on client-relations. Ember is designed to, among other things, eliminate the institutional barriers between the most critical participants in the educational enterprise: teachers, students and parents. Our goal, to create an educational environment where students and parents feel like they attend a school of “one” (one class + one teacher, similar to the one-room schoolhouses that proliferated the educational landscape at the beginning of the 20th Century) will allow us to more fully emulate the personal-professional service model that law firms use to make the provision of their service intimate and client centered. As such, parents will participate in the enterprise via schoolhouse focus groups, program steering committees, organic parent groups (My Sisters Keeper), etc.

Additionally every teaching professional (Partners and Associates) will be required to develop a Client-Relations Strategy, a plan for engaging the students, parents and families of their individual Schoolhouses in such a way that enhances the learning environment and cultivates “goodwill” for the schoolhouse among these various stakeholders. We believe that our commitment to move the practice and profession of teaching out of “schools” that are large “institutions” and into very small personal service enterprises (like a family doctor, lawyer, therapist, etc.), empowers parents by stripping away all of the administrative and bureaucratic layers that traditionally separate them from their children’s teachers. Ember puts each set of parents nose to nose (primarily) with one individual teacher over the course of five to six years, emphasizing mutual accountability in a way rarely achieved in most traditional school structures. Below are the more formal mechanisms we will use to involve parents:

Parent Conferences—teaching professionals will be required to meet with the parents/guardians of each student once a quarter in order to provide and review their student’s report card.

Parent-Student Surveys—each quarter teaching professionals will be required to circulate a Professional Service Survey to both parents and students, where each stakeholder will have an

opportunity to rate/grade their teaching professionals on their client services. Teaching professionals will need to address how they will deploy and use these surveys in their Client-Relations Strategy plans.

Professional Access—all teaching professionals will be required to provide their cell-phone numbers to parents/guardians and will be available ‘on-call’ to answer questions; messages will be returned within 24 hours.

House Calls—all teaching professionals will make at least two house calls a year: first prior to the start of the school year; and second at any time after the first quarter, but before the end of the third quarter of the school year as dictated by the individual student’s situation. Each teaching professional will be required to highlight how they will use house calls in the context of the Client-Relations Strategy.

Schoolhouse Focus Groups—at least twice a quarter, each teaching professional will be required to organize focus groups of no less than three parents/guardians of the students in their schoolhouse to gather informal feedback about their overall instructional performance, take the temperature about issues in the community affecting their students, and gain insight into how parents feel about past and approaching content to be covered. Focus Groups give parents an opportunity to influence the content used to drive instruction in real time while providing teaching professionals with an ongoing window into the thoughts and expectations of parents. Teaching Professionals will be encouraged to use Focus Groups over and above the required amount as they deem necessary (and possible) to gain parental input on any matter germane to the educational enterprise.

J. FINANCIAL MANAGEMENT

Ember will adopt the existing financial management structure currently used by TFOA, which for each year of its existence has produced strong GAAP compliant financials and clean, unqualified audit management letters provided in connection with our annual independent audit. Below is a general description of TFOA financial management structure and policies:

The Board of Trustees understands its role as fiduciary, and as such will move to adopt and draft a financial control policy substantially similar to the attached Financial Control Policy, which represents an example of best practice based on comparisons with similar charter schools and an initial review by the Board Treasurer. The Board may form committees, like financing, utilizing the specific skills of individual members. The Managing Partner and Executive Officer will also conduct internal audits of classroom budgets on a regular basis. The Treasurer, Managing Partner and Executive Officer will also work closely with the outside accountants who Ember will contract with to keep the books, manage payroll, etc. The following topics are covered in our overall financial policy:

- Purpose and Statement of Authority
- Statement of Fiscal Responsibility
- Fiscal Confidentiality/Security and Reporting Responsibility
- Authorized Bank Signatures and Signing Authority
- Budget Authorization and Accountability
- Authority to Make Financial Commitments
- Accounts Payable Procedures
- Accounts Receivable Procedures
- Depository Procedures
- Bank Statements and Account Reconciliations
- School Credit Card
- The Role of the Finance and Audit Committee
- Grant Records and Agreements
- Petty Cash

The Managing Partner and Executive Officer will oversee the daily operations of the school, and are responsible for the daily financial and operational activity of the school. The Managing Partner’s qualifications include several years work as a corporate finance associate at a major law firm and the management of nonprofit as Executive Director where he developed and managed a budget in excess of several million dollars a year and an endowment of tens of millions of dollars. The Managing Partner will also engage workshops and trainings in financial management. The Executive Officer will work closely with the Managing Partner in these matters, and will perform many of the duties described in the financial policies. This person will have at least a bachelor’s degree, preferably in business, accounting or a related field. Both the Executive Officer and the Managing Partner will work closely with an accounting/back office firm to consistently implement the policies outlined by the Board in the financial policies. The Chair of the Finance and Audit Committee of the Board of Trustees will have an MBA or a CPA.

K. Budget and Cash Flow

See Attachment 9 for narrative.

L. Pre-Opening Plan: Not Applicable*

*As Ember will emerge from the chartering process having been merged with TFOA, we will not require the traditional “pre-opening plan” as we are already in operation. However we have planned to engage in an extensive rebranding campaign to re-introduce ourselves to our community as Ember Charter School. We should note that our extensive community engagement in developing this charter application provided us with the opportunity to preview this rebranding with community members and community based organizations.

M. Dissolution Plan

As Ember will be the successor entity to TFOA, we plan to utilize the already established dissolution contingency plan outlined in TFOA's existing charter and the attendant escrow.