

I. INTRODUCTION

Bronx Charter School for the Arts (Bronx Arts) is a high-quality charter school located in the Hunts Point section of the South Bronx, a vibrant community of diverse New Yorkers who happen to reside in the poorest Congressional District in the country, Congressional District NY-015. Bronx Arts was founded in 2002, has educated more than 3,000 elementary school students, and currently enrolls 320 students—including significant numbers of *children with disabilities*, English Language Learners (ELs), and other *educationally disadvantaged students*—in grades K-5 annually.

Bronx Arts has been named a ***Reward School***—an honor earned by less than 1% of public schools—by the New York State Department of Education and was nationally recognized by the John F. Kennedy Center for the Performing Arts as a ***School of Distinction***, a prestigious award for arts education. Our students consistently exceed District, City and NY State averages on New York State examinations.

In 2015, the New York State Board of Regents granted a full five-year renewal of the school’s charter through 2020; in recognition of our success in improving student achievement, in April 2017 the Board of Regents approved a revision to the charter to allow Bronx Arts to expand grades served from K-5 to K-8.

New York City Department of Education identified a school at 1440 Story Avenue, less than half a mile from Bronx Arts existing location, to serve as a permanent location for Bronx Arts 6-8th grade expansion, beginning in Summer 2018. The space was made available by the planned closure of the Felisa de Rincon High School (the lowest performing high school in all of New York City) at the end of the 2017-2018 academic year. On February 28, 2018, the Panel for Educational Policy (PEP) approved both the closure of Felisa de Rincon High School and the co-

location of Bronx Arts in the building. Our space will be shared with Bronx Arena High School, with both schools having their own floor. Bronx Arts will have its own cafeteria and a space for performances as well as theater, dance, music and visual arts classrooms. The building has plenty of space for our planned expansion to grow to capacity, as well as housing administrative functions. In our first year, Bronx Arts anticipates enrolling 125 students. Over the span of five years, Bronx Arts will grow to accommodate 375 students in grades 6-8, reaching full capacity in 2020-2021.

With a \$1,000,000, five-year CSP grant, Bronx Arts will offer increased access to high-quality charter school seats by expanding to offer grades 6-8 in critically underserved Hunts Point. Specifically, Bronx Arts seeks CSP funding to fully underwrite salaries for an English Language teacher and a Special Education Teacher Support Services (SETSS) provider, a portion of a Social Worker's salary as Bronx Arts expands into grades 6-8 to ensure ELs and *students with disabilities* continue to thrive as the school expands from K-5 to K-8.

II. COMPETITIVE PREFERENCE PRIORITIES

Competitive Preference Priority 1—Supporting High-Need Students by Increasing Access to High-Quality Educational Choice

Bronx Arts is applying under this competitive preference priority. Bronx Arts is located in the Hunts Point section of the Bronx in New York City, a vibrant, diverse community in the poorest Congressional district in the country. Nearly 40% of Hunts Point residents—including 49% of children—live below the poverty line and the median household income is \$19,311.

Bronx Arts students are talented, intelligent children who thrive in the safe, nurturing environment the school provides. At Bronx Arts, 99% of our students are Latino or African American, 94% qualify for free or reduced-price lunch (FRPL), 41% of our families are single

parent homes, 20% are students with disabilities, 18% are English language learners and many of our students' families speak little or no English.

According to New York City Charter School Center, in 2017-2018 there were 73,000 student applications for just 25,200 charter school seats. School choice is particularly limited in the Bronx where there are just 5,200 charter school seats available for over 19,000 applicants, approximately 4 applications for every available seat. Demand for Bronx Arts K-5 seats consistently and significantly exceeds the seats available: Bronx Arts received 255 applications for 70 available seats in the 2015-2016 lottery, 938 applications for 39 available seats in the 2016-2017 lottery, and more than 1,600 applications in the 2017-2018 lottery, 280 of which are specifically for the inaugural 6th grade class (for 60 available K-5 seats and 71 available 6th grade seats).

The educational landscape in the Bronx is not simply a matter of outsized demand, it is also a matter of quality. Students educated in the Bronx consistently underperform in both ELA and Math when compared to New York City overall. While Bronx Arts outperforms the City and State, students in our New York City's Community District 8, in which the school is located, consistently perform below Bronx and New York City at-large.

Bronx Arts' expansion into grades 6-8 will more than double enrollment, create a seamless, high-quality public charter school pipeline for our K-5 students, and add high-quality charter school seats to a community that has far too few.

Competitive Preference Priority 2—Dual or Concurrent Enrollment Programs in Early College High Schools

Bronx Charter School for the Arts is not applying under this competitive preference priority.

Competitive Preference Priority 3—Single School Operator

Bronx Arts is applying under this competitive preference priority. Per the terms of our charter, Bronx Arts currently operates a single, high-quality K-5 charter school and gained approval in 2017 to expand into grades 6-8 in fall 2018.

III. SELECTION CRITERIA

(b) Selection Criteria for Replication and Expansion Grants (CFDA number 84.282E)

(i) Contribution to Assisting Educationally Disadvantaged Students

Bronx Arts enrolls 320 K-5 students annually, a significant proportion of whom are educationally disadvantaged students, specifically *students with disabilities*, English learners (ELs) and students who are economically disadvantaged:

| | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|-----------------------------------|-----------|-----------|-----------|-----------|
| Students with Disabilities | 19% | 20% | 21% | 20.5% |
| ELs | 11% | 15% | 16% | 18.5% |
| Economically Disadvantaged | 90% | 84% | 74% | 94% |

Though Bronx Arts and the zoned District elementary school serve similar proportions of *students with disabilities*, ELs and other *educationally disadvantaged students*, Bronx Arts students significantly outperform the zoned school in Math proficiency (56% vs. 27%) and ELA proficiency (62% vs. 23%), as well as outperforming the City averages (Math proficiency 43%, ELA proficiency 41%) and State averages (Math proficiency 40.2%, ELA proficiency 39.8%).

Students with Disabilities: On average, 20% of Bronx Arts K-5 students are *students with disabilities* with mandated Individualized Education Plans (IEPs). Bronx Arts is committed to educating these students with their peers, in the general education classroom and providing academic and social supports to ensure student success. Bronx Arts offers both Integrated Co-Teaching (“ICT”) services—staffing a section per grade with a core class Teacher and a full-time

Special Education Teacher to assist in adapting and modifying instruction—and SETSS to ensure compliance and address the broad range of individual students’ needs effectively.

As described in the New York City *Continuum of Services for Students with Disabilities*, Integrated Co-Teaching “ensures that students master specific skills and concepts in the general education curriculum, as well as ensuring that their special education needs are being met, including meeting alternate curriculum goals.” Bronx Arts currently operates two sections each for grades K-5 and offers ICT in six of our twelve K-5 classrooms. Through the 6-8 grade expansion, Bronx Arts will offer four sections per grade and anticipates offering two ICT sections per grade based on the high proportion of *students with disabilities* in our school district and anticipated student demand.

In ICT classrooms, special education and general education co-teachers collaborate daily to plan instruction, lessons and units for all students. The Bronx Arts Elementary and Middle School Principals and the Director of Curriculum and Instruction (DCI) review these lesson plans and provide coaching for instructional staff.

In addition to ICT classrooms, Bronx Arts currently has two SETSS providers on-staff who pull K-5 students out of class as necessary based on individual IEPs. Through the dual use of ICT and SETSS, Bronx Arts meets requirements mandated by student IEPs, and ensures that students have access to the academic resources and supports necessary to succeed. Students receive additional support from Reading Teachers who pull students out of classrooms for additional support as necessary.

Finally, some student IEPs mandate counseling which is provided by the school Social Worker and Guidance Counselor. Counseling sessions last 30 minutes and occur one to three

times per week based on the IEP. Additionally, Bronx Arts offers at-risk counseling at the request of parents or based on teacher referral in one-on-one or group settings as appropriate.

Bronx Arts is committed to evaluating our program's success including tracking referrals, managing related service providers, reviewing and developing IEP goals in conjunction with Special Education Teachers, conducting annual IEP review meetings, working with the Response to Intervention (RtI) team, and ensuring the overall program's effectiveness. Student performance on New York State exams demonstrate that students receiving special education services at Bronx Arts perform at or near the level of their general education peers—consistently outperforming district, City and State proficiency—a positive indication that Bronx Arts special education program effectively supports students with special needs. Bronx Arts will continue to work with the Committee on Special Education (CSE) throughout the school's expansion from K-5 to K-8 to maintain compliance with all IEPs.

Bronx Arts is committed to maintaining this level of service for K-5 and providing this level of service as we expand into grades 6-8, and seeks CSP funding to underwrite the salary for a SETTTS Provider through the expansion into grades 6-8

English Learners (ELs): Bronx Arts offers a highly-utilized English Language Learners (ELs) program that currently serves 18.5% of the student population and is staffed by a full-time EL teacher. The EL teacher identifies students eligible for services through home language surveys, the administration of the New York State Identification Test for English Language Learners (*NYSITELL*) screening, and New York State English as a Second Language Achievement Test (NYSESLAT). Students receive 180 – 360 minutes of English language instruction each week based on their placement using the NYSITELL screening and NYSELAT

assessment. The EL teacher pushes into reading and math periods and pulls students out for group support during art or physical education instruction as necessary.

The EL teacher monitors student progress weekly and shares outcomes with general education teachers during grade-level meetings or daily planning periods. This time is also used for planning with ICT co-teachers. Progress updates are also shared with the DCI who monitors the overall effectiveness of the program for ELs in collaboration with the Principal.

Bronx Arts changed the EL teacher's role from part-time to full-time in response to EL student results on the NYSESLAT in 2012-13. The switch from part-time to full-time support resulted in 30% of ELs testing out of the EL program and 28% testing as Advanced Proficient. Bronx Arts is committed to maintaining this level of service for K-5 and providing this level of service throughout the expansion and seeks CSP funding to underwrite an EL teacher's salary for grades 6-8.

(ii) Project Design

Bronx Arts recognizes the need to expand our high-quality model to increase choice—particularly for *children with disabilities*, ELs, and other *educationally disadvantaged students*—and add high-quality 6-8 grade charter school seats in the South Bronx.

The New York City Department of Education (NYC DOE) is the largest school district in the U.S., serving 1.1 million students in over 1,800 schools. According to a 2017-2018 report by the New York City Charter School Center, just 227 (12%) of the City's 1,800 schools are charter schools; and these 227 charter schools enroll 114,000 (10%) of the City's students. According to the report, there were just over 73,000 charter school applications for just under 25,000 open charter seats meaning the City can currently meet less than 30% of demand for high-quality

charter schools. Demand is particularly acute in the Bronx where more than 19,000 applications were submitted in 2015-2016 for nearly 5,200 seats.

Just 38% of NYC's district school students are ELA proficient and 34.6% are proficient in Math. Bronx students in district schools consistently underperform in both ELA and Math when compared to NYC overall; only 24% are proficient in ELA and 21% demonstrate proficiency in Math. The New York City Charter School Center report indicates that charter schools continue to outperform their district counterparts, further emphasizing the importance of increased choice for parents and students, "between 2015-16 and 2016-17, NYC charter students made the largest gains in both math and ELA across the state. Proficiency among NYC charter students increased +3.0 and +5.2 percentage points in math and ELA, respectively, compared to +1.3 and +2.6 points for NYC district peers."

The Bronx Arts 6-8 grade expansion will more than double enrollment, providing additional high-quality charter school seats to a critically underserved community with significant demand.

Expansion Approval: In February 2015, the New York State Board of Regents granted a full five-year renewal of the school's charter to June 2020. In 2017, recognizing Bronx Arts' success in improving students' academic achievement, the Board of Regents approved a revision to the school's charter to expand from K-5 to K-8 charter school (Appendix A Charter School Program Assurances). The expansion will allow Bronx Arts to expand its successful model that encourages creativity and innovation in the classroom, and prepare and inspire more students to develop the intellectual and personal fortitude to realize their dreams.

Bronx Arts will begin the 6-8 grade expansion by adding two 6th grade sections in fall 2018, and successive 6th grade classes each year for two years, reaching capacity by 2020.

Approximately 45% of each incoming 6th grade class will be coming from Bronx Arts K-5 and 55% from various feeder schools from the local school district, Community School District (CSD) 8.

Key instructional elements that have proven successful in grades K-5 will be incorporated throughout the expansion, including a fundamental commitment to arts education comprised of skills-based instruction in dance, music, theater and the visual arts, and strong partnerships with cultural institutions and artists throughout New York City.

Academics: At Bronx Arts, we offer a demanding curriculum that aligns with Common Core Learning Standards in order to elevate students' ability to think analytically, synthesize, and evaluate content. Our rigorous curriculum empowers students to ask questions, solve problems, and reflect on various subject matter while providing engaging and appropriately challenging content within the zone of proximal development. As we expand to offer grades 6-8, Bronx Arts will build on its successful K-5 curriculum and continue to prepare students to think critically, exceed grade-level benchmarks, and ultimately succeed in higher education and life:

Academic Curriculum: K-5

ELA: Bronx Arts utilizes Pearson's ReadyGen as its core ELA curriculum. ReadyGen is designed to help students develop into strong readers by offering teachers abundant resources and scientifically research-based instruction combined with engaging literature. ReadyGen emphasizes high level vocabulary development, comprehension strategies, simplifies differentiation of instruction and prioritizes skill instruction for all levels. For writing instruction, Bronx Arts utilizes strategies from *Units of Study in Opinion, Informative and Narrative Writing*, developed by Lucy Calkins in collaboration with the Teachers College Writing Project, as well

as writing in response to texts, as guided by ReadyGen and EngageNY. This enables teachers to provide targeted writing instruction in support of the Common Core.

Math: The school utilizes EngageNY/Eureka Math in grades K-2 and Pearson's envisionMATH in grades 3-5. With lessons and resources organized around each Common Core Domain, the curriculum enables teachers to provide focused, differentiated and effective instruction, helping students develop multiple problem-solving strategies. Bronx Arts also uses the Cognitively Guided Instruction framework for engaging students with problem solving strategies and building perseverance, as outlined in the Common Core Standards for Mathematical Practice.

Social Studies: Bronx Arts is working to integrate Social Studies with ELA instruction, to deepen understanding in both areas. Bronx Arts is guided by the revised New York State Social Studies standards, and the NYC DOE Passport curricula.

Science: For science instruction, teachers aim to integrate Science with ELA, engaging students in hands-on science practice, as well as opportunities to reflect in writing, and gain further understanding by interacting with a variety of media. Teachers are guided by the new NYS Next Generation Science standards as they plan units.

Given Bronx Arts' high population of special education students, Bronx Arts utilizes a selection of supplemental curriculum resources for the Response to Intervention (RTI) and special education programs. For Math, Rally Education is used for all grade levels. Wilson Foundations, Words Their Way, and repeated readings are used for Grades K-2 interventions, focusing primarily on decoding and reading fluency. Resources from Reading A-Z, ReadWorks, NewsELA, and Rally are used for ELA interventions for students in Grades 3-5.

Teachers also have access to online resources, such as BrainPop, RAZKids, and Reflex Math. All curriculums purchased for use in core subject areas also provide online resources that are available via the smartboard.

Curricular Maps & Lesson Planning: To assist teachers in long-term and short-term planning, the school uses unit plans and pacing guides for each subject. Using the Understanding by Design framework, and guidance from Kim Marshall, Bronx Arts has also redesigned their curriculum maps for both ELA and Math to better align with the Common Core Standards. Teacher's Guides for both ReadyGen, Eureka, and enVisionMATH are made available to the teaching staff. In addition, teaching staff supplement the ELA and Math curriculum with EngageNY resources and Scholastic Inc. classroom libraries.

Working in collaboration with their team teachers and grade level supervisors, teachers use the redesigned curriculum maps to develop unit plans and weekly lesson plans, which are reviewed by the Principals and DCI on a weekly basis. Grade level teams also meet weekly with the principals and DCI to receive constructive feedback on lesson and unit plans and ensure alignment with the pacing calendar. During these meetings, the teams discuss the use of additional resources to fill any gaps found in the curriculum. Vertical alignment of the curriculum occurs during the mapping phase and is generally conducted by the principals and DCI.

Throughout this process, careful attention is given to the specific differentiation strategies incorporated into all lesson and unit plans to ensure that the needs of all students are met. All texts, anthologies and leveled readers are reviewed to ensure that students' reading levels are considered for each lesson across all subject areas, including math.

Academic Curriculum: 6-8 Grade Expansion

The expansion of Bronx Arts from a K-5 school to K-8 will carry forward the school's traditions, values, and mission, with an age-appropriate curriculum that aligns with Common Core standards for Middle School and meets the highest levels of Bloom's Taxonomy.

Bronx Arts DCI and teachers, in consultation with the Middle School Principal, will develop the Bronx Arts 6-8 grade curriculum in summer 2018 and will incorporate relevant elements of successful Middle School models—including curricula from EngageNY and Achievement First—to inform, augment and reinforce the curricula and ensure compliance. All curricular plans will meet New York State standards for each grade and will be driven by student data and the Intellectual Preparedness Protocol¹ which requires that teachers clearly and concisely articulate the following: why they are teaching the lesson, what the students must learn, where students may have misconceptions or misunderstandings, and how they will re-teach or clarify to address misunderstandings. With the DCI as facilitator, teachers will use the template and protocol for each unit and will follow the protocol at the beginning, middle and final stage of the curriculum planning process.

In grades 6-8, Bronx Arts classes will continue to be differentiated and include scaffolds and supports necessary to support all learners. Bronx Arts will continue to offer students with disabilities ICT services by staffing two sections per grade with a core class Teacher and a Special Education Teacher to assist in adapting and modifying instruction. Additionally, Bronx Arts will continue to work with the Committee on Special Education (CSE) throughout the school's expansion to maintain compliance with all IEPs (Individualized Education Plans).

Bronx Arts has intentionally built a 6-8 grade class schedule with block periods of core academics meeting daily for longer periods that allow for additional Intervention and

¹ An Open Source protocol from charter network Achievement First.

Remediation or Extension and Enrichment time. All students will meet simultaneously in leveled groups, enabling struggling students to receive the individualized instruction through breakouts with Specialists and/or intervention programs they need, while those who are at-grade-level or higher meet for extension or enrichment. Following the Response to Intervention (RtI) framework, our will track and monitor progress for students receiving their services.

Arts Curriculum

Bronx Arts leverages the arts to further develop students' academic aptitude while intentionally supporting their personal and creative development to ensure they have rich creative lives. We work to integrate rigorous arts instruction throughout the curriculum. The benefits and value of an arts integrated curriculum is supported by research that demonstrates improved educational outcomes. Per a 2013 report by the Wallace Foundation, *Advancing Arts Education through an Expanded School Day: Lessons from Five Schools*, arts education offers four instrumental benefits:

- Encouraging problem solving through creativity, multidisciplinary thought, and visualization;
- Improving the ability to communicate and express ideas;
- Teaching the value and habits of practice, hard work, and initiative to accomplish goals; and
- Deepening student engagement in learning and school community, including appreciating one's own value as an individual and encouraging positive social behaviors.

Through art, Bronx Arts students make choices and creative decisions that encourage and express their sense of agency. They have conversations that help them look deeper, understand more, and better communicate their observations. By integrating the arts into their academic

learning, our students learn to simultaneously hold an academic and an artistic objective, and to master both. Bronx Arts has created a culture of academic rigor, creativity and warmth in which every student can thrive.

Bronx Arts uses a benchmarked and scaffolded arts curriculum for four arts disciplines—dance, music, theater and the visual arts—that was created internally and is overseen by the Arts Director. The arts curriculum is closely tied to both the New York State benchmarks for the arts as well as the *NYC Blueprint for Teaching and Learning in the Arts*. Dedicated planning time between Arts and classroom teachers have been set aside each week for the purpose of planning integrated units of teaching, that aim to further the objectives of both academics and Arts. Arts teachers and classroom teachers instruct together at least once per week in support of this implementation.

Arts instruction in the studios is skills-based, certified teachers in each discipline monitor students' progress against established benchmarks. Bronx Arts K-5 students receive 90 minutes of arts instruction in dance, music, theatre or visual art every day. As Bronx Arts expands into 6-8 grades, the school will continue to offer rigorous, intensive arts instruction. Rather than instruction in all four disciplines, Bronx Arts will encourage the progression of practice, asking students to choose two arts disciplines they are most passionate about as “majors” and focus more deeply to build their skills and knowledge in their chosen disciplines to a level of proficiency or mastery.

Bronx Arts Middle School Method

Bronx Arts has developed a four-part method to identify and clarify the school's expectations regarding student behavior for the expansion into 6-8 grades:

- 1. Artist Process: what an artist “must do” to be successful.** Bronx Arts will use the artist process as an organizing framework to help students succeed artistically and academically. To complete a piece or performance, an artist must prepare, practice and persevere. Though specific outputs of the process can differ for each artistic discipline—stretching, studio time, vocal warm-ups, dress rehearsal, etc.—it overlaps by building identifying the specific outputs necessary to reach a specific, tangible outcome.
- 2. Growth Mindset: moving from a fixed to a growth mindset.** Based on the groundbreaking, longitudinal work of Dr. Carol Dweck, Bronx Arts will help students build or strengthen their growth mindset. People with a growth mindset believe that their most basic abilities can be developed through dedication and hard work, that brains and talent are just the starting point. They believe they can get smarter and understand that effort makes them stronger, leading to greater achievement. People with a fixed mindset believe that their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone—without effort—creates success. We know that all students will encounter moments of frustration in both academics and the arts, and anticipate that students coming to Bronx Arts 6-8 grades from various feeder schools may experience frustrations related to a new school culture. Through the lens of a growth mindset, we will teach students how to navigate frustrations and persevere to address problems and successfully complete projects.
- 3. Visual Thinking Strategies (VTS): encourage students to observe independently and to back up their comments with evidence in their writing and in discussions.** Bronx Arts partners with Visual Thinking Strategies (VTS), a research-based education

nonprofit with a teaching approach that transforms the way students think and learn through discussion about visual arts to significantly increase student engagement, comprehension, and performance. These strategies are aligned with higher order thinking skills, which are the focus of much of the Common Core shift. Teachers are trained to lead students through a series of questions about what they see or experience in a work of art. The same strategies can be used when attempting to comprehend and explain literature. This rigorous approach leads students to find the meaning in subjects, then to support their positions. Bronx Arts has a longstanding partnership with VTS and will continue to employ these powerful techniques throughout the expansion into grades 6-8 to help students improve academically and deepen their understanding of the arts.

- 4. The Artist's Palette: the daily organizational routines that comprise the foundation of student success.** The artist's palette—a 3-ring binder with lined paper, that includes a student planner/calendar, section dividers, a pencil pouch with 2 pencils, 2 pens and a highlighter—acts as students' toolkit for success, helping them learn how to be organized, strengthen time management, and develop effective note taking skills (Bronx Arts 6-8th grade will utilize the Cornell note taking system). Every student will be expected to carry their palette daily, and it will be used in every class. The palettes go home with students and come back each day as a part of the Artist's Process, helping students understand accountability and preparation. Every morning students will be present with their artist palette and in uniform for "morning greeting" where they shake hands with the Principal upon entering the school.

Extended Learning Programs: In addition to its successful curriculum, Bronx Arts also provides targeted academic interventions for students who enter the school below-grade-level in

ELA or Math. Currently 45% of Bronx Arts K-5 students participate in After School, Saturday Academy, and two Inter-Session programs held during February and April breaks that include additional academic support and unique arts experiences. These programs are offered at no-cost to families. Individual students have grown in both self-confidence and academic achievement as a direct result of the small-group instruction provided by teachers in the Extended Learning programs. These interventions will be especially critical throughout the expansion, as Bronx Arts plans to double the number of students in each grade by welcoming additional middle school students from the district, other charters, or private schools in the community.

Since approximately 50% of each incoming 6th grade class will be coming into Bronx Arts from various feeder schools from the local school district, and fewer than 30% of students in CSD 8 are proficient in ELA and Math as determined by state test score averages, incoming 6-8 grade students from outside Bronx Arts' elementary school will likely enter below-grade-level proficiency. Thus, Bronx Arts anticipates a greater need for academic intervention and the expansion of its successful Extended Learning programs. Bronx Arts will respond to this need by offering a mandatory, week-long Summer Bridge program, Monday-Friday from 8:20 am to 1:00 pm. During Summer Bridge, the school will perform baseline academic testing and diagnostics for all incoming students; set clear expectations regarding student conduct by orienting incoming students to the school's Positive Behavior Intervention System and BASS (described in greater detail on page 39); review individual IEPs and conduct additional diagnostic assessments if necessary to best prepare for needed interventions/supports; students will participate in arts-based aptitude activities to help identify strengths and clarify interests in order to choose their two arts majors; and build a sense of community between students and teachers, and amongst the students themselves.

Based on Summer Bridge academic assessments of students' skills in ELA and Math using Performance Series, any student identified as being below-grade-level will be programmed for pull-out interventions following the Response to Intervention (RTI) model during their extended Literacy or Math blocks (which will meet daily for 118 minutes) to ensure they get the individualized attention necessary to succeed.

Assessment: The Principal and DCI oversee assessments, managing the administration, scoring and analysis of standardized assessments to ensure data captured, analyzed and used to improve student learning. This includes working with the grade level supervisors and Dean of Students to ensure that 100% of students take required exams. The Principal oversees the identification of students needing testing accommodations and collaborates with the Special Education Coordinator to deliver appropriate accommodations. In addition, the Principal distributes assessment results and analysis to all teachers including intervention services, coaches, coordinators and supervisors.

In collaboration with the grade level supervisors, the Principal and DCI help teachers analyze and interpret data in grade-level meetings, or one-on-one if directed by the data or requested by teachers. This guidance includes identification of students to receive intervention services and determination of student groupings for re-teaching, guided instruction, differentiation and extended day instruction. Teachers also receive additional support on using assessment data through child-study meetings, coaching sessions with supervisors, lead teachers or external coaches and through school-wide professional development sessions.

School leaders use assessment data to identify school-wide and individual teacher professional development needs as well as class, grade and school-level performance. Based on results, the Principal uses coaches and supervisors to implement individual and grade-level

professional development focused on deficits identified by the data. Bronx Arts leaders proactively manage, adjust and augment the various assessment tools based directly on the needs of students to ensure that all students attain mastery of the Common Core State Standards.

Bronx Arts assessment tools and frequency follow below:

| Assessment | Grades | Frequency | Purpose | Data Use |
|--|---------------|------------------|--|--|
| Teacher Created Assessments | K-5 | Daily | To assess student understanding | <input type="checkbox"/> To determine whether to continue in a unit or to stop and re-teach |
| Ready Gen & Teacher Created Assessments | K-5 | Bi-weekly | To assess student understanding | <input type="checkbox"/> To determine whether lesson objective was met and adjust the next day or week's instruction <input type="checkbox"/> To group students for re-teaching as needed |
| Fundations & Teacher Created Assessments | K-2 | Bi-weekly | To assess student understanding | <input type="checkbox"/> To determine whether lesson objective was met and adjust the next day or week's instruction <input type="checkbox"/> To group students for re-teaching as needed |
| Engage/Eureka | K-2 | Every 4-6 weeks | To assess mastery of unit content & skills | <input type="checkbox"/> To adjust pacing and instruction as necessary <input type="checkbox"/> To identify skills for re-teaching or extension, for whole class or small groups <input type="checkbox"/> To identify groups for differentiated instruction <input type="checkbox"/> To create guided math groups for K-2 <input type="checkbox"/> To identify students for intervention groups <input type="checkbox"/> To identify professional development needs |
| enVisionMATH & Unit Assessments | 3-5 | Every 3 weeks | To assess mastery of unit content & skills | <input type="checkbox"/> To adjust pacing and instruction as necessary <input type="checkbox"/> To identify skills for re-teaching or extension, for whole class or small groups |

| | | | | |
|---|-----|---|---|---|
| | | | | <input type="checkbox"/> To identify groups for differentiated instruction <input type="checkbox"/> To identify students for intervention groups <input type="checkbox"/> To identify professional development needs |
| TerraNova | K-5 | September June | To assess student progress and compare performance to peers | <input type="checkbox"/> To measure student growth, determine student proficiency <input type="checkbox"/> To identify students for RtI and after school support <input type="checkbox"/> To inform discussions in grade-level meetings and lesson planning |
| Fountas & Pinnell Benchmark Reading Assessments | K-5 | September January June (minimum) | To assess student reading progress | <input type="checkbox"/> To create guided reading groups & appropriately differentiate instruction <input type="checkbox"/> To identify students for RtI <input type="checkbox"/> To inform discussions in grade-level meetings and lesson planning <input type="checkbox"/> To analyze school-wide performance and adjust resources as needed <input type="checkbox"/> To measure student growth, determine student promotion and set student and teacher goals <input type="checkbox"/> To identify professional development needs <input type="checkbox"/> To measure progress of students receiving intervention services |
| Common Assessments | K-2 | 2x/year | To determine preparedness to meet grade level CCSS expectations | <input type="checkbox"/> To adjust pacing calendars, lesson and unit plans to ensure students master CCSS <input type="checkbox"/> To identify groups for differentiated instruction |

| | | | | |
|----------------------|-----|---------|--|---|
| Practice State Exams | 3-5 | 2x/year | To determine preparedness for state exam | <input type="checkbox"/> To adjust pacing calendars, lesson and unit plans to ensure students master CCSS <input type="checkbox"/> To identify groups for differentiated instruction |
| NYS Assessments | 3-5 | Annual | To assess overall school & student performance | <input type="checkbox"/> To identify students for RtI and after school support <input type="checkbox"/> To measure student growth and assess overall education program performance <input type="checkbox"/> Student and school-wide goal setting and evaluation |

(iii) Project Personnel

Bronx Arts Board of Trustees, leadership, staff and community are resolutely committed to ensuring students thrive and succeed in the future. We believe strongly that all students have the capacity to achieve at high levels, and that it is our responsibility to ensure they have access to high-quality instruction and support to enable that achievement. Furthermore, our focus on integrating the arts with academic instruction is an example of rigorous, progressive instruction often not afforded in low-income schools. Bronx Arts dedicated, committed staff of educators and professionals are representative of the school’s community and students and have a track record of success.

Miriam Raccah, Executive Director, joined Bronx Arts in 2015 and provides leadership to guide and support the school’s vision, is responsible for top-level administrative oversight, implements the organization’s strategic plan, and is ultimately responsible for ensuring organizational growth and sustainability.

Ms. Raccah has made a tremendous impact through more than fifteen years of thoughtful, visionary charter school leadership. Perhaps of specific interest to the U.S. Department of Education

regarding Grants for the Replication and Expansion of High-Quality Charter Schools, Ms. Raccah has significant experience in both replicating and expanding successful charter schools. She was the founder of Girls Preparatory Charter School (Girls Prep), NYC's first all-girls elementary charter school, which quickly became the top performing charter school in the district. Within seven years of launching, she created the Public Prep Network as a model for managing and designing high-performing, single-sex charter schools, supported Girls Prep's expansion to middle school, replicated to the Bronx, and won the charter for Boys Prep. In addition to her 15 years of charter school leadership, Ms. Raccah founded Urban Teaching Corps, a nonprofit organization dedicated to developing diverse, talented, committed future educators to teach urban youth and close the achievement gap.

Richard Gonzalez, Middle School Principal, joined Bronx Arts in 2017 and is responsible for the academic enterprise of the Bronx Arts expansion into grades 6-8, including curriculum development and implementation, personnel decisions, policymaking and student behavior, facilities oversight, budgeting and financial management, and legal compliance.

Mr. Gonzalez brings twenty-two years of education experience to Bronx Arts and will shepherd the expansion into grades 6-8. Mr. Gonzalez has a long relationship with urban public schools, having worked with underserved communities that battle with poverty and other related urban issues in Houston, Philadelphia and New York City. Prior to joining Bronx Arts, he served for five years as a Founding Principal at New Visions Charter High School for the Humanities II, which is just minutes away from Bronx Arts and serves a similar student population with comparable needs.

Brenda Daniels, Elementary School Principal, joined Bronx Arts in 2015 and supervises curriculum and instruction, including the Special Education department for Bronx Arts K-5 enterprise. During her tenure at Bronx Arts and according to the New York City Department of

Education, test scores have shown promising increases including a 3.9% increase in Math proficiency and a 12.8% increase in ELA proficiency.

Prior to joining Bronx Arts, Ms. Daniels worked to impact student learning in Brooklyn. At KIPP AMP Academy, she worked as the 5th grade special education coordinator and team leader. She previously served as the founding school director at Canarsie Ascend Lower School. Ms. Daniels earned a Bachelor of Arts in African American Studies from Columbia University, a master's degree in Elementary Special Education from Brooklyn College, and a master's degree in educational leadership from Bank Street College of Education.

Joy Jackson, Arts Director, is responsible for arts curriculum development, implementation and integration, and the supervision and evaluation of arts teachers.

Ms. Jackson is a native New Yorker with experience as a teaching artist and music educator in New York City preschools and elementary schools since 2001. Before joining Bronx Arts, Ms. Jackson served as the Managing Director of the Brooklyn Conservatory where she managed both teachers and administrative staff who collaborated to produce events, including a concert series, and build and maintain community partnerships. She has facilitated workshops at the National Association for the Education of Young Children's (NAEYC) National Convention in Washington DC as well as the local New Jersey Convention.

Ms. Jackson earned a Bachelor's Degree in Music Education from the Aaron Copland School of Music, and a Master's Degree in Early Education from Teacher U- Hunter College at the City University of New York (CUNY), where she focused on data driven instruction, curriculum writing, assessment and rubric design, and data analysis

Patricia Rooney, Director of Curriculum and Instruction, joined Bronx Arts in 2010, starting as the 2nd grade team lead and serving in that role for three years. She then transitioned to administration, becoming the Intervention Program Coordinator and Math Coach. In this role, Ms.

Rooney taught reading and math intervention groups, and revamped the reading intervention program to better target students' specific needs and increased the number of students served in the program.

Ms. Rooney is in her first year as the Director of Curriculum and Instruction. Prior to joining Bronx Arts, she spent eight years teaching 1st through 4th grades for the Archdiocese of New York in Washington Heights and Harlem. She earned a B.A. in Art History from Fordham University, and holds a master's degree in Childhood General Education from Bank Street College of Education.

Tiffney Jones, Finance Director, joined Bronx Arts in 2017, bringing more than 10 years of experience in financial controls and compliance. Her areas of expertise include budgeting, accounting, cost allocation, audit processes, risk management and staff oversight and management. Prior to joining Bronx Arts, she worked in Budget and Finance for several organizations including serving as the Director of Budget and Finance at Public Prep, a network charter school in New York City.

In preparation for a fall 2018 expansion into grades 6-8, Bronx Arts is in the process of recruiting a Director of Curriculum and Instruction (DCI) and teaching staff for grades 6-8, a critical step in curricular development. Teaching candidates must demonstrate content knowledge and the ability to teach students at different levels using a variety of strategies. In hiring for grades 6-8 we will continue to prioritize openness to collaboration and feedback, an appreciation for the arts, and New York State certification.

(iv) Management Plan

The Bronx Arts expansion from K-5 to K-8 is ultimately overseen by the Executive Director who is responsible for the strategic direction of the school. A 13-member Board of Trustees directly oversees the work of the Executive Director. Together, they set goals for each school year, conduct a 360 review each February to measure progress toward those goals, and organize an annual performance review at the end of the school year that includes goal-setting

for the following year. Additionally, the Executive Director and the Board chair speak weekly by phone to discuss progress, challenges and successes in an ongoing manner.

Reporting to the Executive Director, the Middle School Principal is responsible for the day-to-day operations of the school, including hiring. Mr. Gonzalez is in the process of interviewing candidates for the 2017-2018 year. Each year for the next three years, Bronx Arts will hire 11 teachers including one EL teacher, two Special Education teachers, four general education teachers and four arts teachers. Our recruitment effort prioritizes State Certified teachers who have worked with special populations, have experience writing units and curriculum that are aligned with the Common Core, and have experience enhancing their lessons with the Arts, an Artist or Art consumer.

In addition to onboarding 11 teachers for the 2018-2019 academic year, Bronx Arts will also hire two academic leaders dedicated to grades 6-8: a DCI responsible for writing and implementing a Common Core aligned curriculum, coaching teachers, and implementing a rigorous and effective assessment calendar; and a Dean of Students to implement BASS (described in greater detail on page 39), oversee student behavior, and extend the Bronx Arts culture through the expansion. For all new positions related to the expansion into grades 6-8, Bronx Arts is prioritizing candidates with demonstrated experience serving high proportions of *students with disabilities*, ELs, and *educationally disadvantaged* students.

(v) Quality of Applicant

As previously stated, Bronx Arts is one of the top performing schools in its district and has been recognized in New York State and nationally as an innovative, successful charter school.

Bronx Arts was the highest performing elementary school in New York City's CSD 8 for two consecutive years and consistently exceeds District, City and NY State averages on New York State examinations. The school had demonstrated particularly impressive results in recent years:

- Since 2013 we have seen an 18%-point increase in our school-wide performance on State-Wide Assessments; and
- Over the last three years, we have seen an 86% increase in English Language Arts (ELA) achievement and a 101% increase in math achievement.

(vi) Continuation Plan

In New York State, there are two funding streams available to support charter schools: state funding and philanthropy.

State Funding. In New York State, the per-pupil amount of charter school tuition, excluding funding for special education services, is determined by a formula defined in state education law. State legislation enacted in March 2014 provided an alternate funding formula for charter schools, adding incremental annual increases based on the 2010-2011 rate (\$13,527) of \$250 for 2014-2015, \$350 for 2015-2016, and \$500 for 2016-2017. As a result, charter school tuition in New York City for the current year is \$14,027 (\$13,527 plus the \$500 supplement). Per-pupil reimbursement for students with disabilities is higher (explained in more detail on page 43).

Despite their strong collective performance, New York State charter schools receive substantially less state funding than district schools. According to estimates by the New York City Independent Budget Office (IBO) estimates that charters are underfunded compared to

traditional district schools by \$1,145 to \$4,863 per pupil, depending on whether the school operates in public or private space.

Though Bronx Arts 6-8 grade expansion will leverage co-located public space, with the existing per pupil funding rate Bronx Arts would run significant operating deficits in the first two years of operation related to start-up costs associated with the school's phased expansion.

Because enrollment will be phased over three years, adding one 6th class annually until we reach capacity, Bronx Arts per-pupil revenue will not be sufficient to cover operating costs.

Philanthropy. Bronx Arts raises private funding from generous individuals, foundations and corporations. These private resources are critical to the school's ability to execute its mission and best serve students.

Fundraising will be particularly critical to ensuring the school's operations during the expansion into grade 6-8. Bronx Arts is seeking additional, diverse sources of revenue to ensure the expansion moves forward successfully and according to plan. Bronx Arts recently received a \$150,000 grant from the Charter School Fund and a \$325,000 grant from the Walton Family Foundation in general support of the expansion into grades 6-8, both tremendous statements of confidence and crucial funds to offset expansion-related deficits. Additionally, Bronx Arts has capital funding requests pending with the Bronx Borough President and our district's City Council Representative with decisions expected in June 2017.

Over the immediate- and medium-term, Bronx Arts has identified previous and prospective institutional funders (Tiger Foundation, Clark Foundation, Louis Calder Foundation, among others) with a stated interest in charter schools and is in the process of submitting requests for additional expansion-related funding.

Finally, with leadership from its Board of Trustees, Bronx Arts will seek to significantly increase philanthropic support from individual donors—who comprise 80% of all U.S. philanthropy—over the course of the grant period and beyond. To that end, the school hired a Director of Development with 15 years of experience in February 2018 to build an individual giving program and oversee the broader fundraising effort.

IV. APPLICATION REQUIREMENTS

(a) Roles and responsibilities of eligible applicant

Per the terms of our approved Charter, Bronx Arts is an independent, standalone nonprofit (501(c)3), public school governed by its all-volunteer, 13-member Board of Trustees, and managed by a leadership team of 10 that currently oversees 36 instructional and 14 administrative staff members (with the expansion into grades 6-8, Bronx Arts will a significant number of new positions including 26 new instructional staff—3 EL and 6 SETSS—over the next three years). Bronx Arts does not contract with a Charter Management Organization (CMO) and the Board of Trustees does not intend to enter into such a contract in the future.

The executive director is responsible for oversight of the day-to-date operations of the school and directly oversees the leadership team. Bronx Arts employs two principals—an Elementary School principal and a Middle School principal—who are responsible for academic implementation and oversight, including student behavior and academic success. Other leadership staff include: dean of students, arts director, director of operations, director of curriculum and instruction, director of finance, director of development and executive assistant. Compliance and operation duties are shared among these positions and overseen by the executive director.

(b) Quality controls agreed to between applicant and authorized public chartering agency

Bronx Arts has approved performance targets outlined in its charter contract that have been reviewed and agreed upon by the Board of Regents of the State of New York, our public chartering agency. The following goals are aligned to the New York State Performance Framework and were approved for the five-year charter term beginning July 1, 2015.

Bronx Arts Charter Specific Goals:

1. Bronx Arts students will exceed New York State (NYS) grade level learning standards for English Language Arts (ELA), math, science and social studies.
2. Bronx Arts teachers and families will report high-levels of satisfaction with the school.
3. Bronx Arts will operate in sound and stable financial condition.

Bronx Arts uses the following measures to assess annual progress toward achieving these goals.

Goal 1 Measures:

1. Each year, the unadjusted Mean Growth Percentile (MGP) for all Bronx Arts students will meet the unadjusted MGP for all NYS students.
 - a. Each year, the unadjusted MGP for Bronx Arts students receiving special education services will meet the average unadjusted MGP for students receiving special education services across New York State.
 - b. Each year, the unadjusted MGP for Bronx Arts' English language learners (ELs) will meet the average unadjusted MGP for ELs across NYS.
 - c. Each year, the unadjusted MGP for Bronx Arts; students eligible to receive free or reduced priced lunch (FRPL) will meet the average unadjusted MGP for students eligible to receive FRPL across NYS.
2. Each year, Bronx Arts' aggregate Performance Index (PI), which accounts for the number of students who are proficient or those making growth sufficient to achieve proficiency

within 3 years, on the ELA and math assessments will meet that year's effective Annual Measurable Objective Target (AMO).

- a. Each year, Bronx Arts' PI on the ELA and math assessments for students receiving special education services will meet the AMO for students receiving special education services.
 - b. Each year, Bronx Arts' PI on the ELA and math assessments for ELs will meet the AMO for ELs.
 - c. Each year, Bronx Arts' PI on the ELA and math assessments for students eligible to receive free- and reduced-price lunch (FRPL) will meet the AMO for students eligible to receive FRPL.
3. Each year, the percent of Bronx Arts students enrolled for two or more years attaining proficiency on the NYS assessments will meet the state average on the ELA, math and science state assessments.
- a. Each year, the percent of Bronx Arts students receiving special education services enrolled for two or more years attaining proficiency on the New York State assessments will exceed the state average for students receiving special education services on the ELA, math and science assessments.
 - b. Each year, the percent of Bronx Arts' ELs enrolled for two or more years attaining proficiency on the NYS assessments will exceed the state average for ELs on the ELA, math and science assessments.
 - c. Each year, the percent of Bronx Arts students eligible to receive FRPL enrolled for two or more years will exceed the state average on the ELA, math and science state assessments.

4. Each year, Bronx Arts will attain a statistically significant positive effect size on the state ELA and math exams according to a regression analysis controlling for prior academic performance and student characteristics as indicated by official state reports.
5. Each year, the percent of Bronx Arts students enrolled for two or more years and attaining proficiency on NYS assessments will exceed the district average.
6. Each year, K-2 grade level cohorts will achieve at or above the 50th Normal Curve Equivalency (NCE) percentile on each tested subject of the Terra Nova exam. If this benchmark is not met, grade-level cohorts will increase their average percentile rank by at least one-half the difference between the previous year's rank and the 50th Normal Curve Equivalent (NCE).
7. Each year, Bronx Arts will be in good standing under the state's No Child Left Behind accountability system.

Goal 2 Measures:

1. Each year, 90% or more of eligible families will choose to re-enroll their students at Bronx Arts for the following year, with the exception of families who are relocating.
2. Each year, 90% or more of Bronx Arts families will report satisfaction with their child's education.
3. Each year, 75% or more of Bronx Arts teachers will report satisfaction with the school.
4. Annual teacher turnover will not exceed 30%.

Goal 3 Measures:

1. Each year, Bronx Arts will have clean audits absent of any cited issues.
2. Each year, Bronx Arts will cover its expenses and operate without deficit.

(c) Parent and stakeholder feedback on implementation and operation.

Each year, parents, teachers, and students are surveyed by the NYC DOE to collect important information about each school's ability to support student success. Bronx Arts uses survey feedback to reflect and improve. NYC DOE includes several questions aimed at measuring, "Strong Family-Community Ties," the extent to which each school "forms effective partnerships with parents and outside organizations to improve the school." Bronx Arts significantly outperforms the district and the City in this metric, with 95% of parents responding positively (results are public and can be found by visiting:

<https://tools.nycenet.edu/guide/2017/#dbn=84X730>). The decision to expand Bronx Arts from a K-5 to K-8 operation after 15 years of operation is a direct response to community need and parents', teachers', community partners' and key stakeholders' sustained confidence.

(d) Planned activities and expenditures of funds to support activities described in section 4303(b)(1) of the ESEA, and financial sustainability after the grant period per section 4303(f)(1)(C)(i)(V) of ESEA.

Bronx Arts maintains a reserve to support the charter school facilities in compliance with section 4303(b)(1) of the ESEA. If awarded, no portion of the awarded funds would be allocated to the organization's reserve.

Bronx Arts is a single school operator requesting funds to expand from a K-5 to K-8 school, not a State entity, and will not award subgrants.

(e) A description of how applicant will support the use of effective parent, family, and community engagement strategies to operate.

Bronx Arts is committed to reaching and engaging our entire community. The school translates all collateral including brochures, enrollment applications and other marketing materials, into various languages to ensure our diverse community is aware of and has access to

Bronx Arts programming. Additionally, we conduct Open House events with translators to share information on programs and offerings, and to conduct tours of the school in multiple languages. Bronx Arts has placed advertisements in high-traffic MTA bus shelters throughout Hunts Point and surrounding neighborhoods notifying the community about the expansion into 6-8 grade and the corresponding lottery to drive traffic.

Parent & Family Engagement: In addition to information dissemination to parents and families through multi-lingual collateral, Bronx Arts has built a robust strategy to engage parents in their children’s education and the broader life of the school. Bronx Arts has intentionally created opportunities that are convenient for working parents and span the entire school year:

- **Back-to-School Night & Family BBQ (annual):** Bronx Arts invites students and their families to the school to welcome new families into the community and celebrate the beginning of a new school year. We serve food free-of-charge,
- **Community Meeting (weekly):** Every Friday morning, families are invited to join Bronx Arts students, teachers and staff who begin the day by discussing school happenings, recognizing individual student achievement, discussing lessons learned by the “word of the week” (recent examples include Confidence, Unity, Dedication), and unveil the next week’s word and definition. Twice monthly Bronx Arts streams Community Meeting via Facebook Live to ensure parents and families can conveniently participate if they are unable to attend.
- **Bi-Annual Parent Teacher Conferences (PTC):** Bronx Arts offers in-person PTCs twice annually during which teachers inform parents about their child’s academic progress, general behavior and overall socialization. The school

averages over 90% parent participation annually. In some cases, teachers may request or offer a third PTC if necessary or beneficial for individual students.

- **Parent Teacher Calls (monthly):** Bronx Arts teachers keep monthly call logs and are expected to call at least 50% of their students' parents each month to provide feedback and updates on progress.
- **Parent Teacher Organization (PTO):** Bronx Arts maintains a PTO that acts as a point of entrée for parents to connect directly with teachers and school administrators and liaises with the broader community on behalf of parents.
- **Literacy & Math Nights (annual):** each fall, Bronx Arts invites families to campus for an evening to highlight and encourage literacy and offer parents strategies and tools to reinforce and support the lessons students learn in school at home. The school hosts a volunteer from the Public Library and runs different activities in each classroom. Bronx Arts hosts families every spring for a similar event that highlights math, enabling family members to understand and reinforce classroom learning to best support their children. Literacy and Math Night will continue to be offered on the Bronx Arts 6-8 grade campus.
- **Student Performances:** In addition to providing rigorous arts instruction, Bronx Arts incorporates student performances—opportunities for students to apply knowledge, showcase their talent, and build confidence—into its annual calendar.
 - Annual Winter Concerts – two musical performances each winter, one for K-2 students and one for 3-5 grade students.
 - Annual Spring 3-5 Grade Musical – the Arts Director and Arts teachers collaborate to adapt age-appropriate musicals (*Aladdin* in 2017, *Lion King*

in 2018), students audition and are assigned roles based on skill, and the production is staged in two performances at Hostos Community College in the Bronx, one in the evening and one during the day to accommodate the varied schedules of working parents.

- Annual K-2 Spring Review – a choral performance to showcase younger students that prepares them for future performances.
- Bi-annual After School Showcase – project-based performances showcasing the in-depth skills gained from intensive after school programming.
- **Social Media (ongoing):** Bronx Arts maintains active social media accounts—Instagram, Facebook, Twitter—to enable families to conveniently interact with the school and share news with their personal networks.
- **Hispanic Heritage Month Celebration (annual mid-October):** a bilingual celebration honoring Hispanic heritage, cultures and art.
- **Black History Month Celebration (Annual February):** 3-5 grade students read Dr. Martin Luther King Jr.’s “I Have a Dream” speech and work with teachers to write speeches and practice public speaking. Students are selected by teachers to deliver their speeches at weekly Community Meetings.
- **Bronx Arts Thanksgiving Family Potluck (annual late-November):** students and families join leadership, teachers and staff to celebrate the holiday.

Community Engagement: Bronx Arts has long-standing relationships within Hunts Point and the broader South Bronx. The school acts as a community partner in showcasing the artistic value, talent and history of the South Bronx, and engages professional artists. By

expanding from K-5 to K-8, more students, families and community members will be able to participate in Bronx Arts' programming and interact directly with artists engaged by the school.

Bronx Arts' offers a signature program called "CAF+E" that builds community and increases exposure to the arts by bringing artists to the school and inviting families and neighborhood residents to view their work. The program extends Bronx Arts' rigorous arts focus beyond the classroom by using the creative forms of visual arts, dance and music to explore how societal issues impact the daily lives of our students, their families, and our community. The focus for the 2016-2017 school year was Spoken Word, for 2017-2018 the focus is Beat Making.

Bronx Arts also partners with local community-based organizations such as the Hunts Point Alliance for Children, Casita Maria, Bronx Arts Ensemble and The Point to serve our students and families. The school also partners with local businesses and government officials focused on children, immigrant populations, and low-income families to ensure our students and their families are aware of and can access all available resources.

(f) Transportation needs of students

Transportation is provided through the NYC Department of Education (NYC DOE) for all children who live more than half a mile from the school. This may take the form of Metro cards for public transportation or the traditional yellow school bus. Eligibility for yellow bus routes is determined by the NYC DOE. Bronx Arts does not independently make alternative policies or have the ability to impact the transportation provided by the NYC Department of Education. Although the bus drivers and dispatchers try their best daily to ensure students' timely arrival at their home stop, safety, not timeliness, is their primary concern.

(g) Supporting all students once they are enrolled to promote retention, including by reducing the overuse of discipline practices that remove students from the classroom

The Board of Trustees regularly receives both quantitative and qualitative information on school culture and monitors the school's efforts to maintain a positive school environment for all students and families.

Through 15 years of operating a high-quality K-5 charter school, Bronx Arts has created comprehensive systems and protocols to reduce student disruption and misconduct, adapted from the NYC DOE's Citywide Standards of Intervention and Discipline Measures. These systems and protocols support and reinforce positive behavior and enhance children's character development while helping them succeed, while exclusionary practices such as in-school suspension, out-of-school suspension, expulsions, and referral to law enforcement officials are kept to a minimum.

Bronx Arts staff members are responsible for addressing inappropriate student behavior that disrupts learning and maintaining a safe environment. Administrators, teachers, counselors, and other school staff engage students in interventions and prevention strategies that address poor student behavior and discuss these strategies with parents.

In order to promote positive behavior and reduce the loss of instructional time, Bronx Arts established a school-wide, tiered framework of behavioral support and intervention—PBIS (Positive Behavioral Interventions and Supports)—that follows the Responsive Classroom framework and outlines the school's rules and expectations and ensures delivery of consistent and logical consequences. Intervention and prevention approaches include guidance support and services that address personal and family circumstances and social/emotional learning, such as conflict resolution, peer mediation, negotiation, anger management, stress management, and/or communication skills acquisition. Additionally, Bronx Arts uses alternate instructional materials and/or methods, enrichment services, alternate class placement, as appropriate. In appropriate

cases, staff members will develop functional behavioral assessments and behavioral intervention plans as an early intervention strategy and review with parents and students.

Ultimately, Bronx Arts promotes a positive school culture and climate that enables students to grow socially and academically. School employees take a proactive role in nurturing students' pro-social behavior by providing them with a range of positive behavioral supports as well as meaningful opportunities for social emotional learning. Effective social emotional learning helps students develop fundamental skills for life effectiveness, including recognizing and managing emotions; developing caring and concern for others; exercising tolerance; making responsible decisions; and handling challenging situations constructively and ethically. These skills help prevent negative behavior and the disciplinary consequences that result when students do not comply with behavioral standards.

Students with Disabilities: The school ensures fair and equitable treatment of students and does not engage in practices that allow for different treatment and disparate impact such as selective enforcement. The school's student Code of Conduct and disciplinary policy prohibits discrimination based on race, color, and national origin according to Title IV and Title VI of the Civil Rights Act of 1964. The disciplinary policy and practices are also in compliance with Federal and State education laws which prohibit discriminatory discipline based on disability, religion, and sex. The school's disciplinary policy is also in compliance with the New York State Education Department regulations.

If, at any time, school officials suspect that a student's difficulties may be the result of a disability and require education services, the Leadership Team and teacher(s) will immediately meet to review his/her past behavior issues and to determine if the student should be referred to

the New York City Committee on Special Education (CSE). The CSE will then follow their established procedure for assessing the child for a possible disability.

Bronx Arts intervention and prevention strategies engage students and give them a clear sense of purpose. Bronx Arts staff members facilitate students' academic and social-emotional growth and assist them in following school rules and policies. These successful practices will continue to be implemented through the expansion into grades 6-8, though adapted to ensure they are age-appropriate.

Expansion: cognizant of developmental changes and the ambitious expectations for the 6th grade, Bronx Arts has developed BASS (Bronx Arts Soaring Scholars), a Positive Behavior Intervention System that builds on our existing model to promote our values, monitor students' compliance, and reward their efforts and mastery. BASS encapsulates the basic tangibles of scholarly behavior as well as the intangibles that are just as important (self-respect, motivation, etc.). The acronym BASS not only stands for Bronx Arts Soaring Scholar but also clarifies the qualities our 6-8 grade students will be expected embody: “**B**e your best, always, **A**ttend school each day, **M**aintain **S**elf-respect, **S**ucceed academically.” Throughout the year these qualities will be modeled by all Bronx Arts staff and reviewed at Friday morning Community meetings, morning announcements, and in the general culture of the school. Our 6-8 grade students will be expected to employ these qualities appropriately in their classrooms, rehearsals, in performances, and externally in spaces owned or occupied by community partners, such museums, galleries and nonprofit organizations. Students' BASS compliance will result in a letter grade, adding a quantifiable measure for accountability.

(h) Budget autonomy including personnel decisions

Per the terms of our approved charter, the Board of Trustees has discretion over Bronx Arts' budget. The Board employs a Finance Committee to oversee fiscal oversight of the school. This committee is comprised of Trustees who have expertise relevant to monitoring all fiscal activities. The Finance Committee generally convenes once a month, reviews all financial reports produced by the Director of Finance and discusses near- and long-term financial projections and needs. At each Board meeting, the Finance Committee and Director of Finance provide a detailed update on the school's financial position. The Board of Trustees receives training as necessary to ensure that they understand their fiduciary responsibility. Training may differ for each board member, but may include orientation by more experienced Board members, attendance at financial oversight trainings and meetings with school finance staff to understand day-to-day financial activities. In addition, Bronx Arts is transparent with its financial information. Staff, families and other interested parties have access to Bronx Arts' financial records, to the extent required by law. We believe this provides an added safeguard and high standard of fiscal responsibility.

With a deep understanding of its fiscal oversight responsibilities, the Trustees provide long-term fiscal oversight through appropriate planning processes. The Finance Committee reviews the budget, coordinates with the Development Committee, provides feedback and manages finalization of the budget before it is presented to the full Board. Use of the school's reserve accounts is also at the full discretion of the Board.

To prepare the annual budget, the Director of Finance and Executive Director review each line item. All expenses essential for student academic achievement are determined and included in the budget, such as instructional staff salaries, curriculum materials, laptops and other equipment. Necessary operating expenses, such as rent, utilities and supplies, are also

outlined and included in the budget. To arrive at these costs, the Director of Finance projects staff salaries, surveys vendors, reviews the lease, and adjusts all current costs for smaller items upwards by an inflation factor. Areas where costs can be cut are identified, and any remaining funds are allocated to expanding programs or new initiatives.

Once drafted, the budget is reviewed by the Finance Committee. Recommendations made by the Finance Committee are incorporated into the budget, and a second draft is prepared. This process continues until the Finance Committee approves the budget, which is then distributed to the entire Board for their review and approval. Each year, the Trustees approve the final budget before the new fiscal year begins, and a copy of the approved budget is immediately submitted to the New York State Education Department (NYSED).

(i) Recruiting, enrolling and retaining students including *children with disabilities*, Els and other *educationally disadvantaged students*

As previously stated, Bronx Arts receives significantly more applications annually than the school can accommodate with available seats. Of our 320 students, Bronx Arts enrolls significant numbers of *students with disabilities*, English learners (ELs) and *students who are economically disadvantaged* each year:

| | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|-----------------------------------|------------------|------------------|------------------|------------------|
| Students with Disabilities | 19% | 20% | 21% | 20.5% |
| ELs | 11% | 15% | 16% | 18.5% |
| Economically Disadvantaged | 90% | 84% | 74% | 94% |

To ensure we continue to recruit, enroll and retain *students with disabilities*, ELs and other *educationally disadvantaged students* through the expansion into 6-8 grades, Bronx Arts will continue to implement its proven strategies.

English Language Learners (ELs)

Bronx Arts is located in Hunts Point, a diverse community where approximately 60% of families speak a language other than English. Accordingly, the school employs a full-time EL teacher and several staff members who are fluent in Spanish, engages translators to effectively communicate with families of ELs who speak West African languages throughout the year, and ensures that translators or fluent staff members are on hand for all parent teacher conferences throughout the year.

Bronx Arts translates all collateral and promotional materials into Spanish and engages in multi-lingual outreach to ensure Hunts Point families are aware and have access to this high-quality charter school, including:

- Multilingual advertisements in local media including newspapers, websites and radio which impart details of the school program including information on the programs for ELs, students with disabilities and economically disadvantaged students;
- Distribution of multilingual brochures, enrollment applications and other marketing materials with community partners and local businesses;
- Direct mail to all households in the surrounding communities with school-aged children;
- Neighborhood canvassing (posting flyers in surrounding neighborhoods and engaging community parents to complete admissions applications) including intentionally targeting neighborhoods with high concentrations of ELs and economically disadvantaged students;
- Host multilingual open house events to share information on the school programs and conduct tours of the school in multiple languages;
- Host and publicize numerous, annual community events such as the annual musical and back-to-school BBQ and block party; and

- Conduct targeted outreach to local pre-school and daycare providers as well as community partners.

Bronx Arts meticulously tracks these activities taking note of the date, time, location and other pertinent details of each community, business, organization and housing development visited or mailed for ongoing engagement and replication in future years, as well as to analyze the effectiveness of outreach and make changes as needed.

Students with Disabilities

To recruit students with disabilities effectively, Bronx Arts has identified and built relationships with local daycare centers, early childhood centers, clinics and service providers that work with the families of students with disabilities old enough to attend the school. Bronx Arts has built strong referral relationships to several organizations by sending a recruitment materials and scheduling school visits to connect providers and families to the school. During these visits, Bronx Arts shares the school's approach to serving students with disabilities, which includes our effective ICT and SETSS model, multi-level supports from a team of eight special education teachers, and access to afterschool and Saturday academic programs for additional support. Bronx Arts teachers and administrators actively monitor the performance of students eligible for special education services and adjust services and school resources to ensure that their needs and IEPs are met.

Economically Disadvantaged Students

According to U.S. Census data, in the Hunts Point section of the Bronx, the median family income is \$27,312, 36.9% of residents—including 49% of children—live below the poverty line, and over 35% of families subsist on under \$15,000. In addition, more than 60% of adults 25 and older do not have a high school diploma as compared to one third of adults in the

Bronx. As a result, Bronx Arts’ general recruitment efforts discussed above consistently attracts a high number of economically disadvantaged students.

(j) Ensuring eligible *children with disabilities* receive a free appropriate public education

In New York State, schools bill the New York State Education Department for additional funds (in addition to the per pupil rate) to serve eligible *students with disabilities* based on a tiered formula based on the number of minutes the school must provide:

| Billing Category | Elementary (K-6) | Middle/High (7-12) |
|------------------|---|--|
| <20% | Under 300 Minutes | Under 330 Minutes |
| 20%-60% | 300- 899 Minutes EXCEPTION For grades 4 - 6 operating on a period schedule: <ul style="list-style-type: none"> • 180 + minutes AND, • At least 5 times a week of special education services | 330 - 1049 minutes EXCEPTION <ul style="list-style-type: none"> • 180 + minutes AND, • At least 5 times a week of special education services |
| >60% | 900+ Minutes | 1050+ Minutes |

Schools bill for services that the school is providing directly to students as mandated by a final Individual Education Program (IEP). If you are providing services that are not mandated in a final IEP, you cannot bill for these services.

Schools bill for services during the timeframe that the school is providing services directly to the student. For example, if the IEP was in place for September but the school started providing services directly in November, the schools bills for special education services starting in November.

Schools are not allowed to bill for services that are being provided by the Department of Education.

(k) How each school that will receive funds meets the definition of *charter school* under section 4310(2) of the ESEA as well as how the autonomy and flexibility granted is consistent with the definition of *charter school*

Bronx Arts is a non-sectarian, tuition-free, public charter school authorized by the Board of Regents of the State of New York that complies with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the “Family Educational Rights and Privacy Act of 1974”), and part B of the Individuals with Disabilities Education Act.

Each year, in compliance with section 4310(2) of the ESEA, Bronx Arts holds a lottery that is open to the public, between March 15th and April 15th. Students are notified of acceptance immediately. Each year, the lottery is held for each grade. If there are no anticipated vacancies for a grade, the lottery determines the order of the wait list. Within each grade level, applications are sorted into the following categories:

1. Applicants who are siblings of students currently enrolled at Bronx Arts.
2. Applicants who live in CSD 8.
3. Applicants who live in New York City.
4. All other applicants living in New York State.

The first draw in each grade is for siblings of current students. The second draw is for non-siblings who live in District 8. The third draw is for students who live in New York City. The

fourth draw is for students living outside of New York City. The wait list is formed in order of the draws.

Proof of grade eligibility (i.e. report card, progress report, letter from school, etc.) is required upon enrollment for grades 1-5. Applications submitted for the wrong grade will not be honored; applicants who apply for the wrong grade will be moved to the bottom of the waitlist for the correct grade. A child must be 5 years old by December 31, of the respective school year to be eligible for application to Kindergarten.

In the event that a student withdraws from Bronx Arts, an invitation to attend the school is sent to the first student on the waiting list for the grade level of the withdrawn student. If that student declines, the next student on the waiting is invited to attend the school. This process continues until a student accepts the invitation. Students who decline an invitation to attend Bronx Arts are removed from the waiting list. Waiting lists will not be carried over from year to year, but instead will be determined on an annual basis from students who were not selected from the annual admission lotteries and on a first come first serve basis based on the date of filing the application. If a newly-admitted student has a sibling, the sibling will go to the end of the sibling waiting list for his or her grade. In emergency situations, students may temporarily withdraw and be reenrolled at Bronx Arts. For example:

- If a child requires extended medical care and is being provided with educational services at a rehabilitation center;
- If a child is abducted or temporarily relocated and enrolled in school in another state, then returns to New York City.

Bronx Arts undergoes an independent audit annually; meets all applicable Federal, State, and local health and safety requirements; operates within State law; and has a written performance contract that includes a description of how student performance is measured.

(l) Singlesex Educational Programs

N/A Bronx Arts is a coeducational educational institution.

(m) Waivers

N/A Bronx Arts is not requesting waivers.

(n) Logic Model

| Goals | Outcomes |
|---|--|
| <p>Goal 1: expand from K-5 to K-8, more than doubling enrollment and adding 375 high-quality charter school seats</p> | <p>Outcome 1a: add a grade level each year until reaching capacity in 2020-2021</p> <p>Outcome 1b: retain a minimum of 95% of 6-8 grade students each year</p> |
| <p>Goal 2: support high-need students by increasing access to educational choice</p> | <p>Outcome 2a: Each year, Bronx Arts will enroll a proportion of <i>students with disabilities</i> equal to or greater than the District middle school.</p> <p>Outcome 2b: Each year, Bronx Arts will enroll a proportion of EL students equal to or greater than the District middle school.</p> <p>Outcome 2c: Each year, Bronx Arts will enroll a proportion of <i>educationally disadvantaged students</i> equal to or greater than the District middle school.</p> |
| <p>Goal 3: provide a rigorous, arts-focused curriculum that enables students to succeed academically and artistically, and closes the achievement gap.</p> | <p>Outcome 3a: Each year the percentage of Bronx Arts 6-8 grade students scoring at or above Level 3 on New York State math and ELA exams is equal to or greater than the New York State average.</p> <p>Outcome 3b: Bronx Arts 6-8 grade students enrolling directly from Bronx Arts K-5 will reach 76% proficiency on State exams by the final year of the grant period.</p> <ul style="list-style-type: none"> • In the 2018-2019 academic year students will score an average proficiency of 60% in ELA and math • In the 2019-2020 academic year: students will score an average proficiency of 64% in ELA and math |

| | |
|--|--|
| | <ul style="list-style-type: none"> • In the 2020-2021 academic year: students will score an average proficiency of 68% in ELA and math • In the 2021-2022 academic year: students will score an average proficiency of 72% in ELA and math • In the 2022-2023 academic year: students will score an average proficiency of 76% in ELA and math <p>Outcome 3c: Bronx Arts 6-8 grade students enrolling from <i>different feeder schools</i> will demonstrate annual increases of at least 4% in proficiency on State exams during each year of the grant period.</p> |
| <p>Goal 4: Support students and prepare them to gain entrance to the high school of their choice.</p> | <p>Outcome 4a: 100% of Bronx Arts 6-8 grade students gain entrance to the high school of their choice (the inaugural 6th grade class will enter 2018-2019, entering high school in the 2021-2022 academic year, so Bronx Arts will report on high school entrance data in years 3 and 4 of the grant).</p> <p>Outcome 4b: a minimum of 95% of 6-8 grade students surveyed indicate they plan to attend college following high school graduation.</p> |
| <p>Goal 5: Recruit, hire and retain high-performing teaching staff.</p> | <p>Outcome 5a: Bronx Arts will average at least 80% year-over-year teacher retention, and 70% three-year teacher retention over the grant period</p> <p>Outcome 5b: a minimum of 80% of Bronx Arts 6-8 grade teachers will respond to the NYC School Survey annually</p> <ul style="list-style-type: none"> • An average of 85% will agree or strongly agree on the Peer Collaboration metrics • An average of 85% will agree or strongly agree on the School Commitment metrics • An average of 85% will agree or strongly agree on the Effective School Leadership metrics • An average of 85% will agree or strongly agree on the Trust metrics |
| <p>Goal 6: Reach fiscal sustainability</p> | <p>Outcome 6a: annual student enrollment is within 95% of planned expansion:</p> <ul style="list-style-type: none"> • In the 2018-2019 academic year Bronx Arts will enroll 375 sixth grade students (375 total) • In the 2019-2020 academic year Bronx Arts will enroll 375 sixth grade students, 375 seventh grade students (250 total) • In the 2020-2021 academic year Bronx Arts will enroll 375 sixth grade students, 375 seventh grade students, and 375 8th grade students (375 total) |

| | |
|--|---|
| | <ul style="list-style-type: none"> • In the 2021-2022 academic year Bronx Arts will enroll 375 sixth grade students, 375 seventh grade students, and 375 8th grade students (375 total) • In the 2022-2023 academic year Bronx Arts will enroll 375 sixth grade students, 375 seventh grade students, and 375 8th grade students (375 total) <p>Outcome 6b: annual independent financial audits result in no major findings.</p> |
|--|---|

(o) Audited Financial Statements

Bronx Arts 2016-2017 independent audit resulted in no major findings. Please see Appendix F Supplemental Organizational Budgets and Financial Information.

V. ADDITIONAL APPLICATION REQUIREMENTS FOR CDFR 84.282E

APPLICANTS

(a)

(1) Demonstration the school is treated as a separate entity by its authorized public chartering agency

Please see Appendix A Charter School Program Assurances.

(2) Student assessment results for all students and for each subgroup of students described in section 1111(c)(2) of the ESEA

As evidenced by the New York State Report Card, a public document found in Appendix E Schools Operated by the Applicant and Student Academic Achievement or by visiting <https://data.nysed.gov/reportcard.php?year=2017&instid=800000055808>, Bronx Arts students outperform District, City and New York State averages in reading and mathematics generally and in 4th grade (Bronx Arts first class 8th grade will test in 2021-2022):

| | All Students ELA Proficient | All Students Math Proficient | 4th Grade ELA Proficient | 4th Grade Math Proficient |
|-------------------|------------------------------------|-------------------------------------|--|---|
| Bronx Arts | 62% | 56% | 58% | 55% |

| | | | | |
|------------------------------|--------------|--------------|------------|------------|
| District Zoned School | 23% | 27% | 18% | 29% |
| NYC | 41% | 43% | 40% | 42% |
| NYS | 39.8% | 40.2% | 41% | 43% |

(3) Attendance and student retention rates for the most recently completed school year

As evidenced by the New York State Report Card, a public document found in Appendix E Schools Operated by the Applicant and Student Academic Achievement or by visiting <https://data.nysed.gov/reportcard.php?year=2017&instid=800000055808>, Bronx Arts annual attendance rate in 2016-2017 was 98%.

(4) Information on significant compliance and management issues encountered within the last three school years by the existing charter school, including in the areas of student safety and management

N/A Bronx Arts has not had any significant compliance or management issues in the last three school years, including in the areas of student safety and management.