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Applicant Background

Building Responsible Intelligent Creative Kids (BRICK) is a nonprofit, 501(c)(3) single-school charter operator located in Newark, New Jersey, just eight miles from Manhattan. The charter's name pays homage to Newark's nickname, "Brick City", while elevating the moniker to new heights and new meaning for inner-city children, parents, and families of New Jersey's largest city. BRICK aims to place all children on a positive life trajectory by providing students with the academic and character skills they need to be college-ready and by addressing the elements of adversity that impede their academic success so they can all become successful adults. BRICK's impact and reach does not stop with the end of the school day. BRICK strives to create a sense of community participation not just in its schools but also in each school's neighborhood to broaden opportunity and services that can improve the focus on education.

BRICK is unique in that it works both within the traditional public-school structure and also in public charter schools in the South Ward of Newark. Since 2010, BRICK has successfully turned around student academic performance at two traditional public Pre-K-8 schools that are part of the Newark Public School district—BRICK Peshine Academy and BRICK Avon Academy, both of which it continues to manage—and has achieved great success with each as evidenced by the student academic results provided in Section V. Emboldened by these achievements and confident it could replicate these successes to benefit more educationally disadvantaged students, **in 2017, BRICK launched its first open-enrollment charter school, Achieve Community Charter School (ACCS)**, which has also been recognized for its unique combination of academics and support services to students, parents/caregivers, and families.

This history of success in turning around chronically underperforming schools and operating its own successful charter has energized BRICK, spurring it to create a **multi-year plan for**

replicating the accomplishments of its model in its existing location as well as in two additional regions in neighboring states. As BRICK replicates, the charter management organization will be known as Achieve Community Charter Network (ACCN). ACCN's **mission** is to build innovators who graduate college-ready to solve the world's next set of challenges. ACCN's **vision** is to provide a PreK-12 continuum that fosters the individual needs of students as they develop the skills, character, and values that will prepare them for college and empower them to use their unique perspective as an asset to shape our country's future.

BRICK is confident that it has the level of dedicated and experienced **leadership**, a proven track record of community and family **partnership**, and an established base of external, high-quality, charter network **mentorship** to replicate its success and expand its impact to additional cities, regions, and states.

Competitive Preference Priority 1: BRICK Supports High-need Students by Increasing Access to High-quality Educational Choice

BRICK serves children and families exposed to significant adverse childhood experiences and toxic stress¹ through a **two-generation evolving, comprehensive, interlocking network of education, social services, and community-building programs** (see page 14 for additional detail on these fundamental program components). BRICK's long-term strategy seeks to follow these students from cradle to college and career and to bring a transformative force into the entire

¹ **Toxic stress** response can occur when a child experiences strong, frequent, and/or prolonged adversity—such as physical or emotional abuse, chronic neglect, caregiver substance abuse or mental illness, exposure to violence, and/or the accumulated burdens of family economic hardship—without adequate adult support.

neighborhood in which each BRICK school is located.

BRICK's turnaround approach has **demonstrated success supporting high-need students** through its management of two traditional public schools, BRICK Peshine Academy (seven years) and BRICK Avon Academy (five years). Current, 2017-18 demographics for these two schools, as well as for BRICK's single charter, Achieve Community Charter School (ACCN) are summarized in the graphic at right.

Indicators	BRICK Avon	BRICK Peshine	ACCS (Charter)	State
Total Enrollment (PK-8)	510	743	63	1.41M
Race/Ethnicity:				
Black or African American	90.0%	89.8%	98.4%	15.7%
Hispanic	9.6%	9.8%	1.6%	27.8%
White	0.0%	0.0%	0.0%	44.6%
Other	0.4%	0.4%	0.0%	11.8%
Economically Disadv.	85%	83%	92%	38%
Students with Disabilities	18.4%	23.8%	7.9% ¹	17%
English-lang. Learners	1%	3%	0.0%	6%
Home Language:				
English	99.8%	99.6%	100.0%	75.5%
Spanish	0.0%	0.0%	0.0%	15.2%
Other	0.2%	0.3%	0.0%	8.5%
Homeless Students	2%	2%	1%	1%
Students in Foster Care	1%	1%	3%	0%

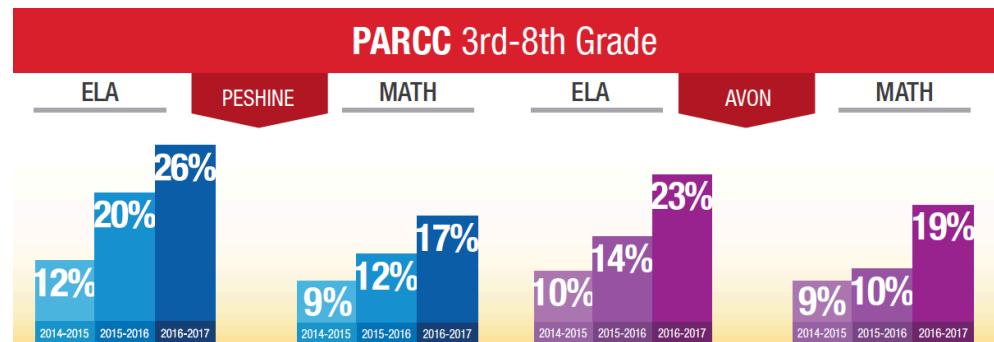
From this data, it is clear that **BRICK serves a more educationally disadvantaged population than does the state as a whole**—as much as 6.26 times the percent of Black or African American students, and as much as 2.4 times the percent of economically disadvantaged students. **In addition, BRICK serves a larger percentage of students with disabilities, homeless students, and students in foster care than does the state overall.**

BRICK's approach has proven that demographics are not destiny by consistently increasing student achievement on the nationally normed Common Core Assessment, PARCC², at its two schools with tested grades as illustrated in the graphic on the following page.

² PARCC replaced existing statewide tests in 2014-15. Therefore, these graphics show all three years of available PARCC data.

BRICK's success

story is not
completely told
by looking only at
“percent passing”



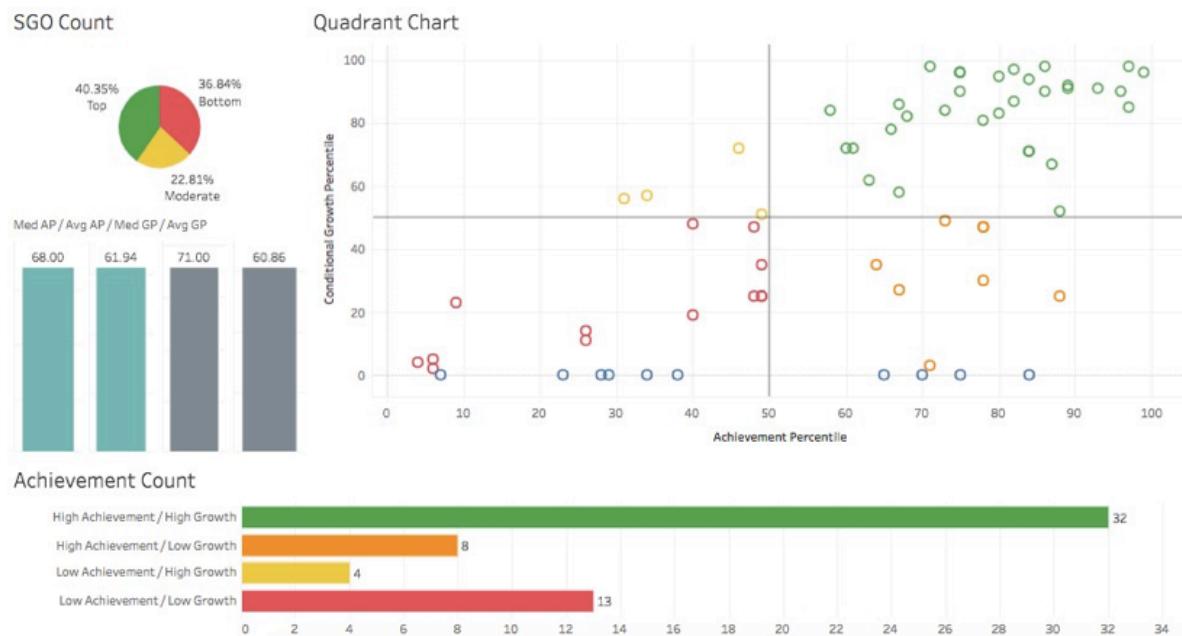
numbers. When considering the percentage point gains and the resulting percent *increases* in the numbers of students succeeding on PARCC, BRICK has improved achievement to the following

degrees of magnitude
from 2014-15 to
2016-17.

PERIOD OF INCREASE	BRICK Peshine		BRICK Avon	
	ELA	Math	ELA	Math
2014-15 to 2015-16	+8 points = +67%	+3 points = +33%	+4 points = +40%	+1 point = +11%
2015-16 to 2016-17	+ 6 points = +30%	+5 points = +42%	+9 points = +64%	+9 points = +90%
2014-15 to 2016-17	+ 14 points = +117%	+8 points = +89%	+13 points = +130%	+ 10 points = +111%

Through Achieve Community Charter School, BRICK has achieved the following results in Literacy and Mathematics as evidenced by student performance on the NWEA MAP (Measures of Academic Progress) in only one year of operation:

Literacy Achievement



Mathematics Achievement



These MAP scores demonstrate student achievement relative to student growth. **Within one year of operation Achieve will have met its organization benchmark on the NWEA/MAP. Over 35% of students in Math and Literacy are achieving in the top percentile over their nationwide peers. In addition, according to Strategic Teaching and Evaluation of Progress exam (STEP), 90% of students at Achieve Community Charter School are reading on grade level.**

With the support of CSP Developers grant funding, BRICK will replicate its model, thereby increasing access to high-quality educational choice for high-need students in Newark, NJ; the Bronx/NYC, NY; and Bridgeport or New Haven, CT. Over the five years of the CSP

INDICATOR	2018-19	2019-20	2020-21	2021-22	2022-23
# States Impacted	2 NJ, NY	2 NJ, NY	2 NJ, NY	3 NJ, NY, CT	3 NJ, NY, CT
# Schools in Network	3	4	5	7	7
Schools by Region, Grant Year, and Year of Operation	Newark 1 (Year 2) Newark 2 (Year 0) Bronx 1 (Year 0)	Newark 1 (Year 3) Newark 2 (Year 1) Bronx 1 (Year 1) Bronx 2 (Year 0)	Newark 1 (Year 4) Newark 2 (Year 2) Bronx 1 (Year 2) Bronx 2 (Year 1)	Newark 1 (Year 5) Newark 2 (Year 3) Bronx 1 (Year 3) Bronx 2 (Year 2)	Newark 1 (Year 6) Newark 2 (Year 4) Bronx 1 (Year 4) Bronx 2 (Year 3)
# Charter Students	225	675	1,200	1,800	2,675
Year's Growth	+50%	+200%	+77%	+50%	+49%
Estimated %/# Minority Students	98%	98%	98%	97%	97%
Estimated %/# Students with Disabilities	220	661	1,176	1,746	2,594
Estimated %/# Economically Disadvantaged Students	18%	18%	18%	18%	18%
	40	121	216	324	481
	90%	90%	90%	90%	90%
	202	607	1,080	1,620	2,407

project period, the Achieve Community Charter Network proposes to grow as shown in the graphic on the preceding page. Projections in the last four rows of this table show an increase in the number of high-need students BRICK will serve by **increasing access to high-quality educational K-8 schools of choice from one school, one region to six schools, three regions.**

Competitive Preference Priority 3: BRICK is a Single School Operator

Although BRICK has seven years of experience with turnaround assistance to traditional public schools, as a charter holder, it is a **single school operator**, authorized by New Jersey Department of Education, which is the sole charter authorizer in the state³. Achieve Community Charter School currently enrolls 63 students in its first year of operation (2017-18) and will add students according to the projections indicated in the graphic on page 10.

I. BRICK Assists Educationally Disadvantaged Students

The graphic below right shows the percent of children and youth served under the Individuals with Disabilities Act (IDEA) for each entity. Because it focuses on educating students who face a variety of academic, socio-emotional, and behavioral challenges, **BRICK's population of**

students with disabilities

exceeds 20% across all

Relative Populations of Students with Disabilities			
U.S.	New Jersey State	Newark Public Schools	BRICK
13%	17%	16%	21%

schools it operates and manages.

BRICK schools are open to all students regardless of ability, home language, or economic or educational disadvantage⁴. BRICK has an extensive history of serving the needs of **all students** and has honed its Special Education instructional approach through its seven years of turnaround

³ See **Appendix G** for a description of quality controls and autonomy, **Application**

Requirements B, H, and K. A table of where to find each requirement is also in **Appendix G**.

⁴ This section addresses **Application Requirements I and J**

work in traditional public schools where this high-need population ranges from 18.4% at BRICK Avon to 23.4% at BRICK Peshine. All students within the BRICK network receive a **free**, **developmentally appropriate public education** in accordance with the requirements of the IDEA, and this will continue to hold true as BRICK replicates its model to new regions. BRICK's philosophy is to provide the **least-restrictive environment** for students through its general education program, which is supplemented with personal aides and other individualized services according to each student's identified areas of need. BRICK does not isolate or stigmatize students. Rather, BRICK operates a meaningful inclusion model that ensures that all students with disabilities have daily access to the general education environment.

BRICK supports for students with disabilities by:

- Carefully evaluating, re-evaluating, and re-classifying at regular intervals through the BRICK Roads to Success (behavior management, social-emotional learning, and intervention and referral programs; see **Appendix G** for an overview);
- Collaborating closely with families and with the students themselves in the design and monitoring of their individualized education plans (IEPs);
- Providing all necessary and appropriate transportation⁵ to and from school;
- Connecting families with external services⁶ to support their mental and physical health;
- Working with parents on strategies they can use at home to help their children succeed in school and in life;

⁵ BRICK also offers transportation for general education students. BRICK provides a public transportation bus ticket to students who live more than two miles from their school and choose not to ride the school bus. **Application Requirement F**

⁶ Rutgers Behavioral Health and Youth Development Clinic.

- Aggressively recruiting and hiring highly qualified, experienced educators who have strong track records raising achievement for students with disabilities; and
- Providing all instructional staff with professional development in Special Education instructional strategies and accommodations.

Educationally disadvantaged students, including those with disabilities receive additional support in math and English language arts during Individualized Learning Time (ILT). ILT is structured as a rotation model (students rotate between teacher-led instruction and adaptive technology), with some students using **adaptive technology** platforms such as Lexia, Dreambox or i-Ready while others are instructed in **small-groups** by a dual-certified (regular and Special Education) teacher. Other students in need of the most intensive level of interventions are provided with **one-on-one and small group pull-out support** while their peers participate in elective classes, but the number and duration of these sessions are limited so as to still afford these students the opportunity for enriched coursework and activities that electives offer.

BRICK educates a high population of educationally disadvantaged students yet demonstrates that it supports *all students* in achieving in a rigorous academic environment. As evidenced by the following tables (excerpted from the New Jersey School Performance Reports for each BRICK-managed campus⁷), BRICK's unique model of academic plus social service supports and wraparound services has resulted in each of its turnaround campuses meeting or exceeding all targets schoolwide, by race/ethnicity, and by special population (economically disadvantaged and students with disabilities) with only one exception per campus.

⁷ BRICK's single charter school only enrolls students in grades K and 1 for 2017-18. Therefore, no state-level tests have been administered, and no school performance report is yet available.

BRICK Avon

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	35.2	11.9	No	Met Target	Met Target	Met Target	Met Target	No
White	**	**	No	**	**	**	**	No
Hispanic	**	**	No	Met Target	Met Target†	**	**	No
Black or African American	48.3	11.9	No	Met Target	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	No
Two or More Races	54.8	11.9	No	N	N	Exceeds Target	Met Target	No
Economically Disadvantaged Students	45.1	11.9	No	Met Target	Met Target	Met Target	Met Target	No
Students with Disabilities	33.1	11.9	No	Met Target	Met Target	Met Target	Not Met	No
English Learners	**	**	No	**	**	**	**	No

BRICK Peshine

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	48.4	11.9	No	Met Target	Met Target	Exceeds Target	Exceeds Target	No
White	**	**	No	**	**	**	**	No
Hispanic	52.4	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	No
Black or African American	55.1	11.9	No	Met Target†	Met Target†	Exceeds Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	No
Two or More Races	63.2	11.9	No	N	N	Exceeds Target	Exceeds Target	No
Economically Disadvantaged Students	57.1	11.9	No	Met Target	Met Target	Exceeds Target	Exceeds Target	No
Students with Disabilities	26.8	11.9	No	Not Met	N	Met Target	Met Target	No
English Learners	**	**	No	N	N	**	**	No

BRICK is proud of its work supporting educationally disadvantaged students to achieve high, rigorous academic standards and will continue to do so as its network expands.

II. BRICK's High-quality CSP Project Design

The State of New York was awarded a five-year CSP grant in 2011, which has since concluded, making BRICK eligible to apply for funding on its own. Therefore, **with support from CSP funding, BRICK will expand its Achieve Community Charter Network (ACCN) by replicating its model in Newark, New Jersey and two new regions: the Bronx/New York City, New York and Bridgeport or New Haven, Connecticut.** Please see Appendix G for the

BRICK CSP Logic Model graphic⁸.

BRICK's model is that each new charter school will open with students in grades K and 1 and add students each year according to the **five-year enrollment progression** (see graphic at right). Year 0 is a

Students Enrolled Per Grade Level by Year of School Operation					
Grade	Year 1	Year 2	Year 3	Year 4	Year 5
K	75	75	75	75	75
1	75	75	75	75	75
2	--	75	75	75	75
3	--	--	75	75	75
4	--	--	--	75	75
5	--	--	75	75	75
6	--	--	--	75	75
7	--	--	--	75	75
8	--	--	--	--	75
TOTAL	150	225	375	600	675

planning year and not represented on this table; the middle school level (grades 5-8) opens in year 3. Families can apply for admission for any grade level with open seats. In the case of higher demand than BRICK can accommodate, students will enter a lottery.

BRICK's five-year CSP replication plan is detailed in the graphic at right, which expands on the table provided under CPP 1 (page 2) by showing each school by year of operation and the number of new, high-quality charter school seats that will be added with support from CSP funding. This model

ACCN	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Year 5 2022-23	TOTAL SEATS	
Region 1: Newark							
Newark 1	Year 2	Year 3	Year 4	Year 5	Year 6	675	
# of Seats	225	375	600	675	675		
Newark 2	Year 0	Year 1	Year 2	Year 3	Year 4	600	
# of Seats	NA	150	225	375	600		
TOTAL NEWARK SCHOOLS: 2 • TOTAL HIGH-QUALITY SEATS: 1,275							
Region 2: Bronx, NYC							
Bronx 1	Year 0	Year 1	Year 2	Year 3	Year 4	600	
# of Seats	NA	150	225	375	600		
Bronx 2		Year 0	Year 1	Year 2	Year 3	375	
# of Seats		NA	150	225	375		
Bronx 3				Year 0	Year 1	150	
# of Seats				NA	150		
TOTAL BRONX SCHOOLS: 3 • TOTAL HIGH-QUALITY SEATS: 1,125							
Region 3: Connecticut							
CT 1			Year 0	Year 1	Year 2	225	
# of Seats			NA	150	225		
TOTAL CONNECTICUT SCHOOLS: 1 • TOTAL HIGH-QUALITY SEATS: 225							
TOTAL SCHOOLS: 6 • TOTAL HIGH-QUALITY SEATS: 2,625							

also provides the foundation for the CSP budget by school, by year of operation, and by CSP grant year. Please see the budget narrative, attached, for additional detail⁹.

⁸ Application Requirement N.

⁹ Application Requirement D

(1) BRICK's clear, specific, and measurable goals, objectives, and outcomes

Organizational Goals

Org-wide, BRICK sets ambitious academic, enrollment, staff recruitment, teacher and leader retention, student attendance, student retention, and parent¹⁰ and staff satisfaction goals for its schools. The following graphic shows organizational benchmarks the network strives to achieve by campus type. **Turnaround schools'** benchmarks are in the first section; **startup (new charter) schools'** benchmarks are in the second section. **All schools** strive to meet the benchmarks in the third section.

Turnaround (Within two years)	Benchmark
% of students who meet their ELA NWEA MAP goal	80%
% of students who meet their Math NWEA MAP goal	80%
% of students meeting state Math Student Growth Percentile (SGP)	80%
% of students meeting state ELA SGP	80%
% of students who meet their STEP goal in grades K-2	90%
% of students who are level two or three Dreamers ¹¹ at the end of the year	90%
% of students who matriculate to a choice high school	90%
% Average Daily Attendance	90%
Startup	
% of students who meet their ELA NWEA MAP goal	90%
% of students who meet their Math NWEA MAP goal	90%
% of students scoring proficient on state ELA exam	90%
% of students scoring proficient on state Math exam	90%
% of students who meet their STEP goal in grades K-2	90%
% of students who are level two or three Dreamers at the end of the year	90%
% of students who matriculate to a choice high school	100%
% Average Daily Attendance	90%
Turnaround and Startup	
% Teacher Retention	80%
% Leadership Retention	80%
% Student Retention	90%
% Parent Satisfaction	90%
% Staff Satisfaction	90%

The Goal-setting Process. Beginning in January each year, each school in BRICK's network reviews its previous year's data as well as all interim data gathered to date (NWEA MAP results and content-related assessments) and prioritizes its areas of focus for the upcoming year.

¹⁰ This is one method BRICK uses to solicit and consider input from parents, **Application Requirement C.**

Then school leaders **choose 2-3 metrics** from the table above (depending on their school type—turnaround or charter startup), **create an action plan** to achieve them, and **develop a corresponding budget** to support their work.

BRICK's Senior Leadership Team monitors progress toward achievement of each metric through **quarterly data check-ins**, where all school data is visible to all staff; **monthly check-ins** among the members of the Senior Leadership Team; **weekly progress meetings** between the Chief Academic Officer and each school principal; and **weekly Senior Leadership Team meetings** to review biweekly data (NWEA MAP results, obtained three times each year, and PARCC benchmarks or "PARCC Power-Ups", see page 23 for additional information).

CSP Developers Replication Goals

For this CSP replication and expansion project, BRICK's founder and CEO assures the USDE that the network will achieve the following 5 goals and 22 related objectives and outcomes during the five-year project period:

GOAL 1: Finalize the Achieve Community Charter Network's full K-8 academic model that will prepare the next generation of innovators.

1. Codify and perfect ACCN's Math model;
2. Codify and perfect ACCN's English/Language Arts model;
3. Codify and perfect ACCN's Social Emotional Learning model; and
4. Design ACCN's Innovators/Computer Science model;

GOAL 2: Build the operational capacity of BRICK as a charter management organization.

1. Build a talent department;
2. Build an effective fund development and marketing department;
3. Build a staff recruitment and human resources department; and

4. Build an external relations department.

GOAL 3: Provide strong, experienced, regional leadership to support replicated schools.

1. Grow Newark-based BRICK Headquarters to support additional replication schools in two new regions;
2. Establish Bronx Regional Office leadership and supports; and
3. Establish Connecticut Regional Office leadership and supports.

GOAL 4: Replicate BRICK's high-quality charter school model in two additional locations

1. Establish two K-8 schools (one expansion, one replication with 1,275 high-quality charter school seats; 1,350 upon full enrollment) in Newark, NJ;
2. Establish three K-8 schools (1,125 high-quality charter school seats; 2,025 upon full enrollment) in the Bronx/New York City; and
3. Establish one K-8 school (225 high-quality charter school seats; 675 upon full enrollment) in Bridgeport or New Haven, Connecticut.

GOAL 5: Improve organizational performance in all BRICK charter network schools

1. Improve student attendance;
2. Improve student academic achievement in the core content areas (ELA, math, science, and social studies);
3. Improve matriculation to choice high schools;
4. Improve teacher retention
5. Improve leadership retention;
6. Improve student retention;
7. Improve parent satisfaction; and
8. Improve staff satisfaction.

How BRICK will accomplish these goals and objectives during the five-year CSP funding period is clearly laid out in sections that follow. Specifically, please see page 31 for detail on the BRICK CSP project team, page 35 for BRICK's high-quality management plan, page 36 for BRICK's three-phase school launch process, and page 37 for the timeline of major launch activities by month and team responsible. At all stages of replication and expansion, BRICK will continue to monitor progress toward school-specific and organization-wide metrics as explained on pages 11-12.

(2) BRICK's high-quality project design will successfully address the academic, social, emotional, behavioral, and physical health needs of the target population

The **mission** of the Achieve Community Charter Network (ACCN) is to provide students with the needed individual support and world-class learning so that they develop the skills, character, and values that will prepare them for college, allow them to significantly compete for a 21st century career, and enable them to ultimately develop their own unique perspective and voice, as they become innovators to solve some of our nation's toughest challenges.



To achieve this mission, ACCN developed a **unique instructional model** whose foundation is rooted in an individualized college-preparatory curriculum and instruction, innovation and computer science, a values-driven school culture, trauma informed practices, school-community partnerships, two-generation family supports, and student-centered data integration.

TWO-GENERATION FAMILY SUPPORTS The ACCN learning community is anchored to assist students during their most important developmental years and to empower them to be decision-makers and partners in their own education.



ACCN is fiercely committed to cultivating students' intellectual curiosity and providing them

with daily rigorous, individualized college-preparatory instruction set to high standards. ACCN understands that students must have the choice to be invested in their own learning, and that ultimately, different pathways need to be created so that each student can meet the same overall goal. ACCN develops a customized plan of learning in consultation with each student's parents, community mentors, and assigned school-based advisors who work one-on-one with students throughout the school year to ensure they meet their goals.

VALUES-DRIVEN SCHOOL Instruction matters significantly, but ACCN works to ensure that every (Character Development)



child also begins to build his/her own value system rooted in intellectual curiosity and personal identity. At the core of ACCN's values-driven school culture is its scholar value system. ACCN invests time and diligence in explicitly teaching and constantly reinforcing its DREAMS core value system.

INNOVATOR'S DNA ACCN's pedagogy not only focuses on the importance of college but also (Computer Science)



develops "an innovator's DNA": associating, questioning, observing, networking, and experimenting.¹¹ To assist in these efforts, ACCN has made computer science a core subject for every student and cultivated a problem-solving skillset that will assist each student in marketing himself/herself professionally far beyond his/her college degree. ACCN also partners with community organizations to provide scholars with internships and excursion opportunities that will enrich their experiences and broaden their horizons. To attain scholar success, ACCN ensures that parents and the community at large are involved in the overall development of scholars. Specifically, ACCN

¹¹ Dyer, Jeffrey H., Gregersen, Hal, and Christensen, Clayton M. "The Innovator's DNA."

Harvard Business Review. Cambridge, MA: Harvard University Press, December 2009.

works with parents on an individual basis. Parent leadership opportunities are provided to help steer the success of the school, and ACCN schools are used as hubs for the community by hosting neighborhood events and maximizing local partnerships.

STUDENT-CENTERED DATA The ACCN's community of scholars and families has been exposed



to adverse childhood experiences and toxic stress at rates four to eight times greater than that of the general population. ACCN provides a specialized and integrated trauma informed intervention system that allows staff to proactively identify the needs of every student and match these with tailored supports and resources, including two-generation family supports. These supports provide individualized parent coaching that will empower them and to better support ACCN scholars and ensure their good health. In addition, ACCN has built a platform for sharing student-centered education, health care, and family services data across all systems. This data approach allows the school to go to the next level in personalized learning by providing a holistic approach toward achieving scholar success.

The BRICK Core Content Curriculum

English Language Arts (ELA) and Literacy

BRICK schools strive to end generational poverty by cultivating strong literacy habits at an early age. BRICK's Literacy Principles are articulated as:

- **Reading is Thinking:** Being able to decode words is one important part of reading, yet it is not the ultimate goal. Acquiring knowledge and making meaning is the ultimate goal, which requires using schema to synthesize new information with previous information. This is a complex process that is not mastered quickly. It is something that develops over time with practice.
- **Step Up Every Day:** Every lesson, every bit of feedback, every paragraph read matters to

students' reading development. The effects are cumulative. Every day BRICK teachers help students master key knowledge and skills to advance to the reading level.

- **Prove It:** Providing textual evidence is an essential skill for a reader to master. BRICK students use the ACE method (Answer, Cite, Explain) to provide textual evidence to support ideas and statements made in class.

BRICK's ELA curriculum encompasses the core competencies of phonemic awareness, phonics, fluency, comprehension and analysis, and vocabulary and background knowledge. The curriculum is aligned with the New Jersey State Learning Standards' Literacy Principles.

Like several high-performing charter schools across the nation¹², BRICK uses STEP™, which was developed by UChicago Impact, an initiative of the University of Chicago's Urban Education Institute. This research-based formative assessment, data management, and professional development system has been proven to significantly improve student achievement in literacy¹³.

The main focus in grades K-3 for BRICK schools is STEP Growth. STEP assesses children's literacy skills, provides key data to educators, and trains teachers how to interpret that data in a way that moves children reliably through a 13-level system toward reading proficiency. Each

¹² STEP™ Expanding Nationally as Solution of Choice for High-Performing Charter School Networks". Press Release. UChicago Impact. August 20, 2012.

<https://uei.uchicago.edu/news/article/step%20-expanding-nationally-solution-choice-high-performing-charter-school-networks>

¹³ See "PreK-Third Grade Literacy and Alignment Formative Evaluation Findings". McKnight Foundation: https://www.mcknight.org/wp-content/uploads/ELEvalBriefs_10_14_13-1.pdf

STEP tool aligns with scientifically-established milestones in reading development. Students move across a 13 STEP process to proficiency from Pre-K through 3rd grade, and educators and parents learn how to implement clear intervention strategies for each STEP level.

Teachers assess students at multiple times throughout the year and receive real-time data for with which to formulate specific instructional actions. School administrators gain critical, timely, actionable insight into a school's literacy performance.

Guided reading occurs when learning readers practice reading with an expert reader, the teacher. Guided reading is a main component of BRICK's literacy program. These sessions occur daily in all K-2 literacy classrooms in a highly structured 80- to 90-minute rotational block of small group instruction where the teacher is using an instructional-level book to help guide the readers through targeted reading skills. In addition to guided reading time, the block consists of **Lexia Reading Core5** (an online, differentiated, literacy instructional program), **Word Work/RAZ-Kids** (a blended learning platform that combines teacher-led whole-class and small-group instruction with technology-enabled resources for personalized reading practice), and **independent reading practice**. All BRICK teachers use the Guided Reading Lesson Plan Template to ensure they are planning for each component and applicable skills instruction, remediation, and practice.

Other ELA strategies, curricula, and teaching methods BRICK uses include the following: **Leveled Literacy Intervention** (LLI Leveled Books); **Wilson Fundations**—word study program; **Reading Mastery**—a direct reading program designed to provide explicit, systematic instruction; **Strategic Read-Aloud**—gives the opportunity to model the use of comprehension strategies using think-alouds and graphic organizers; **Skill Strand**—part of the Core Knowledge Language Arts curriculum (CKLA); teaches reading and writing in tandem; **Word Walls**—

displays of high-frequency and content-related vocabulary; **Kid Watching Sheets**— to record observations and track student progress toward mastery of the daily lesson objective; and **Lucy Calkins' Units of Study**—writing instruction through a workshop-based approach.

Formative and summative student assessment is crucial to monitoring student progress toward mastery. The graphic below (from BRICK's K-2 ELA Guidebook) summarizes assessments administered throughout the year.¹⁴

Assessment	Frequency	Score Reporting	Desired Outcomes
STEP	4 times per year	Excel Spreadsheet by Component or STEP TOOL	Formal data cycle: plan instruction for new groups of students
CKLA Listening & Learning Domain Assessments	1 per domain	Grade book	Evaluate student success with ACE rubric scores for text-dependent written responses
CKLA Skills or Fundations Unit/Domain Assessments	1 per unit DOL Tracking Sheets	Grade book	Evaluate if students mastered sounds and sentence structure (If 80% of students do not master Fundations assessment, there should be re-teaching)
Writing Task	1 per unit	Kickboard	Results drive small group writing instruction

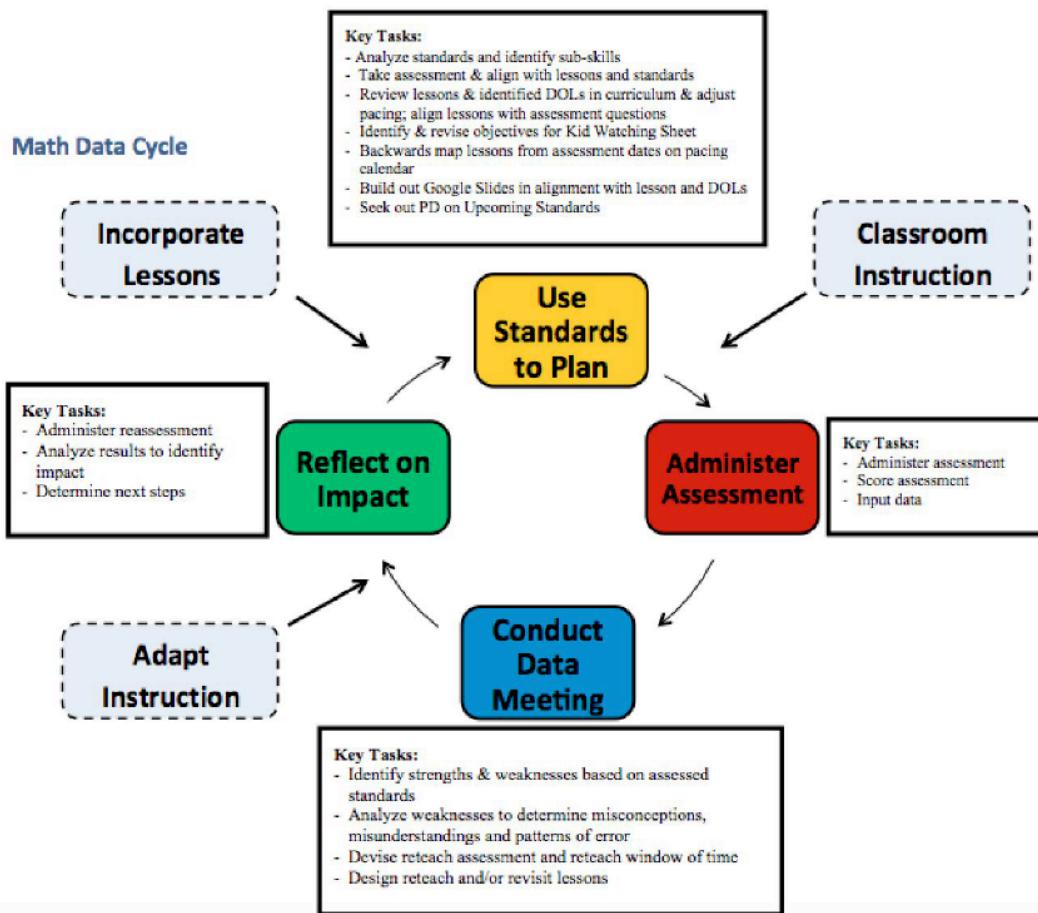
Mathematics at BRICK

Students learn best by doing. The instructional model employed in all K-8 BRICK mathematics classrooms ensures ample time for students to receive targeted instruction, guided and independent practice under the direct, close supervision of a teacher. Students then have time to practice current skills and recently taught skills in an adaptive online environment where they receive targeted feedback.

¹⁴ CKLA = Core Knowledge Language Arts curriculum. DOL = Demonstration of Learning.

ACE = Answer, Cite, Explain

BRICK believes: 1) Math is grounded in everyday life; 2) Effective mathematics classroom practices include collaboration for sense-making, problem solving, discourse, and reflection to engage students and encourage perseverance; and 3) Growth can be accomplished for all scholars through the timely and consistent use of data as well as teacher reflection and timely responsiveness to scholars' needs.



BRICK's **Math Data Cycle** (graphic above) is the foundation of all teaching and learning. Founded on data driven instruction, the data cycle includes assessment, analysis, and action and is the framework for support of all student success.

BRICK's curriculum is designed to continually revisit concepts and build upon previous lessons. Therefore, there are ample opportunities in future lessons to revisit previously taught skills and concepts. BRICK uses the term "revisit" as opposed to "reteach". Revisiting concepts and

skills within the context of current or upcoming content is imperative as “deep conceptual understanding doesn’t happen overnight, or in one or two lessons. It takes time for ideas and concepts to marinate” (MaryJo Wieland, New Jersey Regional Mathematics Consultant). Revisiting allows teachers to keep on pace while emphasizing the connections between concepts. It is at the teacher’s discretion to determine when a revisit should occur.

BRICK schools select either GO Math! or Math in Focus (the U.S. edition of the highly effective Singapore Math curriculum) as the main instructional resource (each has supplements) to meet the demands of the state learning standards. **GO Math!** incorporates the latest thinking in its comprehensive approach and engages digital natives with cross-platform technology. It helps teachers to differentiate instruction, building and reinforcing foundational math skills that translate from the classroom to real life. **Math in Focus** provides easy-to-use teaching and learning paths proven to develop students’ foundational understanding. Built on a framework developed by the Singapore Ministry of Education, it draws on best practices from around the world and highlights problem solving as the focus of mathematical learning. This program empowers students to develop critical-thinking skills, positive attitudes, and the confidence to persevere—setting the stage for achievement. Both approaches include teaching strategies for **English language learners (ELLs)** and **Response to Intervention (RtI)** activities to indicate problems that are appropriate for struggling, on-level, advanced, and ELL learners.

All BRICK mathematics teachers build lesson components around the preselected Demonstrations of Learning (DOLs) and add/edit daily in order to meet students’ ever-changing needs. During class, the lesson slide deck is presented on the Smartboard to smoothly move students through the daily lesson.

Other math strategies, curricula, and teaching methods BRICK uses include the following:

Math-rich Environments (K-2)—all math centers and/or classrooms include a current academic math word wall, a number line, mathematical practices anchor chart (created with students), current student work with prescriptive feedback, and class academic goals, among other items; **Every Day Counts®: Calendar Math**—provides lessons and activities to preview, review, practice, and discuss critical math concepts and skills, build math understanding, and raise test scores in 10–15 minutes each day; **Math Talk**—scripted questions that encourage students to explain their thinking; **Math Notebooks (3-8)**—used to organize student work and track progress throughout the year; **Math on the Spot**—student videos that walk students through solutions to selected problems while providing step-by-step instructions and explanations of key math concepts; **Math Journal Prompts**—writing prompts that include “What’s the error?” help students improve their writing skills while encouraging them to think critically about math concepts; **Kid Watching Sheets**—to record observations and track student progress toward mastery of the daily lesson objective; **Demonstration of Learning (DOL)**—teachers assess how well each student mastered the learning objective by scoring the DOL on the Math Kid Watching Sheet and providing some form of follow-up instruction to any student who did not master the DOL; **Priority DOLs (P-DOLs)**—throughout the course of a unit, students complete key tasks that help the teacher track progress towards standards mastery and PARCC performance; **Think-alouds**—teacher or student reader reads text aloud to the class, stopping regularly to share thoughts and make inner dialogue public; **WIK/WINK (What I Know/What I Need to Know)**—extracting information by writing what a word problem tells you using short phrases; **i-Ready®**—built for the New Jersey Learning Standards, i-Ready provides data-driven insights teachers and leaders need to determine exactly where to focus instructional time to ensure all students are on track to meet rigorous expectations and succeed on the accompanying

assessments; **Aggressive Monitoring**—an effective teaching strategy that enables teachers (via two “laps” around the classroom) to monitor student work, check for understanding, address misconceptions through feedback, and gather real-time data to drive instruction; and **Professional Development Videos**—downloadable videos containing general strategies for teaching concepts and skills.

Mathematics Assessment. BRICK teachers assess students and use the data not only to measure the impact of their instruction on student mastery but also when grading students. PARCC (Partnership for Assessment of Readiness for College and Careers) is the exam that New Jersey has adopted to assess New Jersey Student Learning Standards. It is administered each Spring to grades 3-8, two or three days a week in 40-minute **PARCC Power-UP Periods**, teachers (and interventionists, if scheduled) engage students in rigorous PARCC-aligned tasks. Students are divided into two homogeneous groups and rotate between two stations—with the teacher and independent work on Chromebooks. Teachers also use **Edulastic**, an educational assessment platform that provides educators with a time-saving, customizable method for assigning digital quizzes, tests, assessments, or worksheets to students. Edulastic includes over 20,000 tech-enhanced, PARCC-like questions and provides teachers with real-time data as students submit answers. The following graphic (from BRICK’s K-8 Math Guidebook) summarizes the scope of math assessment.

Assessment	Description & When Administered	How it is used	How it is tracked
Curricular Beginning of Year Test (Go Math & MIF) (K-2)	Assessment of all skills that will be taught during the upcoming year. Questions are PARCC-like and require various response types. <i>*Administered in the fall within the first 2 weeks of school</i>	Used as benchmark to measure growth over the course of the year. Teachers administer and analyze the data to determine areas where students may have already mastered or partially mastered skills and adjust yearly plan accordingly.	Kickboard (manual entry) *Questions are aligned to units, lessons, and standards
NWEA MAP 3x per year (3-8)	Online assessment used to measure each student's progress or growth over one school year.	Used to measure growth from the beginning of a school year. When tested over multiple years, the assessments keep track of progress and growth in basic skills.	NWEA MAP platform
iReady 3x per year (K-8)	Online assessment used to measure each student's progress or growth over one school year.	Used to measure growth from the beginning of a school year. When tested over multiple years, the assessments keep track of progress and growth in basic skills.	iReady platform
Curricular End of Year Test (Go Math & MIF) (K-2)	Assessment of all skills that were taught during the year. Questions are PARCC-like and require various response types. Test is essentially the same as BYT & MYT, but with different numbers. <i>*Administered after all chapters have been taught – usually in June</i>	Used to measure growth from BYT. Teachers administer and analyze student mastery over the course of the year.	Kickboard (manual entry) *Questions are aligned to units, lessons, and standards *Recorded as TEST grade in PowerSchool
Chapter/Module/Unit Assessment	Assessment of all skills taught during the chapter. Questions are PARCC-like and require various response types.	Used to measure student mastery of taught standards. Teachers administer and analyze the data using the formal BRICK Data Cycle to determine where reteaching is required.	Kickboard (manual entry by item analysis) *Questions are aligned to lessons and standards *Recorded as TEST grade in PowerSchool
Are you Ready? or Show What You Know (Go Math) or Recall Prior Knowledge (MIF)	Administered at the start of each module/unit to determine level of prerequisite skills.	Teacher uses to determine prerequisite skills that may require teaching or reteaching. Teacher may reorganize readiness groups.	Teacher discretion
"DOL" questions	Each lesson includes 1-2 pre-identified questions used as the DOL. Assessed towards the end of the lesson to determine student mastery of the lesson's skill.	Teacher uses student performance to determine who needs to have the skill retaught – using reteach sheet, the next day.	Teacher records on Math Kid Watching sheet *Can be recorded as CLASSWORK grade in PowerSchool
P-DOL	Administered 2-3 times per unit/chapter <i>*Grades 3-8 are administered in Google Classroom via Form</i>	Teacher uses during coaching to drive instruction.	Students record on paper first and then transfer to Google Form; teacher analyzes in Google Sheet Teacher discretion
Interim Assessments (3-8)	Computer-based assessments designed to assess student mastery of taught content and skills (district-wide)	Used to measure student mastery of taught concepts and skills.	Teacher discretion

After the Assessment. Mathematical conferences occur during PARCC Power-Up Periods the week after an assessment is given. BRICK teachers provide individuals or groups of students with specific feedback, and action steps allow each student to take ownership of his or her learning. **Before** math conferences occur, students are expected to have received graded tests, made corrections, and reflected on areas for improvement. After corrections are made, students prepare to conference with teachers regarding next steps and goals based on test performance.

During the conference, the teacher begins by asking an open-ended question about how the student did and what changes s/he made to their work. The teacher probes for student reflection and what they plan to do differently during the current or upcoming chapter/module, which can include the student setting a percent goal for the next assessment. The teacher records a few brief notes on each student to refer back to during the next conference. Each student should have notes for each chapter.

Why math conferences? Conferences allow teachers to coach a student through a reflective process to determine a realistic goal for the next assessment. With time, effective conferences will be student-led so that students take ownership of the reflection and goal-setting process.

Science and Social Studies

Science and Social Studies are inherently reading and writing subjects. BRICK science and social studies teachers see themselves as reading and writing teachers along with content teachers. (Please see BRICK's Literacy Principles, page 16.) To develop the critical thinking skills and background knowledge of the science and social studies disciplines, BRICK has established a structured and rigorous K-8 science and social studies continuum (see graphic at right).

Grades K-2	Grades 3-5	Grades 6-8
Core Knowledge (Science and Social Studies) Selected Science Modules	Selected Science Modules (2-3 days per week) Expeditionary Learning (Science/Social Studies)	Expeditionary Learning (Science/Social Studies) Daily Science Instruction Humanities (where available)

In the early grades, BRICK sees science and social studies integrated into the curriculum and content standards are addressed during CKLA’s Listening and Learning. Teachers follow up this instruction with hands on science explorations. **In grades 3-5**, the science and social studies content gets denser and more nuanced. In addition to the science and social studies content standards addressed during Expeditionary Learning in the ELA classroom, students receive 2-3 days of direct instruction in science topics that spiral from 3-8. **In grades 6-8**, content becomes more rich and complex. Students in the middle grades have a daily science class where they are taught science content as well as critical thinking, text analysis and develop their written communication skills.

Curriculum Resources. **In grades 4-5**, teachers use the **Harcourt Social Studies** resource as the main resource when planning for the year. Teachers modify unit assessments to increase rigor and focus on both reading, writing and content.

In grades 6-8, BRICK teachers utilize three unit plans—Life, Physical and Earth Science—to plan their year. Teachers backward-plan from the end of year assessment and then use the unit assessments to plan daily lesson objectives and lesson components.

Teachers in **grades K-8** use the FOSS/STC science kits to support their instruction. These kits provide hands on exploration into the content students are learning. Teachers use these kits when planning their unit to support their instruction and make the learning relevant to students.

In 6-8 humanities (where available), teachers create long-term and unit plans using both the literacy and social studies standards. Teachers begin first with an end-of-year assessment and then work backwards to plan unit assessments and then lesson objectives and lesson components to ensure mastery on the assessments.

Both subjects are taught in themes, and each classroom should clearly exemplify the current

theme or unit of study. The environment includes a **unit bulletin board** that is clearly related to the current topic of study, a **treasure chest** of items and artifacts that bring the current unit to life and demonstrate ideas or concepts, a **student work display** with feedback from the teacher or peers as well as revisions to the work, a **classroom library** with relevant books for both subjects, and a **word wall** with words related to the current unit of study.

Assessment in Grades 3-8 Science and Social Studies. The **Mastery Data Cycle** for grades 3-8 is the same as is noted in mathematics (page 20). The following graphic summarizes assessments administered throughout the year.

Assessment	Frequency	Data Tracking	Data Cycle
Science Diagnostic	1 time per year (September)	Kickboard	Use to revise unit plans
End of Unit Science Tests	1 per unit	Kickboard Gradebook	Engage in Data Cycle
End of Year Science Test	1 time per year (June)	Kickboard Gradebook	None
NJASK (Grades 4 & 8) Science	1 time per year	None	None
Social Studies Unit Tests	1 per unit	Grade book Kickboard	Engage in data cycle
Social Studies End of Year Test	1 time per year	Gradebook Kickboard	None

Enrichment/Electives

Borrowing from other high performing charter schools, BRICK calls extracurricular activities “co-curriculars”, reflecting on the belief that classes in art, chess, gym, music, and dance are as central to a well-rounded education as are math, literacy, and science. BRICK believes that providing students opportunities outside the traditional subjects enriches their

academics experience by facilitating complex connections through creative thinking and gives students confidence that they can transfer to other courses.

In addition, BRICK runs an extensive summer school program that is rich with partnerships. It is a priority for BRICK that all students experience mind-expanding activities to ensure that students stay engaged throughout the summer.

Community Outreach, Family Supports, and Community Partnerships¹⁵

In the South Ward, 56% of children live in poverty—more than 1.5 times the national rate of 22%. Over 67% (two-thirds) of South Ward students do not graduate from high school, 35% more than the students in Newark¹⁶. Only 8% of adults have a college education. Noting these challenges, BRICK’s Founder and CEO launched the South Ward Children’s Alliance (SWCA)¹⁷, a division of BRICK, to collaborate with neighboring schools to address the non-academic factors impeding student achievement for children living in poverty.

The SWCA was shaped by the belief that all children need and deserve **1)** High-quality programs at every developmental stage and in every domain (academic, social-emotional, and physical and behavioral health); **2)** Strong families; and **3)** A safe and healthy community in order to succeed as adults. The goal of the SWCA is early intervention through family-focused outreach programs to build family resiliency to address common problems such as lack of health care, hunger, and inconsistent housing, as well as parenting issues that impact academic

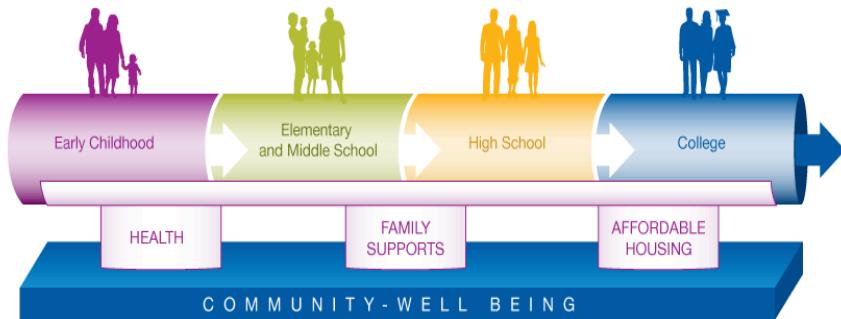
¹⁵ This section addresses **Application Requirements A and E**.

¹⁶ Newark: 50% graduation rate; South Ward: 67.6% graduation rate. $67.6 - 50 = 17.6$. $17.6/50 =$ South Ward has a 35.2% higher rate of students failing to graduate high school than Newark.

¹⁷ <http://bricknewark.org/south-ward-childrens-allience/>

performance, allowing BRICK to forestall future setbacks.

The **SWCA two-generation cradle-to-career educational pipeline** (see graphic) is a systematic, organized approach to ensure that all young people and their parents/guardians have ongoing access to and participate in high quality services and learning environments across the child's developmental years to achieve educational success.



The vision for the SWCA's continuum of solutions starts with heavily investing in the earliest years in both parents and children by strengthening parenting skills, ensuring children have a medical home and access to high quality early childhood programs and services. To address academic proficiency, the SWCA network of schools works to ensure children have great teachers and tutors, schools implement proven curriculum, and staff launch interventions strategies to promote school attendance. In addition, SWCA and partners fill gaps so that all children can attend high quality after-school programs. SWCA and its partners will blanket the neighborhood with resources to counter the high prevalence of adverse childhood experiences and the resulting trauma that contributes to poor school performance and behavior, and risk for later negative life outcomes.

BRICK believes that students achieve their greatest potential when parents are active partners in their child's education. Through frequent dialogue and consistent communication, BRICK staff create strong relationship with parents to help them support their children in school and at home and to build a school community where parents feel welcomed to voice their concerns and

participate as full members of the community. **Before the school year begins**, a staff member visits each child's home. Parents receive contact information for the principal and their child's teacher during this home visit. **During the school day**, parents have the opportunity to talk with teachers and administrators upon arrival and dismissal, or they can schedule more formal time to meet. **To keep parents engaged**, BRICK schools host curriculum nights, family fun nights, four annual parent teacher conferences, and student showcases. In addition, BRICK encourages parents to volunteer for activities, such as running the Friday celebration school store.

BRICK has always been great community partner, listening to parents and community members who wish to provide **input on the implementation and operation of its schools**¹⁸. In the early stages BRICK seeks parent and community input at three different levels:

1. **Low:** BRICK solicits feedback through surveys and overall population data.
2. **Medium:** BRICK solicits feedback through community door-to door campaigns and small focus groups in which participants receive a gift card for their participation.
3. **High:** BRICK ask parents and/or community members to participate on advisory board and meeting on a regular basis to provide feedback on the designing of their school.

BRICK's community outreach supports the parents/guardians of current students and seeks to engage new and expecting families via a variety of family-focused programs, including:

- **The Family College:** Parenting education classes for first-time expecting parents and for parents and caregivers of children 0-to-3; provides regular and essential information about early childhood and directs parents to relevant resources and support so they can raise healthy and happy children ready to enter school prepared to learn.
- **The Family Hub:** Assists families in crisis. Case managers are available to mediate and

¹⁸ Application Requirement C.

intervene in a variety of situations such as housing insecurity, family depression, domestic abuse, and other issues and to connect families to available services. Staff support families in taking direct action and monitor student performance as improvements are made to their home environments.

As an outgrowth of this work, BRICK schools enjoy **community partnerships** with the following organizations: Audible, Community Food Bank of New Jersey, First Tee of Essex County, FOCUS-Family Success Center, The Future Project, My Very Own Library, Novartis, Rutgers Behavioral Health, United Way, and Youth Development Clinic.

III. BRICK's Team of High-quality Project Personnel

(1) BRICK encourages employment applications from underrepresented groups

“Diversity” means many things at BRICK. It means charter leaders make a point to identify, recruit, select, hire, onboard, and support staff at all levels who are members of traditionally underrepresented groups *and* it means that BRICK seeks to have its staff demographics mirror that of the population of the students it serves. BRICK in no way discriminates against—nor does it seek to exclude or discourage applications from—anyone based on race, color, national origin, gender, age, or disability. Current demographics for BRICK’s charter school are 73% Black/African American, 7% Hispanic, and 20% white.

(2) BRICK’s highly qualified, experienced, project team

As further detailed in the team resumes (attached in **Appendix B**), BRICK has assembled a dedicated and highly qualified staff for its overall operations, several of whom will provide direct leadership, oversight, and management to this CSP Replication and Expansion project¹⁹.

BRICK’s **Chief Academic Officer, Christopher Perpich**, will serve as the **CSP Project**

¹⁹ This section also addresses **Application Requirement A**.

Director. Christopher began his career as a Teach For America Corps Member in Newark where he taught for six years and spent three years facilitating learning teams for first- and second-year Newark Corps Members. In 2008, he was recognized with a Lands' End Teachers Light the Way Award and has served as Vice Principal at BRICK Avon Academy for four years before being chosen for his current role. As CAO, Christopher researched, designed, and implemented the academic program for BRICK Avon and BRICK Peshine, designed a two-week summer training institute for 150 teachers, and coaches and supports two principals, six vice principals, and other instructional support staff as they execute BRICK's academic program.

During the CSP funding period, Christopher will ensure the BRICK academic program is faithfully replicated through intensive teacher training and support and that the network maintains and improves student academic growth and overall academic achievement results both schoolwide and for each student group.

At all stages of project implementation and management, the Project Director will oversee adherence to all policies and procedures relating to the following: maintaining fiduciary and financial responsibility for all grant activities; keeping accurate accounting data, records, and archiving of supporting documentation for all charges; preparing and submitting written expenditure reports; certifying expenses are true and correct; classifying and reporting the accounting transactions properly; and maintaining procurement records. The Project Director will report directly to the CEO and will meet weekly to provide updates, receive coaching and support, monitor progress toward project goals, and make adjustments as necessary to fulfill the purpose and achieve all project goals and objectives. The Project Director will be supported by the following **key staff** at BRICK:

Dominique Lee, BRICK Founder and Executive Director, oversees the strategic direction

for two divisions of BRICK—**BRICK Academy**, its schools portfolio, and the **South Ward Children's Alliance**, the collaborative action network of school partners formed to improve educational options for children and end generational poverty. Dominique started BRICK as New Jersey's first nonprofit school management organization in collaboration with the Newark Public Schools and secured an innovative contract to turn around the district's lowest-performing elementary schools with sole responsibility for instruction, human capital, operations, and facilities. BRICK was highlighted on the front page of the New York Times for being an innovative model within the public education system. Among many other accolades and achievements, he has been honored by NBC News' The Grio as one of the Top 100 African American History Makers (2010), was selected as a speaker at the Pahara-Aspen Institute Annual Conference (2015), and received the Young Change-makers Award from the Community Foundation of New Jersey (2015).

As CEO, Dominique will ensure this BRICK replication project achieves its goals and objectives and will manage the Project Director to implement and execute all activities according to the timeline and budget proposed.

Nichelle Holder, BRICK Chief of Staff, has more than 15 years of management experience in the philanthropy and nonprofit fields and has effectively brokered needed social services to under-resourced schools, communities, and various organizations devoted to youth development. In her current role, she supports the CEO and Board of Trustees with communication, planning, and operations; manages all staff; and participates in program management as assigned by the CEO. In her role as Director of Development and External Affairs, she also develops and executes BRICK Academy's and South Ward Children's Alliance's annual fundraising plans. Nichelle began her career at The City Kids Foundation and later became a project director at

Communities in Schools of Newark, an affiliate of the largest national dropout prevention organization. As a program officer of The MCJ Amelior Foundation, she managed \$10 million in annual giving. As the first Chief Service Officer for the City of Newark, she led a collaborative effort to develop a comprehensive citywide volunteer service plan.

Nichelle's role during the CSP replication period will be to identify additional funding sources to support network expansion and to establish, nurture, and expand community partnerships in each new region.

Melinda Weidman, BRICK Chief Talent/Performance Officer, is a former Teach For America Corps Member in Newark Public Schools and came to BRICK Avon as Vice Principal to make it a teacher-led model of dramatic student achievement. Prior to that, she served as a consultant to the NJ Department of Education and as policy and research consultant and Institute Director at The New Teacher Project. In her present role, Melinda conducts evaluations of key BRICK programs and initiatives, supports goal-setting, prepares short- and long-range plans, analyzes assessment data for national state, and district assessment programs, and tracks inputs and outputs that allow for data metric correlations to measure program effectiveness.

For this CSP grant, Melinda will strengthen network capacity to improve student achievement through data analysis and application and help iterate and improve upon BRICK's student and staff recruitment message and plan.

Additional support staff include **Justin Snead, Director of 3-8 ELA**, and **Caitlin Scanlon, Director of 3-8 Math** who will strengthen network capacity to improve student achievement through ELA and Math instruction, curriculum planning, vertical alignment and assessment creation; **Barbara Dixon, Chief Program Officer and Executive Director of the South Ward Children's Alliance**, who will create the systems to ensure students and families external needs

are met and create new partnerships in BRICK's new regions; and **LiEsha Garcia, Managing Director of Finance**, who will ensure that all funds are used for the purposes of this CSP grant.

IV. BRICK's High-quality CSP Management Plan

The Achieve Community Charter School design team brings a combined 60-plus years of experience turning around chronically underperforming schools. Team members' specific skills and strengths include:

- **Academics and Education Programming** (curriculum development, instructional leadership, and social and emotional learning);
- **Operations and Finance** (facilities and fiscal management);
- **Parent and Community Engagement** (outreach, and human services navigation and supports);
- **Performance Management** (data collection, analysis, reporting and use);
- **Talent Recruitment and Human Resources Management**;
- **Fundraising** (includes fund development strategy and implementation); and
- **Change management** (includes organizational growth).

The design team members' combined experience includes past and present positions in corporate, district, or charter schools and nonprofit and philanthropic settings. Most members of were founders of BRICK's innovative school model, which was built on the following three pillars:

1. Key design elements gleaned from the highest performing urban schools;
2. Implementation strategies to address students' social needs; and
3. Programming and supports to stabilize families.

Lastly, and most importantly, the Achieve Community Charter School design team has deep

experience operating high-performing schools as well.

The management plan is adequate to achieve the objectives of BRICK's replication project on time and within budget and includes clearly defined responsibilities, timelines, and milestones for accomplishing project tasks

BRICK will achieve the objectives of the proposed project on time and on budget with an established launch timeline and process and an experienced management team. The following graphic shows BRICK's three-phase school launch process.

	PHASE 1	PHASE 2	PHASE 3
Needs and Community Support	Is there an unserved need? -Size of need, scale in region -Needs and segmentation analysis -Location of chronically underperforming schools	Can BRICK contribute? -Existing charters size/performance -Current need for charter schools? -What differentiates BRICK	What is our recruitment plan? -Population segments/needs -Outreach channels/plan -Local challenges
Friendly Political Environment	What is the political climate? -Charter authorizer(s) -Charter granting/renewal issues	Is there local support? -Local stakeholders -Charter petition submitted -Clear path to charter approval	What is our outreach plan? -Charter approved -Identify partners/champions
Health Services	What is the local attitude towards adverse childhood experiences ACE's? -Do people in the community talk about ACE's -Are their agencies that specialize in ACE resilience?	Are their agencies that focus on ACE's and can BRICK contribute? -Current need for ACE conversation -Resource alignment to support ACE	What is our local strategy to address ACE's? -Partnership agreements with local agencies -Local school plan to address ACE's within the school
Talent Pool	How is the talent landscape? -Assess local talent pool -Internal staff interest in new region	Is the staffing pool adequate? -Principal in Resident identified -Understanding state certification requirements -Regional Director identified	What is our recruitment plan? -Founding principal identified (from PIR) -Outreach channels/plan -Partnerships formed with teacher sourcing agencies -Regional staff hired
Local Financial Environment	What is the charter funding? -Past, current and future funding -Fundraising required -Other charter's lessons	Is it sustainable? -Strong financial model -Fundraising commitments	Sustainable budget? -Refined financial model with detailed budget created -Required fundraising received
Community Development Corporations	Are their strong community development corporations? -Non-profit housing developer -Intensive case management services	Can partnerships be formed? -Conversations with local CDC's -Potential strategic relationships formed	Partnership created? -MOU created with local CDC's -Data sharing agreements formed
Land or Facilities	Are there affordable sites or a steady stream of income to support facilities? -Site availability/affordability in target districts; zoning exemptions or entitlements	Can BRICK obtain a site? -Potential land or existing buildings identified -Path forward to renovate space	Can the facility be completed? -Site under contract, and deliverable prior to the start of school -Affordable financing options

This carefully thought-out three-phase process allows BRICK to analyze community needs and the potential for state and local partnerships and address the core components of establishing and operating a high-quality charter school in specific regions and cities. To further elaborate on BRICK's process for establishing a new charter school, please see the following timeline of

major school launch activities by month prior to launch and by team responsible.

Month	# Months from Launch	Major Launch Activity	Team Responsible
May	28	New region approved by executive team	Development and Growth
		2-3 foundations identified to support growth	Development and Growth
		Develop a Need and Segmentation Analysis	Development and Growth
June	27	Board confirms new region	Development and Growth
July	26	Regional Director position posted	Talent and Performance
		Buyers Rep hired to research land or building availability	Operations
October	23	1/3 Philanthropy committed	Development and Growth
		Regional Board members are recruited	Development and Growth
Dec	21	Regional Board meet to incorporate	Development and Growth
		Regional Director Hired	Talent and Performance
		Principal in Resident position posted	Talent and Performance
January	20	School Financial model created	Finance
February	19	Charter application submitted	Development and Growth
April	17	2/3 Philanthropy committed	Development and Growth
May	16	Principal in Resident hired	Talent and Performance
		Site/Building Secured	Operations
June	15	Building designs finalized	Operations
July	14	Building zone process begins	Operations
		Construction/Renovation process starts	Operations
		Align curriculum/academic, school procedures, policies and resources with local laws, regulations and learning standards	Academic and Operations
October	11	100% of Philanthropy committed	Development and Growth
		Student recruitment begins	Development and Growth
December	9	All positions for new school posted	Talent and Performance
January	8	School position interviews begin	Talent and Performance
March	6	Principal submits their draft school plan	Academic
April	5	School lottery conducted	Operations
		Student registration begins	Operations
May	4	Develop parent handbook with local context	Academic
June	3	School staff fully hired	Talent and Performance
		Welcome to BRICK event	Operations
		Collect any IEP's from parents	Operations
July	2	Secure any external partnerships with Community Development Corporations and Health providers	Development and Growth
		School leadership team retreat	Academic
		Principal submits their final school action plan	Academic
		Purchase all school materials, technology and licenses for school	Finance
August	1	Create new school in all headquarters systems	Talent and Performance
		School staff retreat and onboarding	Academic
September	0	School Opens	

To facilitate internal program evaluation, the Project Director will work closely with the BRICK Chief Talent/Performance Officer, BRICK's Senior Leadership Team, individual school

leaders, and others in supporting roles to gather, analyze, and report on data to measure **progress toward project goals, objectives, and outcomes.** Data types, instruments and systems,

DATA TYPE	INSTRUMENTS/SYSTEMS	FREQUENCY
Student achievement data	Diagnostics for Math and ELA Reading Level Interim assessments PARCC (Common Core exam) NWEA MAP (Measures of Academic Progress)	BOY, MOY, EOY Weekly Quarterly Annually
School, region, and network achievement: State rating, teacher retention, attendance, student persistence	See instruments, above School Performance Reports HR records Student enrollment	Daily (attendance); Annually (all other metrics) Also regular check-ins on progress toward annual org-wide goals
School, region, and network operations, including staffing, facilities, Child Nutrition Program fund balances, and transportation	Inventory Financial health Organizational health surveys (parent satisfaction, staff satisfaction) HR records	Monthly (budget vs. actuals) Annually (all other metrics)

and frequency of data collection and analysis is outlined in the graphic at right.

V. BRICK is a High-Quality, Eligible CSP Applicant

(1) BRICK has demonstrated success in increasing academic achievement for all students and for student subgroups attending BRICK-managed schools

Experience managing large grant projects. BRICK has proven it has the capacity to organize, implement, and manage large multi-year federal grant projects. In 2017, BRICK's South Ward Children's Alliance (SWCA) was awarded a \$29.6 million Promise Neighborhoods grant (PR Award Number: U215N170054²⁰) that will have a cascading series of benefits for children and families across the city of Newark for years to come. Barbara Dixon, Chief Program Officer and Executive Director of the South Ward Children's Alliance, serves as Project Director. This city-wide initiative has 25 outstanding partners, including Newark Public Schools, the Newark Housing Authority, Teach For America, the Newark Department of Health and Community Wellness, and the Newark TRUST for Education, among many others.

²⁰ Please see <https://innovation.ed.gov/what-we-do/parental-options/promise-neighborhoods-pn/awards/> and <http://swcalliance.org/site/promise-neighborhoods/>.

Experience increasing academic achievement. BRICK's seven-year history of turning around chronically underperforming public schools has proven its model for increasing academic achievement for all students including economically disadvantaged, ethnic minorities, and/or those with disabilities. As evidenced by the following tables (excerpted from the NJ School Performance Reports for each BRICK-operated campus²¹), BRICK's model of academic plus social service supports wraparound services has resulted in each campus meeting or exceeding all targets schoolwide, by race/ethnicity, and by special population with only one exception.

BRICK Avon

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	35.2	11.9	No	Met Target	Met Target	Met Target	Met Target	No
White	**	**	No	**	**	**	**	No
Hispanic	**	**	No	Met Target	Met Target†	**	**	No
Black or African American	48.3	11.9	No	Met Target	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	No
Two or More Races	54.8	11.9	No	N	N	Exceeds Target	Met Target	No
Economically Disadvantaged Students	45.1	11.9	No	Met Target	Met Target	Met Target	Met Target	No
Students with Disabilities	33.1	11.9	No	Met Target	Met Target	Met Target	Not Met	No
English Learners	**	**	No	**	**	**	**	No

BRICK Peshine

Student Group	Summative Score	Cut-off Scores for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	48.4	11.9	No	Met Target	Met Target	Exceeds Target	Exceeds Target	No
White	**	**	No	**	**	**	**	No
Hispanic	52.4	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	No
Black or African American	55.1	11.9	No	Met Target†	Met Target†	Exceeds Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	No
Two or More Races	63.2	11.9	No	N	N	Exceeds Target	Exceeds Target	No
Economically Disadvantaged Students	57.1	11.9	No	Met Target	Met Target	Exceeds Target	Exceeds Target	No
Students with Disabilities	26.8	11.9	No	Not Met	N	Met Target	Met Target	No
English Learners	**	**	No	N	N	**	**	No

²¹ BRICK's single charter school only enrolls students in grades K and 1 for 2017-18. Therefore, no state-level tests have been administered, and no school performance report is yet available.

For its single charter school, now in year 1 of operation with students in grades K and 1, 2017-18 results have shown exceptional student growth in ELA and Math (see pages 4-5).

(2) Academic achievement results for educationally disadvantaged students at BRICK's charter school have exceeded the state average

BRICK has been recognized for its methods and results increasing student achievement for a highly educationally disadvantaged student population. Academic results for certain student populations at BRICK-operated schools have exceeded the average academic achievement results for comparison groups of students in the City and the State (see graphics, next section).

BRICK produces outstanding annual student performance on state assessments

English Language Arts/Literacy Assessment – Participation and Performance

BRICK Avon

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	363	99.7	23.50	31.80	54.90	23.5	18.7	Met Target
White	*	*	*	*	63.90	*	**	**
Hispanic	26	100.0	26.90	36.20	39.80	26.9	24.6	Met Target
Black or African American	267	100.0	21.90	24.10	35.20	21.9	18.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	57.40	80.70	N	**	**
American Indian or Alaska Native	*	*	*	62.50	53.70	N	**	**
Two or More Races	49	98.0	30.60	31.40	54.90	30.6	N	N
Female	184	100.0	31.50	38.10	62.20	31.5		
Male	179	99.4	15.10	26.20	48.10	15.1		
Economically Disadvantaged Students	299	99.7	25.70	34.30	36.20	25.7	18.9	Met Target
Non-Economically Disadvantaged Students	64	100.0	12.50	24.10	65.80	12.5		
Students with Disabilities	76	98.7	13.20	11.10	20.50	13.2	10.2	Met Target
Students without Disabilities	287	100.0	26.10	36.70	61.90	26.1		

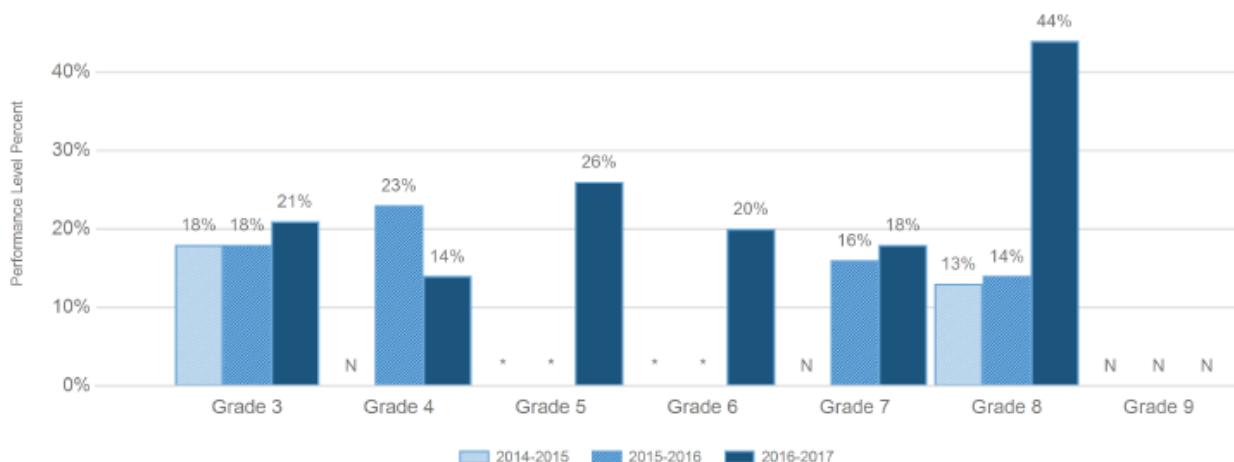
BRICK Peshine

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	393	92.5	26.20	31.80	54.90	25.5	22.6	Met Target
White	N	N	N	49.00	63.90	N	**	**
Hispanic	34	94.4	38.20	36.20	39.80	38	26.1	Met Target
Black or African American	272	91.6	22.40	24.10	35.20	21.7	22.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	57.40	80.70	N	**	**
American Indian or Alaska Native	N	N	N	62.50	53.70	N	**	**
Two or More Races	87	94.6	33.30	31.40	54.90	33.2	N	N
Female	186	95.4	33.30	38.10	62.20	33.3		
Male	207	90.0	19.80	26.20	48.10	18.8		
Economically Disadvantaged Students	291	93.0	*	34.30	36.20	*	22	Met Target
Non-Economically Disadvantaged Students	102	91.1	*	24.10	65.80	*		
Students with Disabilities	98	84.5	*	11.10	20.50	*	7.5	Not Met
Students without Disabilities	295	95.5	*	36.70	61.90	*		
English Learners	26	86.7	34.60	21.00	25.20	31.6	N	N
Non-English Learners	367	92.9	25.70	34.00	57.40	25		

The previous two graphics show that **each BRICK school met all 2016-17 annual ELA/Literacy targets, both schoolwide and for all student races/ethnicities and special populations, with only one exception at one school.** Additionally, the percent of BRICK Avon's students with disabilities meeting or exceeding expectations on the ELA PARCC exam exceeded that of the district, as did the performance of BRICK Peshine's Hispanic students and those of two or more races. BRICK Peshine's English-language learners outperformed both the district *and* the state in ELA.

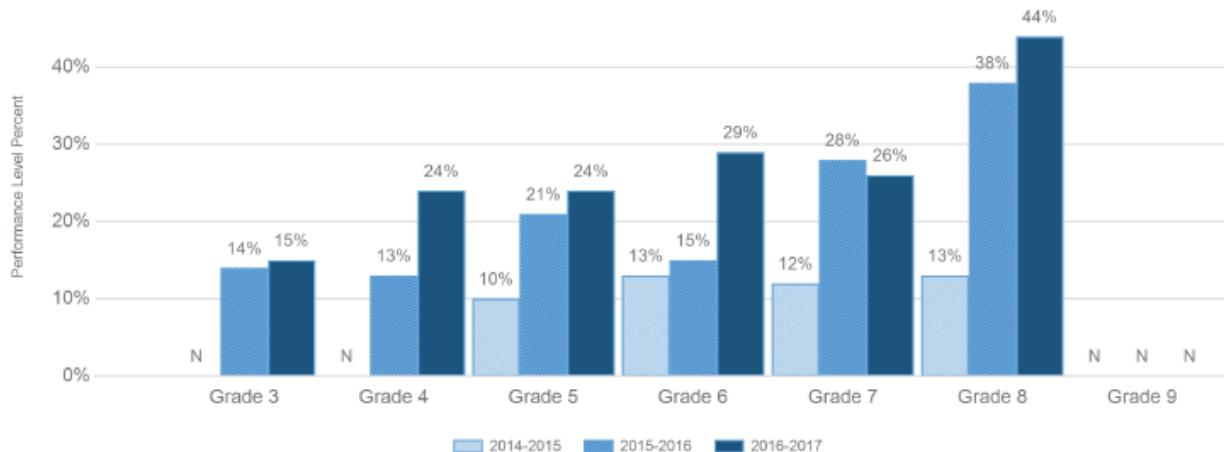
BRICK Avon

This graph shows the percentage of students who met or exceeded expectations for the past three years.



BRICK Peshine

This graph shows the percentage of students who met or exceeded expectations for the past three years.



The preceding bar graphs show BRICK's **continued growth in English Language**

Arts/Literacy at each grade level, demonstrating its ability to have an increasing percent of students meet or exceed expectations at every grade level in 2016-17 with only one exception at each school relative to the previous year. Moreover, when viewed as student progression (ex: 3rd graders in 2015-16 → 4th graders in 2016-17), the data is even more impressive: **BRICK's academic and student support systems approach clearly increases student ELA/Literacy achievement for students within the academic year and year over year.**

Mathematics Assessment – Participation and Performance

BRICK Avon

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	362	99.7	18.50	24.40	43.50	18.5	14.4	Met Target
White	*	*	*	*	52.40	*	**	**
Hispanic	26	100.0	15.40	29.80	27.60	15.4	20.5	Met Target
Black or African American	286	100.0	17.80	15.10	21.70	17.8	13.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	61.60	75.60	N	**	**
American Indian or Alaska Native	*	*	*	39.10	42.50	N	**	**
Two or More Races	49	98.0	24.50	23.90	44.90	24.5	N	N
Female	184	100.0	21.20	25.40	44.10	21.2		
Male	178	99.4	15.70	23.40	42.90	15.7		
Economically Disadvantaged Students	299	99.7	19.70	26.20	25.10	19.7	14.7	Met Target
Non-Economically Disadvantaged Students	63	100.0	12.70	18.60	54.30	12.7		
Students with Disabilities	76	100.0	10.50	*	16.50	10.5	8.6	Met Target
Students without Disabilities	286	99.7	20.60	*	48.80	20.6		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		

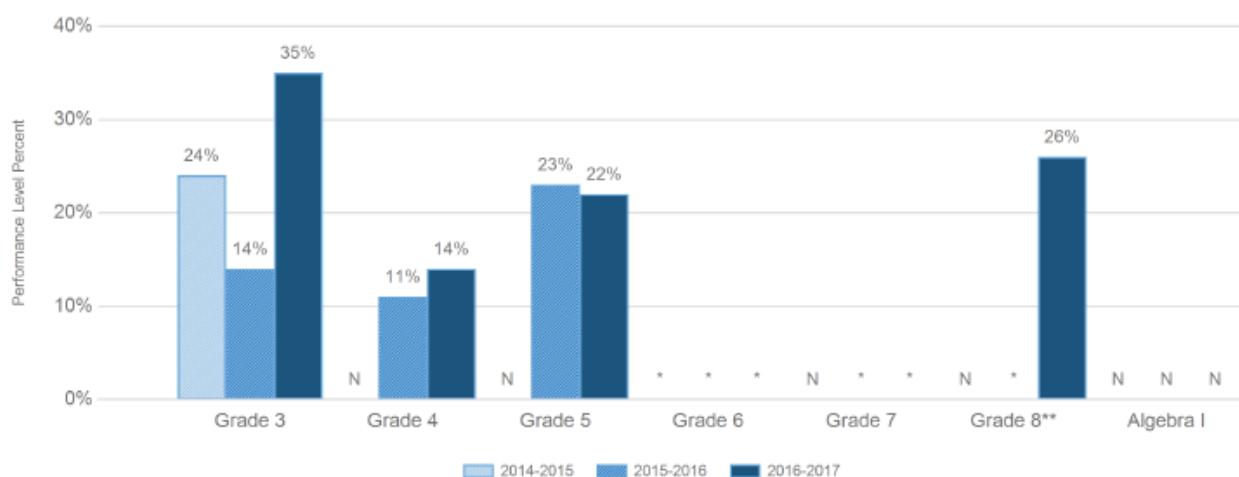
BRICK Peshine

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	405	94.4	17.20	24.40	43.50	17.1	15.1	Met Target
White	N	N	N	40.30	52.40	N	**	**
Hispanic	35	100.0	22.90	29.80	27.60	22.9	8.5	Met Target
Black or African American	281	93.4	15.00	15.10	21.70	14.6	15.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	N	N	N	61.60	75.60	N	**	**
American Indian or Alaska Native	N	N	N	39.10	42.50	N	**	**
Two or More Races	89	95.7	22.50	23.90	44.90	22.5	N	N
Female	190	96.4	22.60	25.40	44.10	22.6		
Male	215	92.7	12.60	23.40	42.90	12.3		
Economically Disadvantaged Students	297	94.9	*	26.20	25.10	*	14.8	Met Target
Non-Economically Disadvantaged Students	108	93.1	*	18.60	54.30	*		
Students with Disabilities	106	92.2	*	*	16.50	*	N	N
Students without Disabilities	299	95.2	*	*	48.80	*		
English Learners	27	90.0	29.60	20.70	23.30	28.1	N	N
Non-English Learners	378	94.7	16.40	25.20	45.20	16.4		

The preceding two graphics here show that each BRICK turnaround school met all 2016-17 annual mathematics achievement targets, both schoolwide and for all student races/ethnicities and special populations, with no exceptions. Furthermore, BRICK Avon's Black or African American students and those of two or more races outperformed their peers in the district, and BRICK Peshine's English-language learners again bested the performance of their peers in the district *and* the state.

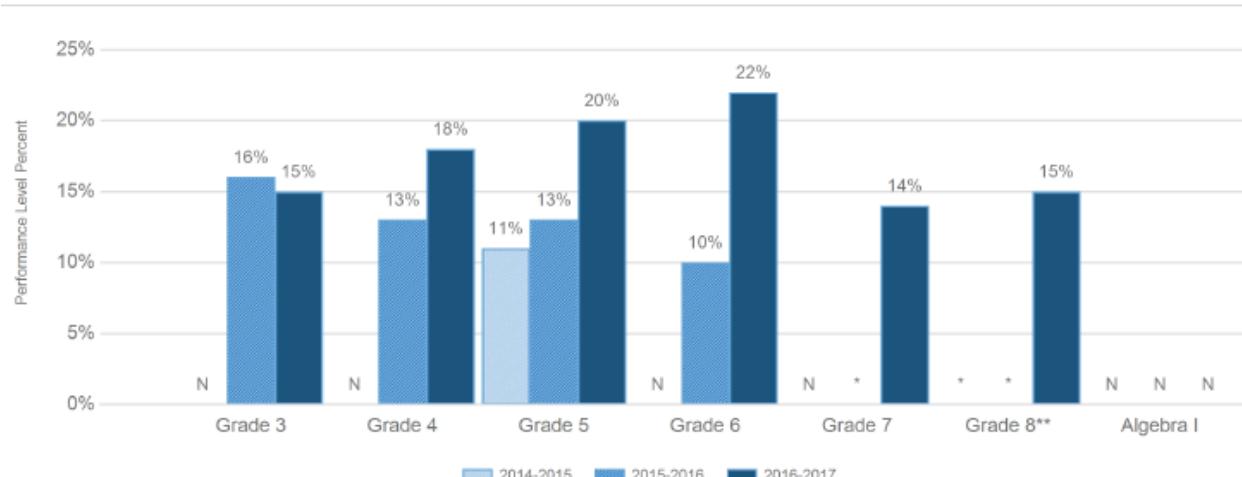
BRICK Avon

This graph shows the percentage of students who met or exceeded expectations for the past three years.



BRICK Peshine²²

This graph shows the percentage of students who met or exceeded expectations for the past three years.



These graphics illustrating growth in mathematics achievement show results similar to those for ELA/Literacy: **both BRICK schools demonstrate an increase in student learning in mathematics from the previous school year** almost across the board, and year over year student achievement continues to hold true in this content area as well.

Student attendance at BRICK

The students BRICK serves face many economic, academic, social, emotional, and physical and behavioral health obstacles which negatively impact their daily attendance at school. In particular, housing insecurity is an ever-increasing problem in Newark's South and West Wards. Here, the average household income is \$15,000 - \$18,000, yet an average two-bedroom residence costs \$1,250 per month. This creates untenable situations in which families are doubled- or tripled-up and many are forced to move when employment situations and income or family situations change.

In a city plagued by skyrocketing housing costs and extreme transiency, BRICK students are

²² Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

highly mobile. Across the city of Newark, chronic absenteeism (defined as students who are absent for 10% or more of the days enrolled during the school year) is an ongoing problem. Over one-third—35%—of students in Newark Public Schools missed more than 15 days of school, and another 17% missed 11-15 days.

The following graphic shows **BRICK schools have significantly less chronic absenteeism among African American students (the majority of its student enrollment) than does the Newark district**—9.7 points (or 26%) better for BRICK Avon and 8.1 points (or 21%) better for BRICK Peshine. At ACCS, the overall attendance rate is 92%.

Chronic Absenteeism	Newark Public Schools	BRICK Avon	BRICK Peshine
All Students	29.7%	28.9%	29.9%
African American	37.8%	28.1%	29.7%

Improving attendance is a primary area of focus for BRICK leaders who continue to hone their strategies and approach in the face of widespread economic barriers in the South Ward community. School leaders, teachers, and support staff identify students who are on track for chronic absenteeism, conduct parent conferences, make home visits, and refer families to social services agencies that can provide financial, nutritional, and mental health supports. BRICK will continue its multi-pronged approach to ameliorate this pervasive issue in all its schools.

Student Retention at BRICK

Student retention at BRICK Avon and BRICK Peshine is 78% and 81%, respectively. ACCS, in its first year of operation, does not yet have retention data. According to the BRICK parent survey, over 90% of parents are satisfied with their school and 96% plan on return the following year.

BRICK students achieve above-average academic growth

BRICK students met or exceeded the ESSA accountability targets for ELA and Mathematics for each school and each student group for the 2016-17 school year. Furthermore,

each school's median SGP was higher than that of the district and state medians in both subjects for both schools. This data proves BRICK's academic model is strong and its complement of wraparound services for students, parents, and families support educationally disadvantaged students in achieving above-average academic growth.

Student Growth—English Language Arts/Literacy and Mathematics

BRICK Avon

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	54	51	50	Met Target	51	50	50	Met Target
White	N	N	N	N	N	N	N	N
Hispanic	67	53	49	**	64.5	51	47	**
Black or African American	52	47	45	Met Target	50	45	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	66	55	51	Exceeds Target	58	53	52	Met Target
Economically Disadvantaged	56	53	47	Met Target	53	51	46	Met Target
Students with Disabilities	40.5	42	41	Met Target	39	41	43	Not Met
English Learners	*	56	53	**	*	56	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.

BRICK Peshine

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	63	51	50	Exceeds Target	61.5	50	50	Exceeds Target
White	N	N	N	N	N	N	N	N
Hispanic	53	53	49	Met Target	75.5	51	47	Exceeds Target
Black or African American	62	47	45	Exceeds Target	58.5	45	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	72.5	55	51	Exceeds Target	68.5	53	52	Exceeds Target
Economically Disadvantaged	64	53	47	Exceeds Target	65	51	46	Exceeds Target
Students with Disabilities	44	42	41	Met Target	40	41	43	Met Target
English Learners	87	56	53	**	71.5	56	51	**

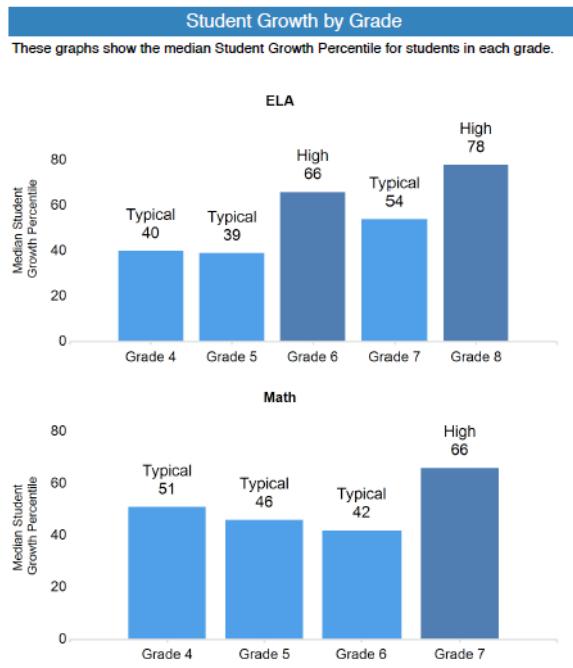
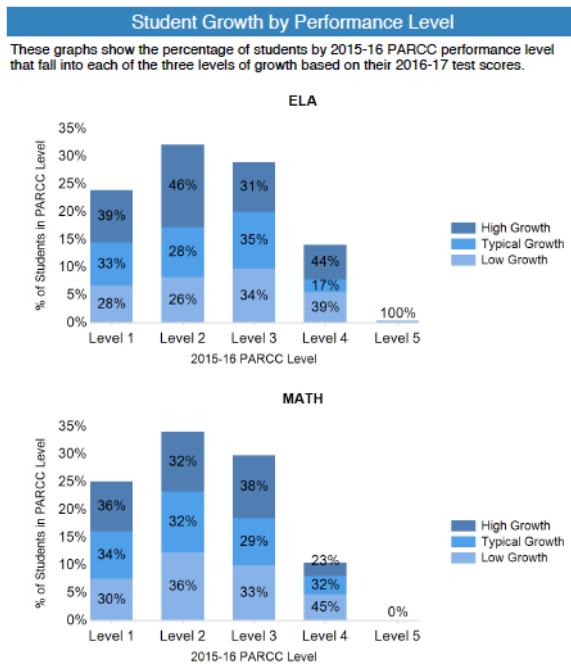
** ESSA accountability targets are only included if data is available for at least 20 students.

Each student receives a Student Growth Percentile (SGP) for ELA in grades 4-8 and for Mathematics in grade 4-7 that explains their progress compared to students who had the same test scores in the prior year. A student's SGP falls between 1 and 99 and can be grouped into three levels:

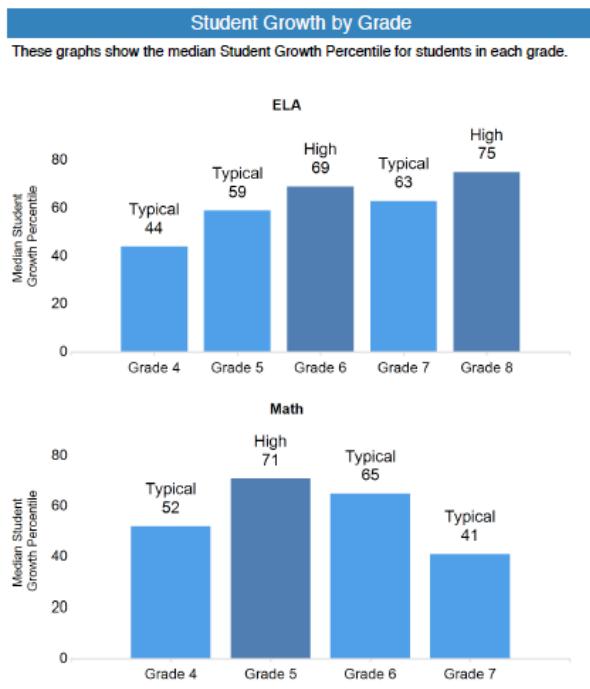
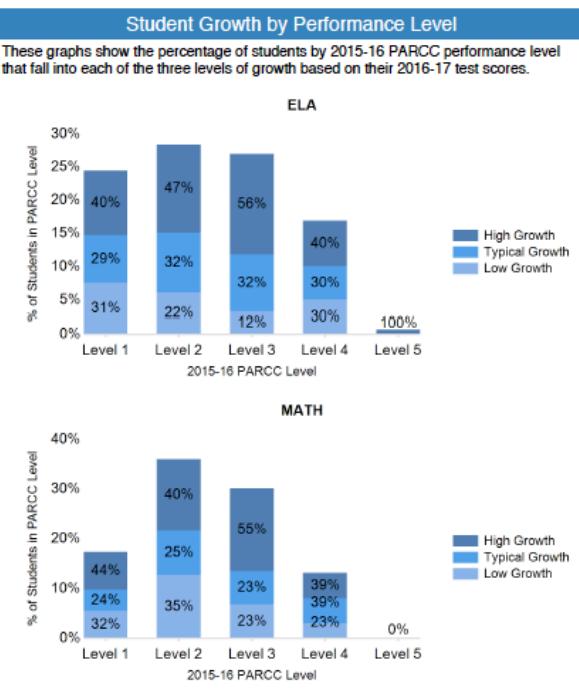
- Low Growth: Less than 35**
- Typical Growth: Between 35 and 65**
- High Growth: Greater than 65**

Both BRICK schools show high student growth in multiple grades across both subjects and show nothing less than typical growth in either subject.

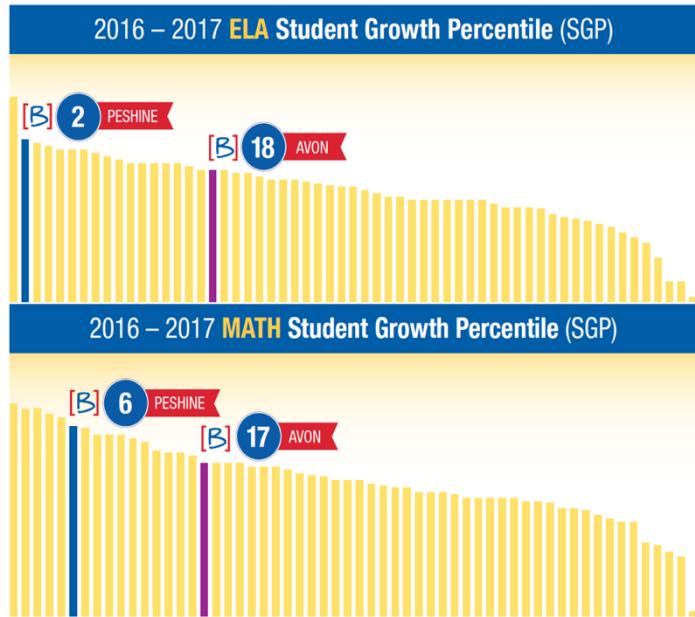
BRICK Avon



BRICK Peshine



From a different perspective—shown at right as achievement in Student Growth Percentile (SGP)—**BRICK’s success nears the top of all traditional public and charter elementary schools in the district**—#2 and #18 of 59 in ELA and #6 and #17 in math. These were record-setting scores for the two BRICK turnaround schools and represented the first time a South Ward school has been ranked at the top of this group. Please see **Appendix G** for a community news article about this outstanding success.



- (3) BRICK has had no issues with charter school closure, revocation, termination; financial or operational management; compliance; or student safety

BRICK has not had a charter school closed or its charter revoked or terminated, either through voluntary or involuntary disaffiliation. BRICK has strong financial and operational management, has never failed an audit, and complies with all applicable national, state, and local educational, operational, and safety statutes and regulations and will continue to do so as the BRICK model is replicated in New Jersey, New York, and Connecticut.

Student safety is of utmost importance to everyone at BRICK, and there have been no issues related to student or staff safety.

VI. BRICK’s Multi-Pronged Continuation Plan

BRICK’s experience successfully turning around two failing public schools and sustaining (and even increasing) that success, together with the high quality and exceptional academic

results its single charter school has achieved in year 1 of operation, demonstrate that the network's approach has enabled students to reach challenging State performance standards in both traditional public and charter school environments. BRICK intends to support, maintain, and continue to operate all its charter schools, including those established with CSP funding, at this high level of rigor, expectation, and results throughout the project period and after grant funds under this program are no longer available.

As detailed in the **budget narrative** as well as **Appendix F**, BRICK's financial model is based on a replicable plan to establish the staffing, supplies, operational infrastructure, and other supports for each school as it phases in its enrollment, beginning with grades K and 1 and adding students each year until full enrollment is reached. Likewise, BRICK has formulated a CSP funding plan for each school from year 0 (planning) through year 6 of operations, which it will also replicate as it establishes new schools in new regions.

The plan for continuation rests on the following **five approaches to sustainability**²³:

- 1. Recruiting, hiring, onboarding, training, supporting, and retaining high-quality leaders for all leadership, instructional, and operational roles (network, regional, and school-level):** Our strength is our people. As the network expands, so too will BRICK's human resources infrastructure so as to maintain, and even improve, the high quality of staff, their effectiveness, and their longevity with the charter.
- 2. Providing ongoing academic, financial, and operational support via a strong central office:** Ensuring fidelity of implementation for BRICK's proven academic and social-emotional model, while simultaneously maintaining strong supports as the network grows to scale is crucial. BRICK will continue to operate with programmatic and financial integrity and will ensure replicable systems for new schools across the network.

²³ Additional information for **Application Requirement D**

3. Carefully stewarding all public and private funding: BRICK understands that careful stewardship of all funding—granted and per-pupil—signals the network’s fiscal responsibility and can attract a wide variety of additional partners. BRICK will continue to be transparent about its finances, the results it achieves through various initiatives funded with public and private monies, and the impact on its schools and the network as a whole.

4. Establishing, nurturing, and expanding strategic community and business

partnerships: A hallmark of BRICK’s model is its broad base of community support and the public recognition it has received for early and continuing efforts and successes. As the network expands into new regions, BRICK will identify strategic partnerships that will mutually enhance the missions of each organization so that all may benefit and that, ultimately, all students will succeed.

5. Ensuring effective oversight and governance: BRICK will continue to seek Board members whose talents and expertise strengthen network operations and student achievement results. The Senior Leadership Team, led by the CEO, will work in close partnership with the Board, and Board members will set policies that enhance all of the preceding approaches to sustainability noted here.

Conclusion

Building Responsible Intelligent Creative Kids (BRICK) is a high-quality charter school operator with seven years of experience turning around chronically underperforming public schools and operating a successful charter school. BRICK seeks CSP funding to expand its network and to replicate its unique model. Its cadre of highly qualified personnel will ensure BRICK maintains its quality while growing to scale. In five years, BRICK schools will educate 2,625 high-need, low-income students in six schools across three cities in three different states.