

**Danbury Prospect Charter School the First Public Charter School
to Serve Danbury, Connecticut**

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Prospect Schools is a 501(c)(3) organization operating and managing a small network of K-12, college preparatory, charter schools whose mission is to provide a diverse student body with excellent teachers to have a positive impact on society and a lifelong passion for learning. Prospect Schools currently holds two charters authorized by the Board of Trustees of the State University of New York, (SUNY), and operates one elementary, two middle, and one high school under those two charters, all located in Brooklyn, New York. **We are seeking CSP funding under 824.282E to assist with replicating and expanding Prospect Schools' successful academic model to open a high quality, free school of choice in Danbury, Connecticut. Danbury Prospect Charter School will be the first charter school to serve this community. CSP funding will allow Prospect Schools to grow capacity to serve students by increasing current enrollment 35% once the school is fully scaled.** Danbury Prospect Charter School (DPCS), is scheduled to open in September 2019, pending approval of our charter application¹ with a 6th grade cohort of 100 students, and will grow to serve approximately 700 students in grade 6-12. It will be a free nonsectarian program public charter school and will meet the definition of a charter school as defined by ESEA, **fulfills application requirement (k).** DPCS will draw from the skills, expertise, and best practices of the Prospect Schools Network to (1) increase the number of charter schools operating across the nation, (2) increase the percentage of students who are achieving at or above the proficient level on state assessments, and (3) further develop a sustainable, intentionally diverse charter school model. **DPCS will leverage Prospect School's successful academic model to prepare students to**

¹ See *Appendix G.1* for a summary of the status the Danbury Prospect Charter School application.

enter the rigorous International Baccalaureate Diploma Program and graduate college ready.

Competitive Preference Priority 1:

Supporting High-Need Students by Increasing Access to High-Quality Educational Choice

Prospect Schools is applying under this competitive preference priority to increase access to high-quality education choice to high needs students, specifically English Language Learners. In Danbury 38% of public school students speak a language other than English at home² and according to the Dominant Languages by School and English Language Learner (ELL) status, in 2014-15, of the 12,873 students evaluated, 18%³ of them (2,277 students) were English Language Learners. Please see *Appendix G.2- Danbury Census Data*, for an overview of the community's demographics as based on the 2010 census. As part of our pre-charter application work we learned that Danbury's ELL population is in need of additional educational choice and we believe the Prospect School's model, designed to meet the individual needs of a fully integrated student body can be specifically tailored to meet the needs of the Danbury ELL population.

Danbury's district schools are not currently meeting the needs of their ELL population. In 2016-17 only 3% of Danbury middle school ELL students were proficient in ELA and 2.9% were proficient in math. This is unacceptable and we believe that the success we have had building an intentionally diverse school with an almost 10 year history of increasing academic achievement for economically disadvantaged students and other traditionally underserved students, puts us in the unique position to successfully build a high quality school of choice that

²

meets the needs of Danbury’s ELL students. A large body of research suggests that socioeconomic and racial integration provide educational benefits for all students, both in social-emotional wellness and increases in academic achievement.⁴ This has been proven true at the schools developed by Prospect Schools, where traditionally underserved students regularly outperform the city and state. **Selection Criteria I**, will discuss our plan to recruit ELL students. **Selection Criteria II** will discuss our academic plan to provide Danbury’s ELL students with access to a challenging and appropriate education with the goal of improving their short and long term academic trajectory. **Selection Criteria V** will share our success improving academic achievement for all students particularly traditionally underserved students.

Selection Criteria I: Contribution in Assisting Educationally Disadvantaged Students

Access High-Quality Schools of Choice

At the heart of Prospect Schools’ mission and model is a commitment to diversity, inclusion, and building classrooms that are designed to serve the learning needs of the communities we serve. **DPCS is committed to recruiting and enrolling educationally disadvantaged students at a rate higher than or equal to the district where our schools are located.** To achieve this goal we designed a multifaceted student recruitment plan aimed at: (1) removing barriers of entry to families with little or no English comprehension, (2) providing information to families about student support services to support all student needs particularly traditionally underserved students, and (3) building relationships with members of the Danbury community through partnerships with community stakeholders who will serve as DPCS community ambassadors.

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http://production.tcf.org.s3-us-west-2.amazonaws.com/app/uploads/2012/05/24013615/Diverse_Charter_Schools-8.pdf.

In the interest of reaching families of diverse backgrounds and minimizing the barriers to entry, the application procedure for Danbury Prospect Charter School will be made as simple and accessible as possible. The application will be available in English, Spanish, and Portuguese, the three most commonly spoken languages in Danbury. Should an applicant's family require a translation in another language the DPCS and/or Prospect Schools' staff will make a good faith effort to provide the materials in the desired language within a reasonable amount of time. The DPCS staff will actively seek to assist all students and families in the application process. Please find below a summary schedule for admissions and enrollment,

fulfills Application Requirement (i):

DATE	ACTION
December 1	<ul style="list-style-type: none"> ● Online and paper enrollment forms become available. All forms will be available in English, Spanish, and Portuguese. ● Direct support for the completion of the application will be made available by DPCS staff to families requiring assistance. ● Information nights will be advertised through multiple media channels, in but not limited to English, Spanish, and Portuguese. The DPCS team will host information sessions in languages other than English to ensure there are no barriers to information among non-English speaking families.
March 1	<ul style="list-style-type: none"> ● Lottery applications due by 5pm
March 6	<ul style="list-style-type: none"> ● Public admissions lottery hosted for available seats
March 15	<ul style="list-style-type: none"> ● Offers made to students -1st round lottery results emailed
March 28	<ul style="list-style-type: none"> ● Decisions due from families (1st round)-all grades

April 5	<ul style="list-style-type: none"> ● Registration deadline due for all grades
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DPCS will engage in targeted outreach to attract prospective families from traditionally underserved communities based on the 10 years Brooklyn Prospect has in recruiting a racially, ethnically, and socioeconomically diverse cohorts of students. The 2018 Brooklyn Prospect admission lottery had over 3,327 families apply for approximately 375 seats in one of our four schools. **Building off the successful Prospect Schools recruiting model, DPCS, in accordance with the mission statement and the Connecticut State Education Law, will execute a rigorous plan of community outreach to educate prospective families about (1) charter schools, (2) the Prospect Schools model, (3) how the school will support all students’ educational and emotional needs with the goal of recruiting, enrolling, and retaining an ELL student population equal to or greater than served by the local district schools.** These community engagement efforts will include, but are not limited to:

(1) Developing the Danbury Prospect website, the website will provide information about the program, information about the lottery, and other pertinent information. The website will be available in Spanish and Portuguese translations;

(2) Hosting focus groups conducted with the guardians of 4th and 5th grade students. The outreach team will provide focus groups in Spanish and Portuguese to allow non-English speaking families with the opportunity to learn about the program in the language they are most comfortable with;

(3) Conducting outreach to Danbury elementary schools;

(4) Partnering with local religious organizations to build meaningful relationships and allies within the community;

(5) Collaborating with the community board, particularly with members of the education committee and community leaders, such as the mayor’s office, city council, and members of various grassroots community organizations;

(6) Partnering with CityCenter Danbury to help use the siting of Danbury Prospect as part of the revitalization of downtown Danbury. CityCenter Danbury is a public entity assisting businesses and nonprofits with initiatives for planning, marketing, and business development.

(7) Using strategic postings and mailings, in English, Spanish, and Portuguese with the goal of driving individuals to the website or a community forum to learn more.

Please see below a timeline for the DPCS student outreach plan, please also find below a description of our lottery and enrollment procedures which fulfills application requirement (i):

TIMELINE	ACTION
December	<ul style="list-style-type: none"> ● Applications for admission to Danbury Prospect Charter School will be made available via the school website, mailings to current parents and community members, and through various community outreach efforts. ● Translations provided in Spanish and Portuguese to minimize barriers of entry to non-English speaking families. In addition, the following year letters of intent to renew enrollment is distributed to current students
December -February	<ul style="list-style-type: none"> ● Outreach efforts will continue with active recruitment of applicants from diverse neighborhoods, public elementary schools, and community groups. These effort will be supported by DPCS community ambassadors. ● Charter school staff is available to offer assistance to any families requiring it, and will make a concerted effort to follow up with interested families.

<p>December -February</p>	<ul style="list-style-type: none"> ● Applications will be monitored by the Prospect Schools Student Recruitment Manager, the DPCS Principal, Head of Operations, and Community Relations Manager with an eye for applications pools representing all area elementary schools. ● If gaps in area representation are identified the admissions team will reach out to individual elementary schools. Public information sessions will be advertised and conducted by the Principal to discuss the academic program, as well as overviews of how the DPCS program supports all students, including those with a history of behavioral and social difficulties. ● Information regarding the Student Support Services (SSS) program will be available and families with specific questions regarding IEPs/504s will be connected with the network special education coordinator.
<p>March 1</p>	<ul style="list-style-type: none"> ● Final deadline for submission of applications from new applicants and signed letters of intent to re-enroll due from current students.
<p>First week of March</p>	<ul style="list-style-type: none"> ● Applications will be collated and a random lottery for each grade level will be scheduled. ● The lottery will be open to the public and attended and/or audited by a representative of the Connecticut State Department of Education. ● After the first year, the lottery will be conducted to ensure preference for siblings of currently enrolled students and residents of Danbury, in that order. ● After all seats have been filled, a waiting list will be created for each grade level, placing students in preferential order. The lottery will be executed according to the requirements and standards outlined in state law. ● DPCS will select a lottery date that simplifies the middle school choice timeline for families. ● Information on school policies will be available online and in hard copy at the DPCS office. ● The principal and other relevant staff (special education coordinator, ELL coordinator, etc.) will be available for consultation by email, phone, or in person for families requiring additional information.
<p>Mid-March</p>	<ul style="list-style-type: none"> ● Accepted students will be notified, and necessary enrollment materials will be mailed to accepted students and their families. Students who have been placed on the waiting lists will be notified.
<p>End- March</p>	<ul style="list-style-type: none"> ● Letters of intent to matriculate due from accepted students. A good-faith effort will be made by the DPCS to contact and consult, in the appropriate language, with any accepted family who has not submitted a letter of intent by the deadline before offering those seats to the waiting lists.

<p>April-September</p>	<ul style="list-style-type: none"> ● If seats become available, offers will be made in order of the waiting lists. ● Follow up contact will be made with families who have enrolled in DPCS during the spring and early summer to provide additional support to ensure retention of enrolled families, supports may include, but are not limited to, welcome meetings with the principal, new family picnic, summer homework assignments, summer homework tutorial sessions for students, etc.
<p>August</p>	<ul style="list-style-type: none"> ● Welcome Interviews with advisors will occur in late August, parents/guardians and the students will attend. DPCS will provide translation services.

Selection Criteria II: Quality of Project Design:

DPCS will use the worldclass International Baccalaureate Program (IB), to develop a rigorous academic program to achieve higher academic outcomes and high-levels of college readiness for all students. The mission of the IB is “to develop inquiring, knowledgeable, and caring young people who create a better and more peaceful world through intercultural understanding and respect.”⁵ The International Baccalaureate Diploma Program, (IBDP), is internationally recognized for providing students with an academically challenging and balanced academic program which prepares students for success in college and beyond. DPCS will use the **Prospect Schools’ academic model and established curriculum to build a 6-12 college-preparatory community where 100% of students are prepared to enter the IBDP by the end of 10th grade and 100% of students will graduate college ready.**

Research strongly supports the idea that “IB participation improves secondary academic performance, college enrollment, persistence, and achievement.”⁶ In addition, analysis completed by Education Policy Improvement Center demonstrated that IBDP students possessed

⁵ <http://www.ibo.org/about-the-ib/mission/>.
⁶ <http://www.ibo.org/globalassets/publications/ib-research/dp/dp-student-enrollment-outcomes-us-en.pdf>.

“a very high degree of alignment with Skills for University Success college ready standards.”⁷

This growing body of research and outcomes at the existing Prospect Schools indicate that **offering the IB and the IBDP to the students of DPCS will increase college enrollment.** The graph below provides a summary of Liz Bergeon, Ph.D. University of Wisconsin La Crosse, findings in regards to immediate college enrollment of IBDP recipients.⁸

	All DP students		Diploma Result				Gender			
			Received		Not received		Female		Male	
	N	%	N	%	N	%	N	%	N	%
Immediate enrollment (by January 31 2009)	12,308	100%	8,618		3,689		7,377		4,931	
2-year ⁴	787	6%	394	5%	393	11%	493	7%	294	6%
4-year	11,518	94%	8,221	95%	3,297	89%	6,881	93%	4,637	94%
Private	4,063	35%	3,110	38%	953	29%	2,520	37%	1,543	33%
Public	7,455	65%	5,111	62%	2,344	71%	4,361	63%	3,094	67%

Bergeon’s research found that 100% of IBDP students enrolled in college by the immediate January after high school graduation, more than 40% higher than the national average, which was 60%, at the time the study was completed. It is also worth noting that this strong correlation between IBDP enrollment and college enrollment is confirmed at Prospect School’s Brooklyn based high school where **100% of the Classes of 2016 and 2017 who participated in the IBDP enrolled in 4 year colleges. In addition, 100% of the members Brooklyn Prospect Class of 2017 who enrolled in Brooklyn Prospect starting in 6th grade enrolled in a 4 year college/university following high school graduation.** The above data points from Brooklyn Prospect Charter School confirms Bergeron's conclusion that the IBDP increases college readiness. The demographics of Brooklyn Prospect⁹, take Bergeron’s findings a step further and

⁷ <http://www.ibo.org/globalassets/publications/ib-research/dp/dp-student-enrollment-outcomes-us-en.pdf>.

⁸ <http://www.ibo.org/globalassets/publications/ib-research/dp/dp-student-enrollment-outcomes-us-en.pdf>.

⁹ See Appendix G.3 for BPCS 2017-18 Student Demographics.

prove that the IBDP increases college readiness for a diverse student population including students from traditionally underserved communities. Similar conclusions were drawn through research and analysis of the Chicago Public School’s successful implementation of the IB and IBDP to serve its urban school district with a large population of traditionally underserved students.¹⁰

Offering the IBDP to DPCS students will increase student’s pathway to college persistence. Studies have concluded that students participating in the IBDP felt prepared for college-level coursework involving research, had successfully executed a college research project, were proud of their research, intended to conduct future research, and found their research skills to be important to future success.¹¹ This level of confidence and preparedness translates into higher levels of college perseverance and college completion as evidenced by the chart below.¹²

	4-year graduation rate			6-year graduation rate		
	All DP students	Diploma result		All DP students	Diploma result	
Diploma received		Diploma not received	Diploma received		Diploma not received	
All 4-year institutions	79%	84%	66%	83%	87%	72%
Public 4-year institutions	76%	82%	64%	81%	86%	71%
Private 4-year institutions	84%	88%	73%	86%	89%	77%

¹⁰<https://consortium.uchicago.edu/sites/default/files/publications/IB%20Report1.pdf>.

¹¹ Inkelas, K. K., Swan, A., Pretlow, J. and Jones, J. 2013. Exploring the Benefits of the International Baccalaureate Extended Essay for University Study at the University of Virginia. Charlottesville, VA: Center for Advanced Study of Teaching and Learning in Higher Education, University of Virginia

¹² <http://www.ibo.org/globalassets/publications/ib-research/dp/dp-student-enrollment-outcomes-us-en.pdf>

The national 6 year college graduation average is 59%.¹³ Looking at the research completed by Bergeron, **students who participated in the IBDP regardless of whether or not they received the IB diploma graduated college at a rate much higher than the national average: 79% of DP students graduated college within 4 years, 20% higher than the national average, and 83% of DP students graduated within 6 years, a rate that is 24% higher than the national average. College graduation rate increased when students received a IB Diploma to 84% in 4 years and 87% in 6 years.** Even students who enrolled in the IBDP but did not receive the diploma graduated college at a much higher rate than the national average: 66% in 4 years and 72% in 6 years. Drawing on the research conducted on the effectiveness of the IBDP combined with the success of the Brooklyn Prospect Class of 2016 and 2017 in placing 100% of IBDP students into a college or university, it is a fair conclusion to state that Prospect Schools students will continue to surpass state and national college enrollment statistics and will also complete college at a level higher than the national average because of the rigorous IB middle and high school education they receive.

Prospect Schools is a data driven organization focused on achieving defined and measurable academic, operational, and financial outcomes, using past performance we drafted specific and measurable project goals, objectives, and outcome. We established two broad goals to guide the decision making and direction of this project: (1) replicating and expanding the success of the Prospect School's model to serve the students of Danbury and (2) developing a high-performing and rigorous academic program grounded in the principles of the IB and designed to meet the needs of the Danbury community. Each goal has a number of

¹³ <https://nces.ed.gov/fastfacts/display.asp?id=40>

objectives and measurable outcomes to allow for a clear evaluation of the project throughout the grant period. We believe that accomplishing the defined goals and objectives and achieving the desired outcomes will result in DPCS providing the families of Danbury with a high quality school of choice which will prepare 100% of students with the skills needed to have a positive impact on society and a lifelong passion for learning. Please see the Prospect Schools Appendix G.4 for our full logic model to achieve our theory of change, **fulfills application requirement (n)**.

Goal 1: To increase the number of students with access to high quality schools of choice through the expansion and replication of Prospect Schools.

<p>Objective 1: Replicate Prospect Schools’ successful middle and high school program to provide the Danbury community with a high quality charter school.</p>	<p>Outcome 1a: Prospect Schools will receive a charter from the State of Connecticut to operate Danbury Prospect Charter School, a 6-12 college preparatory community where excellent teachers prepare a diverse student body to have a positive impact on society and a lifelong passion for learning.</p> <p>Outcome 1b: Prospect Schools will enter into a performance agreement with the charter authorizer. Please see appendix G.5, for the common terms governed by this agreement, this appendix satisfies application requirement (b).</p> <p>Outcome 1c: DPCS will launch in September 2019 with an inaugural cohort of 100 6th grade students.</p>
<p>Objective 2: Expand Danbury Prospect Charter School a grade each year after the launch to build a 6-12 high quality school of choice.</p>	<p>Outcome 2a: September 2020, DPCS will expand to include a 7th grade and will serve 200 students.</p> <p>Outcome 2b: September 2021, DPCS will expand to include an 8th grade and will serve 300 students.</p> <p>Outcome 2c: September 2022, DPCS will expand to include a 9th grade, and will serve 400 students.</p>

	<p>Outcome 2d: September 2023, DPCS will expand to include a 10th grade, and will serve 500 students.</p> <p>Outcome 2e: September 2024, DPCS will expand to include an 11th grade, and will serve 600 students.</p> <p>Outcome 2f: September 2025, DPCS will reach full scale by adding a 12th grade and will serve 700 students.</p>
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Goal 2: Provide an academically rigorous 6-12 college preparatory education to an intentionally diverse student body including ELLs and students with disabilities guided by the principles of the IB in a student centered environment with the goal of graduating 100% of students college ready.

<p>Objective 1: Danbury Prospect Charter School’s student body will reflect the diversity of the community in which it is located.</p>	<p>Outcome 1a: Each year DPCS will serve a student ELL population similar to or greater than the district average.</p> <p>Objective 1b: Each year the racial and ethnic makeup of the DPCS student population will reflect the demographics of Danbury as reported on the most recent US census.</p> <p>Objective 1c: Each year DPCS will serve a population of students with disabilities similar to or greater than the district average.</p>
<p>Objective 2: Prospect Schools’ Network Academic Team in collaboration with the DPCS leadership team will modify the existing Prospect Schools curriculum to support Danbury’s ELL population.</p>	<p>Outcome 2a: Prospect Schools will identify and hire an ELL subject area expert consultant to assist with building our ELL support services</p> <p>Outcome 2b: Working with an education consultant with expertise in ELL program development, Prospect Schools Academic Team will examine the appropriate practices to build a foundational bridge between the traditional public school experience to DPCS to meet the needs of the ELL student population.</p> <p>Outcome 2c: Working with the ELL consultant Prospect Schools and DPCS leadership will develop a</p>

	<p>codified set of practices and materials to guide the professional development of staff to support ELL students.</p>
<p>Objective 3: Danbury Prospect will provide a rigorous academic education which will outperform the local school district and the state.</p>	<p>Outcome 3a: Annually the percentage of students in DPCS scoring at or above a level 3 (proficiency) on the Connecticut State ELA and math exams (SBAC) is greater than the Danbury district average.</p> <p>Outcome 3b: Annually the percentage of students in DPCS scoring at or above a level 3 (proficiency) on the Connecticut State ELA and math exams (SBAC) is greater than the CT state average.</p> <p>Outcome 3c: All DPCS student subgroups will achieve proficiency cohort to cohort measurable growth of 5% a year.</p>
<p>Objective 4: Build a vibrant and inclusive community in which a diverse student body can positively and deeply engage with each other and with adults in the community.</p>	<p>Outcome 4a: DPCS will design and implement a student centered school culture resulting in annually 30% fewer students receiving out of school suspensions compared to the CT district average.</p> <p>Outcome 4b: DPCS will design and implement a student centered school culture resulting in annually 30% fewer students receiving in school suspensions compared to the CT State average.</p> <p>Outcome 4c: Annually the DPCS attendance rate is 95% or greater.</p> <p>Outcome 4d: Annually across all grades DPCS will retain 90% of its total student population.</p> <p>Outcome 4e: Annually across all grades DPCS will retain 85% of its ELL student population.</p> <p>Outcome 4f: Annually across all grades DPCS will retain 90% of its student with disabilities population.</p> <p>Outcome 4g: Annually across all grades DPCS will retain 90% of its economically disadvantaged student population.</p> <p>Outcome 4h: DPCS will create and distribute biannual family surveys to engage parents in the development and evaluation of the DPCS.</p>

	<p>Outcome 4i: 85% of DPCS families will complete the biannual family survey.</p> <p>Outcome 4j: 95% of DPCS families will rate DPCS a 4 or higher (on a scale of 1-5 with 5 being the highest) when asked how satisfied they are with their overall experience with DPCS.</p> <p>Outcome 4k: 95% of DPCS families will rate DPCS a 4 or higher (on a scale of 1-5 with 5 being the highest) when asked how satisfied they are with the DPCS academic program.</p>
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Prospect Schools designed the DPCS program to meet the needs of the Danbury community. Recognizing the value of the IB and IBDP in preparing college ready students, **Prospect Schools is committed to preparing 100% of Danbury Prospect students to enter the two year rigorous IBDP by the completion of 10th grade. This bold academic vision extends to our general education, special education, and English Language Learners, ELL.** The Danbury Prospect Academic Planning Team will leverage the success of the network to adapt the successful Prospect Schools’ curriculum and academic model to meet the specific needs of the Danbury community, particularly around the need for additional and responsive services for ELL students. This section of our application will discuss the DPCS’s academic model and the additional support to meet the needs of students with disabilities and ELLs.

The DPCS curriculum will challenge students to routinely engage their curiosity to develop sound judgement and critical thinking skills. Interdisciplinary work will coordinate theories and concepts in a manner that grows in students both a local and global perspective, as a key aspect of the IB preparatory program. Providing students with the opportunity to focus on examining real life problems in classroom teams where their collaboration, persistence, and creativity will lead to rewarding solutions, and have been identified as essential 21st century

skills. In addition, cross-disciplinary projects will provide the autonomy and student choice necessary to help grow a love of learning in our students¹⁴. The DPCS school model relies on:

World-class curricular program: DPCS will be an International Baccalaureate (IB) World School, offering a curriculum designed around the IB Middle Years Program in grades 6-10 and the Diploma Program in grades 11&12. The IB is considered the gold standard for rigor and college preparation around the world. **The DPCS curriculum is designed around the pillars of the IB program, will communicate high academic standards by not only meeting Connecticut’s Common Core State Standards, but exceeding these standards and inspiring in all students the skills of creative inquiry, problem solving, innovative critical thinking, personal reflection, and collaborative learning.**

Unique diversity: Danbury Prospect Charter School understands the power of diversity. **We are intentional in supporting diversity and building a fully inclusive program, and as such we will serve the socioeconomically and ethnically diverse families that make up the city of Danbury.** In our inclusive school communities, students and families feel connected, empowered and engaged in the school community. Research shows that inclusive educational environments in diverse settings are positively correlated with a student’s sense of belonging.¹⁵ DPCS’s families will recognize that their role does not end when they drop their students off at our doors, and the school’s research validated family engagement approaches underscore that a strong partnership between student, family and the school best carves a clear pathway for the student’s academic success.

¹⁴ <https://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1593&context=ijpbl>.

¹⁵ <https://escholarship.org/uc/item/5z7283g0>.

Excellent teaching: One important factor that leads to a successful school is a body of passionate and professional teachers. DPCS is committed to hiring, training and retaining excellent teachers. Our teachers are: (1) skilled in content area, (2) enthusiastic professional collaborators, who recognize that teaching is a team sport, (3) constantly improving their craft, (4) engaged Danbury Prospect community members, and (5) committed to the Prospect Schools' mission.

DPCS will set and hold all students to high academic standards. The schools bold academic vision is that 100% of students are well prepared for the academic rigors of the IBDP by the end of 10th grade and 100% of our students will be college ready by high school graduation. The advantage of our 6-12 school is contiguous academic back planning from this academic goal that helps ensure an aligned curriculum and the time needed to prepare Danbury students to succeed in the IBDP and to graduate college-ready.

In anticipation of applying for a charter in Connecticut, Prospect Schools became a member of Achievement First's Charter Network Accelerator, recently completing the 18 month program. In addition to adopting many of Achievement First's curricular resources, Prospect Schools and Danbury Prospect has ongoing support from Achievement First's curriculum development personnel. **Combining the curriculum resources of Connecticut's highest achieving charter network with the world class IB Program as used by Prospect Schools will ensure that our curriculum drives academic achievement for all students.**

DPCS's academic program will successfully prepare students to meet all State of Connecticut education requirements. The International Baccalaureate Middle Years Program (MYP) framework is designed to support and align with state and national standards in countries

around the world. Other Connecticut public IB schools have demonstrated that the MYP approach is closely aligned with Connecticut learning standards. The Connecticut IB Academy, an interdistrict magnet school in East Hartford, achieved a National Blue Ribbon and is ranked as the #1 high school in Connecticut and the #40th in the nation in 2016 by US News & World Report. Further, access to a rigorous IB curriculum starting in middle schools has been correlated as an essential dimension in increasing college readiness for traditionally underserved communities.¹⁶

DPCS will take a multi-faceted approach to assessing the effectiveness of the curriculum by using both formative and summative assessments, allowing teachers and administrators to gauge the degree to which students are learning the taught academic content. Assessments are only one component of understanding a student's needs, but are critical in evaluating the efficacy of our program offerings, instructional approaches, and educator professional development needs. In a data-driven instructional culture, it is important to narrow the scope of the assessments to a sequence that allows educators to appropriately diagnose where their students are and to make adjustments to curriculum and instructional practice that ensures students are moving towards mastery. A key aspect of the IB are assessments of the understanding and skills that go beyond memorizing facts and encourage students to think critically and to engage in global problem solving.

A summary of the assessments that will allow teachers and school leaders to measure the effectiveness of the academic program include but is not limited to:

Type of Assessment or Evaluation	Curriculum and CCSS Alignment	Predominate Assessment Purpose: Formative/ Summative/Diagnostic	Frequency of Delivery
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¹⁶ <http://journals.sagepub.com/doi/abs/10.1177/0895904813492383>.

SBAC for ELA and Math	Yes	Summative	Annually
Mock Assessments	Yes	Summative	Annually
Interim Assessments	Yes	Summative	4x per year
STAR Math and ELA Assessment	Yes	Benchmark/Diagnostic	2x per year (min) more frequently for students with disabilities and limited english proficiency, etc.
Fountas & Pinnell	Yes	Benchmark/Diagnostic	3x per year
Exit Tickets	Yes	Formative	Daily
Quizzes	Yes	Formative	Every 2 weeks
Unit Tests/Unit Projects	Yes	Summative	Every 4-6 weeks
Informal Teacher Assessments: Checks for Understanding	Yes	Formative	Daily
Language Assessment Scales (LAS) for ELLs	Yes	Benchmark/Diagnostic	Annually
IB Assessments	Formalized IB MYP assessments are not administered by the IB until 10th grade. 11th and 12th Grade IB assessments are administered annually at the completion of IBDP courses.		

The table above presents an assessment sequences for gathering a mixture of quantitative and qualitative data to understand a student from multiple lens. Looking specifically at the sequencing, the assessments begin with diagnostic benchmarking throughout the year. At the start of each school year, students will take the nationally normed STAR mathematics and ELA assessments. This adaptive, computer-based assessment provides administrators and educators an entry point to understanding the specific needs of the student population and identifies skills a student may need more time and support to gain mastery. Curricular pacing and resources will then align to those needs and will allow for personalization of the instructional trajectory for the

students across the school. A mixture of formative assessments allows educators to determine how students are doing towards unit mastery and to further determine if the curriculum and instructional approaches such as small group remediation are effective in addressing student needs.

Throughout the school year, additional assessments and opportunities for feedback will allow teachers and school leaders to assess the effectiveness of the program. Faculty may use the following additional assessment tools:

Looking at student work protocols (LASW) will occur minimally once per unit so that teachers, under the supervision of an administrator, can take an in-depth look at student academic outputs against very specific learning targets. Reteaching and reassessment plans will be developed in response to areas where the delivery of the curriculum was not effective.

Student surveys, administered twice a year, will provide qualitative feedback of how students perceive the effectiveness of the curriculum and school culture.

Family and teacher survey, administered twice a year, will provide qualitative feedback of how students perceive the effectiveness of the instructional programming. **Fulfills application requirements (c) and (e)**. Please see Appendix G.9- Sample Family Survey.

Teacher/Family Conferences are conducted three times a year allowing for in-depth conversations with families regarding student growth and forward planning to support students most effectively. **Fulfills application requirements (c) and (e)**.

DPCS will build a school culture to support the social-emotional growth of all students and promotes retention by reducing the overuse of discipline practices that removes students from classrooms, fulfills application requirement (g). DPCS will be a

vibrant and inclusive community in which a diverse student body can positively and deeply engage with each other and with adults in the community.

Student Culture Guiding Principles: Every interaction with a student works to develop five beliefs within all students, that have been identified in the literature as essential to fostering positive school climate and increased student engagement: (1) Adults care about me at DPCS, (2) the work I do at school has meaning for me now and in the future, (3) I can be successful through hard work, (4) I belong to the DPCS Community, and (5) my peers and I support each other to do well at DPCS. Prospect Schools is committed to ensuring that every interaction with a student works to develop the above five beliefs. The philosophical foundations of this work are: (1) social/emotional learning, (2) collaborative problem solving, (3) restorative justice, (4) anti-bias education, and (5) unconditional, positive regard for strength-based positive youth development.

Our approach values interconnectedness, and depends upon building and sustaining the following relationships:

- Between adult staff and youth, so that young people are supported in making meaning of their experiences.
- Between youth and across cultural differences, so that peer-to-peer interactions build connection and expand understanding.
- Between school and home, so that family culture can provide students with an asset-rich schema to activate their learning.
- Between adult staff, so that mutually supportive professional relationships can model and reinforce social/emotional competence.

- Between all community members, so we can be collectively responsible for nurturing a positive, safe, and inclusive school climate.

To help support the social and emotional growth of DPCS students a variety of co-curricular programs will support the core academic program, including:

- **Advisory:** Advisory class provides explicit instruction in the soft skills necessary for success in a rigorous, diverse school by directly addressing topics including, but not limited to, organizational skills, growth mindset, mindfulness, values systems, perspective, social and restorative justice, and the MYP Learner Profile. Curriculum for this programming is aligned to nationally recognized Collaborative for Academic and Social Emotional (CASEL) standards. Advisory lessons are delivered in small groups of approximately 13 students:1 teacher, meeting daily in the 6th and 7th grade and with increasing frequency in the later grades.
- **Enrichment Activities:** DPCS will offer a variety of enrichment courses during and after the academic day that will include but is not limited to visual art, language, Mandarin and Spanish, dance/movement, music, and theater.
- **Extended school-year supports:** including a summer academy and break academies to help students in need of additional academic instruction.

Collaboration with the Danbury School District: The leadership of Prospect Schools has begun work with the local district to further understand the educational needs of Danbury students and looks forward to a close and collaborative relationship with the district. As an open-source organization Prospect Schools anticipates working side by side with the local district sharing professional development and other educational opportunities to help ensure that

the addition of a charter school in the district raises the academic bar for all Danbury students. This collaboration will also serve as an opportunity to gather feedback from the Danbury education community to implement into our program, **fulfills application requirement (e).**

Danbury Prospect will leverage the Prospect School's Network Academic Team and best practices to provide policy and practice expertise developed over the past decade to ensure that all special education services will comply with federal laws and regulations with an ultimate goal to strengthen differentiated instruction for all students and prepare all DPCS students with disabilities to succeed within the DPCS community. This section **fulfills application requirement (j).**

DPCS will prepare all students with exceptionalities to enter the IBDP at the end of 10th grade and to graduate college ready through a robust and inclusive program modeled after the Integrated Co-Teaching (ICT) and Special Education Teacher Support Services (SETSS) program in existence at Brooklyn Prospect Charter Schools that harnesses the expertise of teachers holding Special Education certification as well as those who have subject-specific certification. All students with an ICT or SETSS mandate on their Individualized Education Program (IEP) are placed in these integrated co-teaching classes, with additionally supports available from specialists across the organization, including but not limited to pull out SETSS services. **The curriculum and instructional program at DPCS is designed with sufficient flexibility to provide for the needs of all students, including students with exceptionalities, ELLs, and at-risk students.** DPCS teachers will receive special education training in Marilyn Friend's Inclusion and Collaborative Team Teaching (CTT) model and will implement six strategies for CTT: (1) one teach, one observe, (2) one teach, one assist, (3)

teaming, (4) parallel teaching, (5) station teaching, and (6) alternative teaching, when designing and giving instruction to students.

DPCS will follow an IEP format recommended by the Regional Special Education Center serving the student's school district of residence. To ensure that students receive appropriate services, DPCS will hire a full-time Special Education teacher who will provide both direct and indirect services to meet the needs of all students. DPCS will have the ability to serve students on-site with staff, consistent with a student's IEP. The school's facilities will be designed in compliance with ADA regulations allowing all students to take full advantage of the curriculum.

DPCS is dedicated to ensuring that the individual needs of all the students are met in accordance with the highest standards and the mission of the school. The goals of academic achievement and constant collaboration described in this application are equally the goals for children who have special needs. In accordance with the federal Individuals with Disabilities Education Improvement Act (IDEIA) and with DPCS's commitment to preparing a diverse student body for success in a 21st century global world, the school will provide instruction and intervention designed to maximize each student's academic success while integrating each student, to the maximum extent appropriate, in an inclusive and collaborative learning community.

Students will also have an added layer of support from the network office. Prospect Schools has in place a Student Support Services Specialist who works across all network schools to ensure that all children who have special needs are supported in a manner not only compliant with the law, but compliant with individualized programs that meet their learning needs.

Further, the Student Support Services Specialist will engage in leading professional development aligned to assessment data, in order to develop school-based educators and instructional leaders.

Learning specialists are divided between two programs: Integrated Co-Teaching (ICT) and Special Education Teacher Support Services (SETSS). ICT learning specialists also function as subject-area experts across grade levels in English Language Arts (ELA), Humanities, Math, and Science. They share planning, teaching, and evaluation responsibilities with their subject-area counterparts. Dedicated planning time between ICT and subject area teachers is scheduled into the academic day. The SETSS team provides both push-in and pull-out support to students, primarily in ELA and Math.

Prospect Schools provides many accommodations and modifications to supports its students with special needs, including but not limited to: extended time, modification of materials/information in the classroom one-to-one or small group instruction, visual support of written materials, audio support of written materials, multi-formatted directions, assistive technology, preferential seating, counseling services, or behavior/academic support plans.

As an organization, Prospect Schools strives to continually ensure that students with special needs are receiving all of the accommodations and modifications listed in their learning plans. The student support services (SSS) department, including all ICT and SETSS teachers and related service providers, will work to ensure that subject- area teachers are aware of which students require additional accommodations or modifications. The student support services team members will, at a minimum, meet weekly with subject-area teachers so that they may successfully implement differentiated instruction to support their learners.

As a network, Prospect Schools has developed an Academic Response to Intervention (RtI) model to support all students. **A well-executed Scientific Research Based Interventions (SRBI) system is vital to an inclusive school like DPCS. SRBI allows the school to systematically but flexibly address the needs of all learners, including those who may require special education programming or services in order to be successful.** The SRBI model (described below) outlines interventions for all students in the school depending on the levels of services that they need to thrive academically and socially:

Tier 1:	All students in Tier 1 receive high-quality, scientifically based instruction, differentiated to meet their needs, and are screened on a periodic basis to identify struggling learners who need additional support. This is the standard set-up of the school and for us this includes ICT classrooms, targeted literacy and math blocks, in class small group instruction, RRE and etc. Students with IEPs are entitled to all services and recommendations in their IEPs at Tier 1. Tier 1 assessments include curricular formative/summative, STAR Assessment in ELA and mathematics, and student work comparison/rubric assessments.
Tier 2:	Students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. This includes intervention programs, class pull-outs, more intensive in class supports than Tier 1. At the entrance to this tier the school's CST becomes more intimately involved. A student in Tier 2 will also have 1-2 CST members assigned to their case. Tier 2 assessments should include the same as Tier 1, with the possible inclusion of more sophisticated assessments as dictated by the Tier 2 student plan.
Tier 3	At this level, students receive individualized, intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems. An inability to demonstrate adequate progress in Tier 3 leads to an IEP request for evaluation being sent to the Pupil Personnel Team, or a reevaluation in a case where a student already has an IEP. Tier 3 assessments should include the same as Tier 2, with the possible inclusion of more sophisticated assessments as dictated by the Tier 3 student plan.

Students who need a fairly typical range of supports will receive them in a general education setting, while students who need more individualized supports receive them in ICT

classrooms or in pull-out sessions with learning specialists, related service providers, the Dean of Students, or other appropriate school personnel. Students in ICT or SETSS will receive the majority of their instruction in a general education setting. ICT students are further supported by learning specialists in each of their core subject classes. Instruction and assessment in these classes may be differentiated or modified depending on student needs. SETSS students are further supported by learning specialists in their ELA/Math classes, and by daily pullout to bolster learning.

DPCS will use the success of the Prospect Schools Network in tailoring curriculum and learning to support traditionally underserved students to meet the needs of the school's ELL population. Overseen by the DPCS Principal and the ELL Coordinator, DPCS will follow Connecticut's three stage process for identifying students with limited English proficiency (LEP). The school will attempt to identify ELL students through the Home Language Survey, which is designed to help identify students who may have limited English proficiency. Prior to the first day of school DPCS will send the Home Language Survey to every student's household, with the hope that 100% of families will complete the survey. Faculty and staff will also examine the general information recorded on the school admission and enrollment application pertaining to language and previous enrollment in bilingual and ELL programs. For all students for whom a Home Language Survey is not on the file, DPCS will administer an English language assessment. The preliminary data may indicate that the home language is English, yet it may be apparent that the student has great difficulty speaking English in the mainstream classrooms. If the home language is other than English or the student's native language is other than English, the appropriate school staff will conduct an informal interview in both English and, if possible,

the student's native language to make a determination if this student should be classified as an ELL student.

After the above processes are completed, DPCS will administer the Language Assessment Scales Links (LAS) that allows for testing in English and/or the student's native language. The LAS is administered initially with the goal of providing a good baseline when compared with the LAS annual mandatory assessment. A LAS Links overall combined score within the Level 4 or 5 range is considered proficient so students scoring below that will be considered ELL. In evaluation potential ELL students faculty and staff may also include an observation of the student in a non- structured environment if it appears that the student cannot tolerate a more formal language proficiency assessment.

DPCS staff will determine whether an ELL classification is appropriate based on the combination of the following three indicators: 1. Home Language Survey, 2. Proficiency Interview, and 3. The LAS Links assessment. All students who qualify as ELL will receive the support and any additional instruction needed to ensure that they are making academic progress and English language acquisition.

DPCS will administer annual assessments for ELL students to determine English language proficiency and for academic progress. The standardized tests used will be the Smarter Balanced Assessments or the Connecticut Alternate Assessment (CTAA) for ELA and math. Additionally, the Connecticut Mastery Test (CMT) Science and Connecticut Academic Performance Test (CAPT) Science or the CMT/CAPT Skills Checklist Science will be administered to meet federally mandated assessment requirements.

Facilitated by the Principal and the ELL Coordinator, DPCS teachers will receive training on identifying and educating ELL students and will be responsible for observing students throughout the class day with an eye toward detecting limited English proficiency. Any student suspected of having limited English proficiency will be tested to determine if and what level of services, if any, are necessary. In addition, before it is recommended that any student undergo an evaluation for learning disabilities, the possibility that the student has limited English proficiency will be considered.

In keeping with DPCS's commitment to building and supporting a diverse and inclusive learning community, the school will follow a model of structured English language immersion, supplemented by a pull-out instructional model as appropriate. This sheltered subject matter instructional approach allows ELL students to receive second-language instruction that is "sheltered" from input beyond their comprehension.¹⁷ Research indicates that a structured English language immersion program allows consistent instructional support and has demonstrated the most academic gains over the long-term, with ELL students reaching grade level three times faster than alternate programs.¹⁸

ELL students at DPCS will receive the same academic content as those students who are non-ELL students. All instruction will be in English, but the level of English used for instruction—both verbal and written—will be modified for any ELL student if necessary. Students will not be forced to stop using their primary language while learning English. If necessary, DPCS will provide intensive English language instruction in pull-out sessions with a

¹⁷ Cohen, G, Garcia, J. Purdie-Vaughns, V., Apfel, N., Brzustoski, P. (2009). Recursive processes in self-affirmation: Intervening to close the minority achievement gap. *Science*, 324, 400-404. (17 April 2009).

¹⁸<https://www.usnews.com/opinion/knowledge-bank/articles/2016-01-13/every-student-succeeds-act-brings-new-hope-for-english-language-learners>.

certified ELL teacher or will place another student who knows the child's language in the ELL student's classroom. In addition, ELL students who have demonstrated a need for more intensive English language instruction may be placed in tutoring program. Additional after-school programming will also be made available which will allow the ELL teacher and the classroom teacher to target ELL students' individual learning needs.

DPCS will provide all necessary staff and specialized curricular materials to enable ELL students to achieve proficiency. Noting that research indicates that "almost 20 percent of ELL students do not graduate on time, and 40 percent of ELLs are placed in remediation classes upon leaving the K-12 System."¹⁹ DPCS will work to ensure that interventions, such as small group instruction, pull-out services, and language accommodations are carefully scaffolded to ensure their growth over time towards college readiness. DPCS will also directly provide or make referrals to appropriate support services which may be needed by ELL students in order to achieve and maintain a satisfactory level of academic performance. Such services may include individual counseling, group counseling, home visits, and/or parental counseling.

Emphasizing classroom inclusion, structured English language immersion, and differentiated instruction in all regular education classes, as well as offering intensive English language instruction with a certified ELL teacher, DPCS will have the capacity and flexibility to meet the needs of ELL students within the course of the normal school day, while supporting the school's mission to build a diverse, inclusive, and collaborative learning community. Services for all ELL learners will be guided by the IB, which has a formalized language policy that includes supports for ELL learners. The DPCS model, is an

¹⁹ <https://www.inacol.org/resource/next-generation-learning-models-english-language-learners/>.

additive language model, where there is less emphasis on exiting the students from the program as soon as possible, and instead utilizes an approach that recognizes their status as emergent bilinguals, which as an inclusion model has been shown to celebrate home language and culture and has demonstrated success in increasing active engagement with literacy and learning.²⁰

In alignment with federal guidelines, DPCS will monitor the academic progress of ELL students who have exited the program for at least two years. Assessments will serve as a base for data on academic progress. Additional monitoring, in the form of classroom observations, will be conducted by the ELL coordinator as appropriate. If an exited ELL student is not progressing academically as expected and monitoring suggests a persistent language need, Danbury Prospect will follow the appropriate steps to retest the student with a valid, reliable, and grade-appropriate test to see if the student must be offered additional language assistance services.

DPCS faculty will receive professional development training focusing on educating students designated as ELL students. This professional development will come multiple ways:

Summer Professional Development: Professional development in the summer will focus on building the aptitude of educators to understand the importance of ELL populations as contributing to the other all school diversity. Research has indicated that demystifying ELL supports, such as the fact that lack of fluency does not imply lack of comprehension may promote achievement in diverse school communities.²¹

Off-Campus Professional Development: The Principal will provide release time for faculty to attend professional development sessions related ELL learners as offered by State

²⁰ García, O., & Kleifgen, J. A. (2010). Educating emergent bilinguals: Policies, programs, and practices for English language learners. Teachers College Press.

²¹ Karabenick, S. A., & Noda, P. A. C. (2004). Professional development implications of teachers' beliefs and attitudes toward English language learners. *Bilingual Research Journal*, 28(1), 55-75.

Education Resource Center (SERC), IB workshops, and other service providers. Teachers will share this knowledge with the full faculty during calendared monthly in-house professional development times.

On-going Student Needs Meetings: DPCS faculty will meet minimally twice a month for a “Student Needs” meeting. In these meetings data is presented regarding the performance of ELL students. Teachers will also share anecdotal evidence based on classroom observations for both academic and social-emotional progress for ELL students. Guided by the ELL teacher, general education teachers will share best practices that they employ in their classroom for supporting their ELL learners.

Weekly Specialist Department Meeting: As appropriate, weekly specialist department members will utilize meeting time to review progress of ELL learners, including identification and evaluation of ELL students. ELL students will be evaluated in various ways, including but not limited to: (1) Growth assessments, such as STAR literacy and the LAS; (2) Teacher evaluation of each student’s performance in academic content areas to measure the student’s progress in core subjects via the Looking at Student Work protocol and analysis of performance on quizzes, tests, etc, and (3) Classroom observational data by the Principal, Department Heads and ELL teacher to determine English comprehension and speaking. These meetings will be used to align and differentiate supports for curriculum and instructional practice.

Parents of ELL students will be kept abreast of their child’s progress in English language acquisition. Any school communication with the parents of an ELL will be in the language that parents best understand or otherwise authorize. Communication of grades, including progress reports and report cards will follow the same timeline for all students. **Fulfills application**

requirement (c) and (e). As is offered at Prospect Schools Brooklyn campuses, translation services will be made available during the calendared Advisory interviews, thus ensuring that a strong relationship between the advisor and family is not hindered by language barriers. All families will be able to access live-time grades via a web-based grading database, Teacherease. DPCS will provide translation for how to set up online accounts, including push notifications for grades, and if necessary school staff will support families in setting up and learning how to navigate these accounts.

The DPCS Principal, ELL Coordinator, and Department Heads will regularly conduct a review of student work utilizing the Looking at Student Work protocol. This will provide both teachers and administrators a summary of progress, identify misconceptions that ELL students may have and will drive re-teaching plans to help individual students gain mastery of the material. Prospect School's Network Data Specialist will regularly analyze assessment data (from interims, unit tests, etc.) and provide the Principal and the ELL coordinator with a summary of student performance by subgroup. The Principal will be able to monitor the progress of ELL learners and can hold targeted follow up meetings with specific subject area teachers if adequate progress is not observed.

In addition, DPCS will look at disaggregated data on city and state proficiency tests for ELL students as a group, in order to evaluate (1) whether these students are making progress in the acquisition of the English language as well as in core subjects, (2) ELL student progress against that of non-ELL students, (3) how many students are declassified as ELL, (4) the number of instructional years it takes for declassification to occur, and (5) if there is significant variation

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

Selection Criteria III: Quality of Project Personnel

DPCS recognizes the extent of the competition for the most coveted educators and encourages applications from employment from persons who are members of groups traditionally underrepresented in the field based on race, national origin, gender, age or disability. Recruiting a diverse staff is central to the mission and remains a priority at the highest levels of the Prospect Schools organization. Over 60% of all new hires made by Prospect Schools during the 2016-17 school year identify as People of Color.

DPCS will track and measure the racial and ethnic diversity of staff through the maintenance of a Human Resources Staffing Database. Such tracking is an integral part of onboarding of new faculty and staff across Prospect Schools, and is accomplished, through completion by all new employees of a survey of demographic data. The HR & Talent team will utilize this information to review and evaluate practices designed by Prospect Schools to recruit and retain a racially and ethnically diverse DPCS staff.

Using creative and aggressive recruiting strategies, DPCS will employ faculty members who have demonstrated a high level of individual competency and a commitment to the profession. DPCS will target recruitment efforts to those teachers who have demonstrated measurable success in raising student achievement, those who combine scholarly mastery of their subject matter with knowledge of how children learn, and those who have been recognized by their peers as professionals in their field, as some examples of traits used to identify potential faculty members.

Successful recruitment of diverse candidates will depend on a commitment to year-round recruiting efforts, the use of both traditional and internet resources, and the cultivation of relationships with the nation's top universities and local and national graduate programs in education. Prospect Schools has partnered with programs such as the New York University Steinhardt School of Education- Embedded Master of Arts in Teaching (EMAT). Over the course of the year Embedded Master of Arts in Teaching Program ("EMAT") candidates embed in our schools and become fluent in our practices making them excellent additions to our teaching teams in future years, culminating in a Master of Arts in Teaching degree.

The key personnel working on this project have the relevant professional experience and requisite skills needed to ensure the success of this project. The team discussed below are also a diverse group of professionals who reflect the diversity of our student body, 50% of the project leadership team are women and 50% of the team identify as people of color. Please find below a brief description of the relevant qualifications and training of the project leadership, please see Appendix B for their full resumes/CVs, to learn more.

Jonathan McIntosh, Director of Academics, will serve as the **Project Manager.** Jon will use his 15 years of experience in education to successfully oversee this project. He began his teaching career with Teach for America and has remained committed to enacting meaningful education reform and designing programs aimed at increasing academic performance and closing the achievement gap. In his current role at Brooklyn Prospect he manages the school principals and the network instructional staff. This work involves principal and faculty coaching, observations, conducting evaluation, and designing a calendar of professional development for

school based faculty and staff. Jon manages all aspects of academic accountability reporting to State University of New York, New York State Education Department, Special Education Student Information System, and the New York City Department of Education for tracking and performance evaluation. Prior to joining BPCS Jon was the Founding School Director/STEM Network Director & STEM Network Director. While at Brooklyn Lab he also served as part of the “Brooklyn Laboratory School Network Expansion Team” tasked with developing the LAB High School from charter application to opening day. Jon received a M.A./B.S. from Drury University in International Relations & Rhetoric, a M.S.Ed in Special Education from the Bank Street College of Education, an Ed.M in Organizational Leadership from Columbia University, Teachers College, and is presently an Ed.D Candidate in Urban Policy and Entrepreneurial Leadership at Johns Hopkins University.

Daniel Kikuji Rubenstein, Executive Director, Executive Director, will provide oversight and approval for this project. Dan is the Prospect Schools co-founder and the driving force behind the creation of Prospect Schools and Brooklyn Prospect Charter School. He has over 26 years of education experience and 11 years leading Brooklyn Prospect Charter School. During his 11 years in the charter sector Dan created and expanded Brooklyn Prospect Charter School from one middle school serving 100 students with a \$1.5 million dollar operating budget to four schools serving 1,300 students in grades K-12, with an operating budget in excess of \$25 million dollars. Since 1992 he has served in various teaching and administrative roles at Collegiate School (New York), SEED Public Charter School (Washington, D.C.), Sidwell Friends School (Washington, D.C.), and School Year Abroad (Beijing, China). In 2002, Dan received the Presidential Award for Excellence in Mathematics Teaching for his work at SEED.

He is also a founder and serves as board chair of the Diverse Charter Schools Coalition. The Diverse Charter Schools Coalition is focused on supporting the creation and expansion of high-quality diverse public charter schools through strategic research, advocacy, membership activities and outreach. Dan earned an M.Ed in Education Leadership from Columbia University Teachers College, a M.A. in Liberal Studies from St. John's College, and a B.A. in mathematics from Hamilton College.

Penelope Marzulli, Deputy Executive Director, leads all of the organization's legal, governance, development, communications, student recruitment, and external affairs projects. Penny joined the organization in September 2007 as a founding member and is co-founder of Prospect Schools. During her almost 11 years working within the charter sector Penny has developed considerable expertise around best practices for recruiting a diverse student body, resource development, board management, governance, and communications. Penny has a B.A. in French and Secondary Education from the University of Richmond.

Hillary Prince, Director of Finance, is responsible for managing the financial components of this project. She joined BPCS in 2009 as a founding member of the finance team. Over the last 9 years Hillary developed considerable expertise in charter school funding and budgeting. Hillary is currently responsible for managing all Brooklyn Prospect and Prospect Schools financial matters, including but not limited to financial policies and planning, budgeting, accounting, regulatory compliance and financial reporting, purchasing systems and controls, insurance, real estate leases, and capital projects. Hillary is experienced at managing federal funding and related compliance requirements including Brooklyn Prospect's Title funding, school lunch funding program both federal program administered by New York State. Hillary

also managed 2 prior state CSP grants the organization received from New York State. Hillary has a M.S.in Secondary Language Arts Education from the University of New Haven and a B.A. in English Literary Studies and a minor in Business Administration.

Kelly Richardson, Director of Operations, will drive all operational aspects of this project. Kelly joined Brooklyn Prospect in March 2016 after completing a fellowship with The Broad Center. Kelly and his team are responsible for leading all school and network based operations including but not limited to human resources, talent recruitment, benefit management, payroll, information technology, coaching of school operations leaders, developing and revising school safety and emergency plans, and student information management. Prior to joining BPCS Kelly worked with Democracy Prep Public Schools as the hiring systems manager and expansion analyst. Kelly has a M.B.A. from the University of Chicago Booth School of Business and a B.S. in Accounting and Management from Purdue University.

One key position to the success of this project that we must fill is the **Danbury School Principal.** The DPCS Principal will be responsible for the day-to-day management of DPCS and will be responsible for the day to day management of the school. The principal will be responsible for implementing the program vision, managing the budget, making final personnel decisions in regard to hiring and terminating personnel, and implementing professional development programs, **fulfills application requirement (h).**

Selection Criteria IV: Quality of Management Plan

Prospect Schools has designed a management plan to achieve the objectives of the proposed project on time and within budget. The management plan for this project discussed below has clearly defined responsibilities, timelines, and milestones to achieve the

proposed theory of change. Prospect Schools has successfully managed two New York CSP grants. With both grants the applicant successfully achieved the stated goals, objectives, and desired outcome of the grant within the prescribed time period and within budget. Prospect Schools has the network staff with the requisite skills, expertise, and practical experience to successfully complete this replication and expansion project on time and within budget. Appendix G.7 contains the organization chart for Prospect Schools, which illustrates the Network departments and teams that will be supporting this project. The resumes of department leadership may be found in Appendix B and a discussion of their relevant expertise is discussed in Selection Criteria III. To organize this project we divided the essential activities to successfully launch DPCS into three broad categories (1) governance, (2) operations, and (3) academic. Please find below a description of the actions to be completed, timing to complete said actions, major milestones, and the department or departments responsible for completing the action.

Governance Timeline:

Action	Timeline	Milestone	Department/Team Responsible
Board of Trustees Member Recruitment	1.2017 -11.2018	Council member recruitment began in early 2017. We will build a council of approximately 9-11 Danbury community members with specific expertise	External Affairs: Deputy Executive Director & Danbury Community Relations Manager
Full Board of Trustees Meet	7.2018	Ratify bylaws, strategic plan, and complete orientation and training for new members	External Affairs: Deputy Executive Director & Danbury Community Relations Manager
Board of	9.2018	Develop outline for council	Consultant: Charter

Trustees Orientation Planning		orientation and training and institute governance committee	Board Partners. External Affairs: Deputy Executive Director & Danbury Community Relations Manager
Agree on and sign term sheet with Prospect Schools	10.2018	Upon receipt of the charter, the Board of Trustees will review and ratify term sheet. The term sheet will establish the agreed upon roles and responsibilities between Prospect Schools and DPCS. A copy of the proposed term sheet may be found in Appendix G.8, this proposed term sheet fulfills application requirement (a) .	External Affairs: Deputy Executive Director & Danbury Community Relations Manager

Operations Timeline:

Action	Timeline	Milestone	Department/Team Responsible
Begin Facility Search	3.2018	Meeting with Danbury community liaisons to identify potential facilities and conduct feasibility studies for potential facilities in downtown Danbury.	Finance: Head of Capital Project & Director of Finance
Recruit Head of Operations	10.2018	Head of Operations recruited through networking and online media posting	Operations: Talent & Recruitment
DPCS website launched	10.2018	Work with external web developer to build a DPCS website to relevant material. Website will be available in English, Spanish, and Portuguese.	External Affairs: Communication Manager; Consultant: Proof Branding
Student recruitment	10.2018	Please see Selection Criteria I for complete student recruitment	External Affairs: Student Recruitment Manager/Danbury

		milestones and timeline.	Community Relations Manager
Hire Head of Operations	12.2018	Prospect Schools works with Principal to screen candidates. Principal will make final decision.	Operations- Talent & Recruitment DPCS Principal
Sign Lease	12.2018	Director of Finance will negotiate lease and present to the DPCS Board of Trustees for approval.	Finance: Director of Finance
Facility renovations	1.2019-5.2019	Prospect Schools will oversee the design and renovations to ensure on time opening and building compliance with all statutes and regulations	Finance: Head of Capital Projects
Service provider research	11.2018	Food provider, health services, and transportation provider	Operations: Head of Operations
Student admissions applications become available	1.2019-4.2019	Families submit applications through SchoolMint or on paper applications to DPCS office.	External Affairs: Student Recruitment Manager
Lottery	4.2019	Admissions lottery conducted and families notified	External Affairs: Student Recruitment Manager
Service providers selected	4.2019	Head of Operations will work with Prospect Schools to execute contracts	Operations: DPCS Head of Operations

Academic Timeline

Action	Timeline	Milestone	Department/Team Responsible
Issue RFP for a CT based education consultant and ELL	7.2018	Director of Academics will write and publish a RFP with scope of work. Consultants	Academic

consultant		will help complete policy and procedure manuals relating to (1) CT Assessments, (2) Professional Development, and (3) ELL best practices.	
Make Offer to DPCS Principal	9.2018	Search committee extends offer to candidate	Academic and Executive Directors
Onboard DPCS Principal	9.2018	The DPCS Principal accept the position and begins training	Operations: Talent & Recruitment
Hire consultants	10.2018	Director of Academics and Executive Director select and sign contracts formalizing relationship with consultants	Academic Executive Director
Instructional Staff recruitment	11.2018-5.2019	Continue to build relationships with local teacher training programs. Attend relevant job fairs and post to appropriate job boards.	Operations- Talent & Recruitment
Hire Instructional Staff	6.2019	All hires made by this date	Academic/School Principal
Professional Development for instructional staff	7.2019-8.2019	All Danbury Prospect teachers will receive training in International Baccalaureate programs, student centered learning, managing advisory, social-emotional development	Academic/School Principal
Adapt Prospect Schools Curriculum for Danbury	10.2018	Danbury Prospect will benefit from an in-house developed curriculum and will focus on tailoring it to meet all Connecticut standards as well	Academic DPCS School Principal & Faculty
Curriculum units and cross planning	11.2018	Selecting, refining and planning collaborative units across subject areas	Academic/School Principal/DPCS faculty

District collaboration-Special Ed and transportation	1.2019	Work with district superintendent to agree on Special Ed services and student busing	Academic: Principal; Operations: Head of Operations
Professional development for new faculty	08.2019	Hold a new faculty retreat to serve an intensive 3 day/2 night off-sight opportunity to provide PD on DPCS mission, vision, culture, diversity and inclusion, and behavior management	Operations/Academic
First Day of School	09.2019	DPCS welcomes inaugural 6th grade class	All

To ensure that we are tracking towards achieving the academic goals, objectives, and outcomes discussed in Selection Criteria II Prospect Schools’ Data Specialists will use Prospect Schools’ data collection best practices to track, analyze, and use academic data to guide classroom activity. These best practices have been developed over the last nine years and have been used to complete: (1) a multi-tab workbook and accompanying Accountability Plan Progress Report, which is submitted to the our New York charter authorizer, this document contains state test, PSAT/SAT, graduation, college acceptance, retention and promotion data and (2) a data collection report to share as part of Achievement First’s Accelerator program - a network of charter schools, which shares data to identify and share best practices across schools. **Prospect Schools has in place established and tested data collection best practices that will allow us to evaluate and adjust practices to achieve the desired theory of change.**

Selection Criteria V: Quality of Eligible Applicant

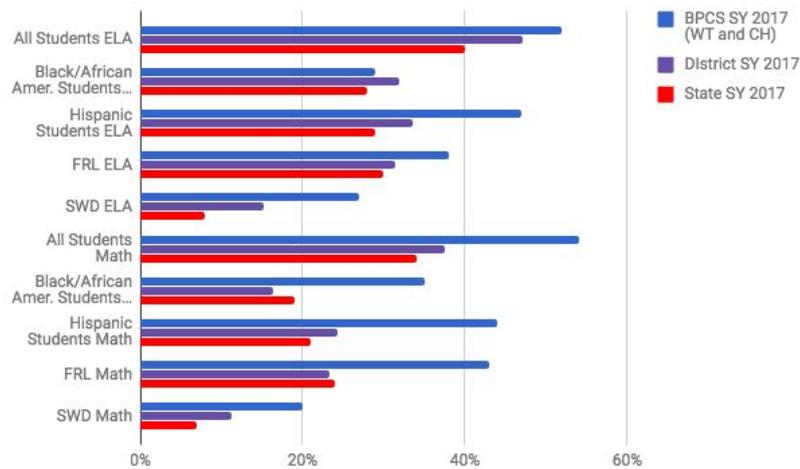
Prospect Schools has demonstrated success in increasing academic achievement for all students. Prospect Schools provides a rigorous and ambitious standards aligned education grounded in the principals of the IB Program to a diverse student body. The Prospect Schools

academic model offers traditionally educationally underserved students and their peers with an education proven to increase academic achievement, college readiness, 4 year graduation rates, and the rate of college matriculation.

Prospect Schools’ students outperformed the district and state on all Common Core testing in 2017. Almost all subgroups outperformed the district and state on these tests in 2017, with the exception of our black student group in ELA. In 2017 we introduced a new fully aligned K-12 ELA curriculum with the goal of codifying literacy skills progressions and

instructional best practices to build a pathway towards proficiency, entry into the IBDP, and college-readiness. Please see Appendix E for further analysis

2017 Comparative Performance on NY State Tests

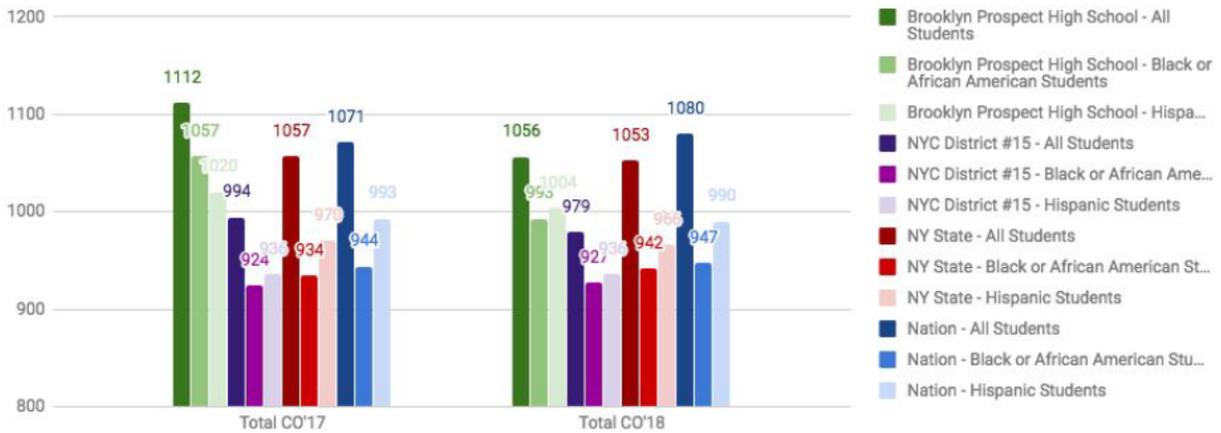


on our subgroup academic achievement as compared to the state and district.

Brooklyn Prospect High School consistently outperforms New York State on the New York Regent exams. We have either kept the same high performance or increased our proficiency rates on all high school exams from the 2015-2016 school year to the 2016-2017 school year. We outperformed the state on all Regents in 2015-2016 and 2016-2017 with the exception of ELA in 2015-2016. The academic team was disappointed with the 2015-16 ELA performance and worked to revise the ELA curriculum resulting in a 6% increase the next year.

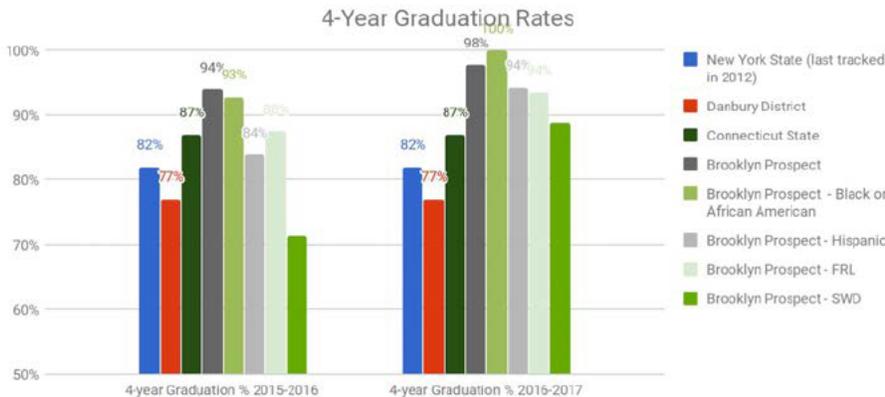
	ELA 15-16	ELA 16-17	Math 15-16	Math 16-17	Science 15-16	Science 16-17	Humanities 15-16	Humanities 16-17
Prospect Schools	80%	86%	94%	94%	94%	95%	82%	88%
NY State	86%	84%	67%	71%	76%	73%	75%	74%

Comparative SAT Scores from CO'17 and CO'18



For the last two years, Prospect Schools average SAT scores was higher than New York State. The Class of 2017 average SAT score was 1112 (562 in evidence based reading and writing, EBRW, and 550 in math) compared to 1057 (530 in EBRW and 528 in math) BPCS-High School students scored an average of 55 points higher than New York State. The national average for the Class of 2017 was 1071, BPCS-High School scored 44 points higher.

The Class of 2018 also outperformed the state cohort with a score of 1056 versus the New York State SAT average of 1053.



Prospect Schools Black and Latinx students have outperformed their peers at the district, state and national levels for the past two years on the SAT. Please see **Appendix E** for further details on our student SAT performance. **Beginning in September 2017, BPCS-High School introduced SAT preparation into the 11th grade advisory program allowing all students to have access to high-quality SAT test prep regardless of socioeconomic status.**

Brooklyn Prospect High School has a higher graduation rate than New York State, New York City, the State of Connecticut, and the Danbury Public School District in 2015-16 and 2016-17. Brooklyn Prospect has graduated two classes thus far. In 2016, 94% of the our high school class graduated within 4 years as compared to 72.6% in New York City (BPCS +21.4%) , 79.7 in New York State (BPCS +14.3%) , 87% in Connecticut (BPCS +7%), and 77% in Danbury (BPCS +17%). In 2017, our 4 year graduation rate increased to 98% as compared to 74.3% in New York City (BPCS +23.7), 80.2% in New York State (BPCS +17.8%), 87% in Connecticut (BPCS +11%), and 77% (BPCS +21%). Even more impressive is our subgroup graduation rate. **In 2017 100% of Black/African American, 94% of FRL students, 94% of Latino students, and 89% of students with disabilities graduated in 4 years.** It is worth noting our subgroup graduation rate was higher than the total graduation rate for New York City, New York State, Connecticut, and Danbury Public School District. Please see **Appendix E** for additional breakdown of our graduation rate, fulfills application requirement 84.282E(a)(1)&(a)(2).

Ninety-six percent of the BPCS Class of 2017 entered college. This is higher than the city, state, and national average. Out of the 96%, 75% entered a 4 year college. **The Class of 2016, had a college matriculation rate of 86%,** 68% of students enrolled in a 4 year college or

university. It is worth noting again that **100% of BPCS- High School IBDP candidates enrolled in a 4 year college or university.** BPCS-High School has an outstanding reputation for placing students in 4 year colleges or universities upon graduation.

Prospect Schools Attendance and Retention Data, fulfills additional application requirement 84.282E(a)(3). As you can see our attendance for the most recently completed school year is greater than the city average.

Prospect Schools Attendance Rate 2016-2017 School Year					
Downtown Elementary School	Clinton Hill Middle School	Windsor Terrace Middle School	Brooklyn Prospect-High School	Total	NYC State Average
95.10%	95.00%	96.00%	93.40%	94.70%	90.61%

The table below contains the retention data for our most recently completed school year.

Prospect Schools Retention Rate 2016-17				
Downtown Elementary School	Clinton Hill Middle School	Windsor Terrace Middle School	Brooklyn Prospect High School	All Schools
96%	80%	88%	93%	89.25%

Prospect Schools has no history of major compliance or regulatory violations. No charter school developed by Prospect Schools has been closed or had a charter revoked. No schools developed by Prospect Schools have experienced any significant or critical compliance issues, or any significant issues related to student safety.

Selection Criteria VI: Continuation Plan

Prospect Schools is prepared to continue to successfully operate Danbury Prospect in a manner consistent with this application once the grant funds under this program are no longer available. We believe this based on the success our team has had in operating

Brooklyn Prospect Charter School, this section **fulfills application requirement (d)**. Danbury Prospect's financial model will build off of the successful financial model built and refined to operate Brooklyn Prospect Charter School. Our financial model is one that is designed to create fiscally conservative budgets with a focus towards long-term school and network sustainability. Our finance team focus on creating student centered school budgets that are built around fully supporting the academic and operational needs while also planning for long-term capital projects and necessary facility improvements. Our current schools and central office are fiscally sound, throughout our almost 10 year history the organization has maintained balanced budgets with a net surplus in all years, a copy of our most recent audited financial may be found in Appendix F, **fulfills application requirement (o)**. Given our strong history of fiscal health we believe that a combination of per pupil, federal entitlements, and private philanthropy will allow Danbury Prospect to maintain financial sustainability in the short and long term; especially as we grow to scale.

The CSP budget for this program is designed to decrease with each year our reliance on this particular funding stream, please see Budget Narrative and Project budget for the planned activities during the grant period and expenditure, **fulfills application requirement (d)**. Year One is traditionally our most expensive year because of the number of network staff that is supporting development of the academic and operational components of the program. As enrollment grows, DPCS will take advantage of economies of scale which will allow it to fund more of its operations from its Connecticut per pupil allocations for general education and special education, federal Title funds, and federal IDEA funding to cover all network staff time

needed to evaluate, support, and adapt the program to meet the changing needs of the community.

DPCS will also benefit from Prospect Schools' multipronged fundraising approach designed to raise public, foundation and private philanthropic dollars. The development team will use fundraising best practices tried and tested at Brooklyn Prospect Charter School to ensure sustainability during and after the CPS grant period. Our fundraising approach revolves around maintaining a balanced group of donors, to ensure that we do not become overly reliant on one funding stream. We traditionally focus on three fundraising sources: (1) competitive state and federal grants, (2) private foundations, and (3) individuals.

Prospect Schools has been able to forge relationships with many private foundations to support our working of creating thriving academic communities where excellent teachers prepare a diverse student body to have a positive impact on society and lifelong learning. The work of our development team has resulted in a strong relationship with the Peter and Carmen Lucia Buck Foundation (PCLB), a large family run foundation with strong ties to the Danbury community. We will continue to partner with PCLB to build DPCS into an academic institution that is sustainable over the long-term. We have also discussed our desire to open a charter school in Danbury with other Connecticut focused foundations and have had positive responses from at least one other funder. Once we are chartered the Prospect Schools Deputy Executive Director and Development Manager will meet with these funders to discuss the program.

We will also adapt our existing individual giving plan to design and execute a mission aligned individual giving campaign to support DPCS. Every member of the Danbury Prospect Board of Trustees will play a role in fundraising through giving a gift and helping us to build

relationships among their contacts. We will also work with parent leadership to design a fundraising plan to engage the Danbury school community in giving. All fundraising will be completed at the central office level to liberate school leadership's time to focus on the academic and operational needs of the program.

Based on the success Prospect Schools has had with opening, budgeting, and supporting four public charter schools in Brooklyn we will be able to use our proven financial model and policies to build a sustainable and successful Danbury Prospect Charter School.

Application Requirements:

(f) Transportation: State law requires school districts to provide transportation for all school-age children whenever it is "reasonable and desirable" (CGS § 10-220(a)). **(l) Title IX Compliance:** Danbury Prospect Charter School is not seeking to operate a single sex educational program, therefore Title IX compliance is not applicable. **(m) Waivers of Federal statutory or regulatory requirements:** Prospect Schools seeks no waivers of any Federal statutory or regulatory requirements over which the Secretary exercises administrative authority.