

FAMILY LIFE ACADEMY CHARTER SCHOOLS INC.
REPLICATION AND EXPANSION OF HIGH-QUALITY
CHARTER SCHOOLS COMPETITION

PROJECT NARRATIVE

TABLE OF CONTENTS

INTRODUCTION	1
I. ABSOLUTE PRIORITY	2
Absolute Priority 1 – Low-Income Demographic..	2
II. COMPETITIVE PREFERENCE PRIORITIES	2
Priority 1 – Promoting Diversity.....	2
(a) Racial and Ethnic Diversity.....	2
(b) Serving Students With Disabilities.....	6
(c) Serving English Language Learners	7
Priority 2 – School Improvement and Turnaround.....	8
Priority 3 – Novice Applicant.....	8
III. INVITATIONAL PRIORITY	8
IV. SELECTION CRITERIA	9
(a) Quality of the eligible applicant.....	9
(b) Contribution in assisting educationally disadvantaged students.....	24
(c) Quality of the evaluation plan	36
(d) Quality of the management plan and personnel.....	39
V. APPLICATION REQUIREMENTS (A-M)	59



Family Life Academy Charter Schools (FLACS) is an emerging Single Education Corporation and “community grown” charter school network that is committed to providing high-quality educational options for students from local Bronx communities that are historically underserved. Our schools are modeled after our flagship school, Family Life Academy Charter School I, which opened its doors in 2001 as a kindergarten through fifth grade elementary school with two classrooms per grade. Due to the school’s accomplishments with its elementary students and the dire need of a high performing middle school in the community, FLACS I earned the privilege to expand to the eighth grade beginning in 2009. In 2008, FLACS was named as a “High Performing and Gap Closing School” by the New York State Education Department. In order to deliver the high caliber of instructional programs and services that we provide to a larger number of families in need, FLACS became a Single Education Corporation operating multiple schools to codify our model and improve upon the way that we educate children.

During the 2016-17 school year, FLACS served a total of 958 scholars in three schools across three campuses. By the conclusion of the five-year grant period in the 2021-22 school year, the FLACS network will expand to serve a total of 1,612 students with a middle school campus opening in the fall of 2018 under FLACS II’s amended charter. FLACS I, II and III will all act as feeder schools to the middle school campus. We intend to utilize our funding to support our network’s strategic growth plan over the next five years and build our capacity to support our growing network of schools with the opening of the middle school campus. Our fundamental goals of expanding our model is to avail greater access to high-quality educational programs to students and families in high-needs communities of the South Bronx, and closing persisting achievement gaps that have led to an on-going educational crisis in these communities. Our long-term goal is offering

students and families the opportunity to break the pervasive cycles of poverty and educational failure that characterize their communities.

Absolute Priority 1 – Low Income Demographic

In the 2016-17 school year, FLACS served 958 scholars at FLACS I, II and III combined. Of the 470 scholars attending FLACS I, 88% of our children enrolled are from low-income families based on qualifications for free- and reduced-priced lunch. Similarly, of the 291 children enrolled at FLACS II, 93% are from low-income families, and the 197 children enrolled at FLACS III, 97% meet the same qualifications for low-income families. Network-wide, 92% of our students are from low-income families. The following table illustrates the percentage of students at each school qualifying for free/reduced price lunch for the current and previous three years:

	2013-2014	2014-2015	2015-2016	2016-2017
FLACS I	89%	88%	89%	88%
FLACS II	98%	100%	93%	93%
FLACS III	N/A	89%	99%	97%
Total Network	91%	91%	92%	92%

Additional information about the demographic composition of our student populations can be found in Appendix F: Tables 1-3

II. COMPETITIVE PREFERENCE PRIORITIES

Competitive Preference Priority 1 – Promoting Diversity

(a) Racial and Ethnic Diversity: The Family Life Academy Charter Schools, Inc. is committed to serving a diverse population of students and families representative of the demographics of the communities we serve, and as we expand and open a new middle school campus, that same commitment will continue across all network schools. Our open enrollment policies and lottery

practices are designed to ensure equitable access for all students and are guided by applicable local, state, and federal regulations. This includes the admission of students who have historically suffered from achievement gaps and are described in section 1111(c)(2) of the ESEA as amended by ESSA.

FLACS accepts applications from all students who are eligible to attend school under New York State Law. Our schools do not discriminate on the basis of race, creed, gender, sexual orientation, intellectual ability, measures of achievement or aptitude, athletic ability, disability, religion, national origin, or ancestry. Across our network of currently operating schools, 71% of our scholars are Hispanic or Latino, 27% are Black or African-American , 18% are English Language Learners, 11% of our scholars have identified disabilities, and 92% qualify for free/reduced price lunch. As in Appendix F, Tables 1-3 illustrates, our schools serve a significantly higher percentage of low-income, Black and Latino students, and English language learners and a comparable percentage of students with identified disabilities as compared to New York state averages; this is in large part because our schools are representative of the demographics of our local community school districts.

Our schools maintain an inclusive program that individualizes instruction to meet the needs of every learner. The curriculum allows instruction in the foundational skills necessary for success in later grades, while supporting learning on a wide spectrum of proficiency levels. Using ongoing and real-time data, teachers and support staff identify students' current performance levels, provide differentiated instruction to meet individual student needs, and monitor outcomes to inform further instruction. This approach is especially successful in reaching English Language Learners, students with special needs, struggling students, and advanced students. Teachers are allowed to tailor or differentiate instruction to authentically address the learning needs of every student. Additionally, our schools frequently collect data, which is analyzed in aggregate, and disaggregated by student,

class, grade level, and pertinent subgroups, to include special populations. These measures not only allow teachers to monitor student, class, and grade level progress to inform instructional planning, but the school to evaluate curriculum, program, and instructional efficacy as well. In turn, this continual evaluation of program effectiveness allows the leadership and Board to maximize appropriate resource allocations.

The high quality instruction students receive at our schools have the power to eliminate the racial/ethnic and socio-economic isolation and disparities in disadvantaged students' achievement that many families of high needs communities have endured. Please refer to Appendix F and Appendix G: Student Academic Achievement Tables 1- 6, for more detailed data on our student demographics and subgroup performance as compared to the district and state.

Our goal is to alleviate racial, ethnic, and economic isolation by providing a diverse student body with a strong foundation of skills and knowledge in literacy and mathematics, and the capacity to engage in higher-order thinking through analyzing, synthesizing, and evaluating the content and skills that they are learning to compete for admission into the most competitive high schools in the region. Our schools engage students in a challenging and supportive environment where every student will attain success. The model's rigorous and holistic curriculum, differentiated instructional strategies, and culture of accountability will ensure the success of every scholar. FLACS schools alleviate racial, social, and economic pressures that detract from learning and healthy development with comprehensive strategies, including rigorous core curriculum, targeted interventions for English Language Learners and students with disabilities, a uniform policy, embedded character development curriculum, celebration of cultures, health and wellness initiatives, and support resources such as counseling.

FLACS will continue, as exemplified in our current schools, to attract, enroll, and retain a diverse population of learners, as we expand our model that is reflective of the host district and surrounding region. Although our schools historically tend to attract high percentages of minority families, our admissions process is race-neutral. Enrollment is based on a blind lottery, and the schools do not enact enrollment preferences beyond those for returning students, siblings, in-district residents, children of employees, and ELL students, identified with a question about home language on the application, in accordance with Education Law §2854. In the Bronx borough, Black and Hispanic residents account for 90% of the kindergarten through grade 12 population. In 2015-16, students of Black/African American and Hispanic/Latino descent accounted for 98% of FLACS's population, compared to 97% in our two local community school districts. Our economically disadvantaged students accounted for 91% of our student population, compared to 92% in our two local community school districts. However, as schools seeking to close achievement gaps for historically underserved populations that are located in districts with large percentages of minority and economically disadvantaged residents, it is understandable that our schools would attract a high percentage of students of color and economic disadvantage seeking better options; our enrollment closely mirrors that of the local community school districts. FLACS continually emphasizes that all children, regardless of race/ethnicity and socio-economic circumstance, should have equitable access to high quality educational options. Our recruitment strategies are designed to raise public awareness and invite families of all backgrounds to apply.

In accordance with enrollment and retention targets established by New York State, our plan includes recruitment of the general population as well as targeted outreach in communities populated by families of economic disadvantage, English language learners, and families of children with special needs. We have not enacted an enrollment preference for special needs

populations at this time. However, we deliberately concentrate recruitment activities in high needs communities to attract and retain a student body that is reflective of the district, to include comparable or greater enrollment of subgroups such as economically disadvantaged students (FRPL), students with disabilities (SWD), and English Language Learners (ELL). The Bronx is going through a surge in economic development which we anticipate will impact the racial and socio-economic make-up of the surrounding communities by increasing racial/ethnic and socio-economic diversity .

(b) Serving Students With Disabilities - FLACS will continually emphasize to all families that the school's policies support open enrollment, non-discriminatory practices, and an inclusive educational model. The schools may not ask families if their children have individualized education plans, but the schools encourage such families to apply to the schools by emphasizing the services offered by the schools for students with disabilities. Additionally, the schools ensure that comprehensive information is always available on standing marketing materials, such as the school's website and social media pages. This allows families to access the information at any time. Our network enrollment of students with disabilities represents 11% of our scholars, compared to 22% in the Bronx. Although our enrollment rates of students with disabilities is lower than the Bronx, this is likely in part attributable to effective school-based intervention that has allowed struggling students to thrive, eliminating the need for some students to be identified for special education, while they may have been part of the cohort of struggling students historically over-identified if enrolled at another school. The disparity in these numbers may also be due to our success in exiting students from requiring special services.

FLACS schools mainstream students with special needs in an inclusive, least restrictive environment, where students receiving special education services mandated in their Individualized

Education Plans (IEPs) are provided those services within the general education environment. Additionally, our schools provide services including: Integrated Co-Teaching (ICT), Special Education Teacher Support Services (SETSS), Counseling, Speech, Occupational Therapy and Physical Therapy. As with our ELL population, our students with disabilities receive support in addition to, rather than in lieu of, the regular course curricula. This way, all students are able participate in activities with their non-disabled and English proficient (for ELLs) peers.

(c) English Language Learners – Our network’s current ELL population represents 18% of our student population, compared to 20% in our two local community school districts and 8% in New York State. An additional 10% of our students are former ELLs, students who were once identified as ELLs but have subsequently tested out; 28% of our students are current or former ELLs. (We don’t have district comps for this subgroup). FLACS has implemented a school-designed adaptation of research-based Sheltered English Immersion models for ELLs. Our model is based on *Specially Designed Academic Instruction in English* (SDAIE) and *English for Students of Other Languages* (ESOL). Students of limited English proficiency receive the same academic content as those students who are native English speakers. All instruction is in English; however, the instruction provides scaffolding to support ELLs in understanding the content. Our approach includes the use of a ESL teacher with expertise in providing services for ELLs at each school, to provide direct instruction and to support ELLs to supplement their instruction in their general education class.

FLACS’s model includes direct instruction from an ESL teacher as well as systemic support for ELLs from all classroom teachers and within the core curriculum. ESL teachers provide push-in or pull-out instruction depending on the student’s proficiency in English. FLACS’s core literacy model places strong emphasis on explicit instruction in phonemic awareness, phonics, grammar, and vocabulary as part of a balanced literacy model. The school’s program includes direct

systematic instruction in these areas starting in kindergarten. Language instruction is also infused in all content areas. All teachers are expected to be proficient in, and apply instructional strategies for ELL students in the context of their own classrooms; staff development sessions are dedicated to ESL teaching strategies. The ESL teacher meets regularly with grade level teams to discuss strategies, interventions, and individual student progress.

ELL students are provided the support and instruction needed to move into English proficiency as measured by the NYSESLAT assessment.

Competitive Preference Priority 2 – School Improvement and Turnaround

FLACS has not improved the academic performance of one or more academically performing public schools by taking over the operation of the school or restarting the school as a charter school. Funds will not be used for this purpose under this grant.

Competitive Preference Priority 3 – Novice Applicant

As a new Single Education Corporation, FLACS has never received, or been a member of an applicant group or consortium that received a federal replication and expansion grant. FLACS schools have all received CSP funds from the state to support planning and implementation, we are certain that our funding requests through this federal grant are not in duplicate or redundant for any initiatives covered by state CSP awards since this will be used for a new middle school campus serving grades 6-8 under the FLACS II amended charter. Therefore, FLACS qualifies as a “novice” applicant .

III. INVITATIONAL

FLACS conducts rigorous internal evaluations throughout the year at the organizational level which includes professional development practices and educational programming. FLACS

submits annual accountability reports to its authorizer SUNY Charter Schools Institute as required under its charter agreement and applicable law.

IV. SELECTION CRITERIA

(a) Quality of the Eligible Applicant

Family Life Academy Charter Schools (FLACS) is an emerging Single Education Corporation that serves high needs populations and has consistently demonstrated for several years its ability to promote scholarly achievement at rates that exceed peer school performance locally (Community School Districts 7 and 9), and have closely approached or exceeded performance statewide. Our vision for academics, school culture, community partnerships, and adherence to sound financial practices and organization structures undergirds the success of all three schools and serves as the foundation for expanding our instructional model and innovative programming in the historically underserved New York City borough of the Bronx due to persisting achievement gaps.

Our mission is to prepare our students to compete for opportunities in the best high schools, colleges, and chosen careers. It is, therefore, critical that our students receive a solid foundation of the essential knowledge, skills, and habits for success. The short-term benefits allow students to engage with exciting curricula and increased achievement as they advance in grade levels. The long-term benefits become apparent when students who graduate from our program are accepted into high performing high schools, colleges, and their chosen careers. As the communities that we serve have higher percentages of families living in poverty, these opportunities can be the transformative keys to elevating individual students, families, and the community out of socio-economical and educational poverty. Our purpose in expansion is to ensure that more children have greater access to these pathways.

The FLACS network currently operates Family Life Academy Charter School I (FLACS I), Family Life Academy Charter School II (FLACS II), Family Life Academy Charter School III (FLACS III), and is anticipating the opening of Family Life Academy Charter Middle School campus in the fall of 2018. FLACS I is chartered to serve K-8, FLACS II and FLACS III are currently chartered to serve grades K-5. Each FLACS school opens with K-5 charter and expands to include grades 6-8 in the second charter term during renewal.

FLACS II went through its first charter renewal (October 2016) and has been approved by its authorizer to amend its charter to serve K-8, and to open a middle school campus in the fall of 2018. In the meantime, grade 6 at FLACS II will be housed in its current facility for the 2017-18 school year. FLACS I, II and III will serve as feeder schools to the middle school campus. FLACS I 's 6-8 grade student population will relocate to the new middle school campus. This will allow FLACS I to increase the number of seats available for the elementary school by 104 in grades K-5, from 312 to 416. Each school will continue to operate with their own separate facilities and faculty.

We have planned for opening only one new school campus during the grant period, so that we may carefully measure and allocate our resources in launching the middle school campus while maintaining quality of the entire network. This strategy ensures a strong foundation for growth at a pace that would allow for building the capacity of the network in supporting the success of all schools. By the conclusion of our five-year grant period, we will have in operation three elementary schools and one middle school as we continue to grow in scale.

Our mission, vision, and programs were developed based on the simple, yet profound principle that *every* child has the ability to succeed. Our schools prepare young scholars to compete

for admission to and succeed in top public, private, and parochial high schools by cultivating their intellectual, social, emotional, and ethical development. We accomplish this by offering a challenging and rigorous academic curriculum, which at the earliest of grades has an eye towards college preparation. To achieve this, our schools create a supportive and caring environment that at all times has high expectations of all students. We offer a differentiated, project-based learning environment that seeks to develop high-level analytic and critical thinking skills in all of our students.

As an organization consisting of an executive leadership staff with over 100 years in the classroom and leadership experiences supporting staff, students and parents; our impact extends beyond the students and families that we serve. Based on our track record of excellence, FLACS I was 1 of 11 schools state-wide to be awarded the 2013-16 New York Charter School Dissemination Grant. The purpose of this multi-year grant was to provide funds to support the dissemination of effective practices and programs that have been developed, tested, and proven successful in New York Charter Schools. FLACS I partnered with P.S. /I.S. 224 in District 7 to implement the strategies that have led to its success as a school with focus on supporting the needs of ELLs and special needs students. In addition, since 2009, FLACS has served as the lead school for the NYC Charter Schools' English Language Learner (ELL) Consortium, which is a group of 25+ charter schools committed to improving the education of ELLs. The goal of the ELL Consortium is to build charter leaders and teachers' capacity to deliver high quality instruction to ELL students that raises their overall achievement.

Although our educational programs accelerate student achievement with a sense of urgency, our organizational and financial models operate with a conservative approach in order to

safeguard our long-term endurance. As our authorizer reports will attest, FLACS has remained organizationally and fiscally viable. The education corporation/Board of Trustees is the steward of the charter and maintains effective oversight, with an unrelenting focus on the quality of the educational program. The Board continues to operate in substantial compliance with the terms of its charters, by-laws, applicable state and federal law, rules and regulations. Our schools are established with a well- functioning structure with staff, systems, and procedures that allow the school to operate in a sound manner. Similarly, we have successfully maintained adequate financial resources to support successful school operations, and maintain accumulated net assets at strong levels.

Our annual financial audits return without any significant deficiencies or material weaknesses. The FLACS network and central office has managed sufficient organizational integrity and financial resources to deliver effective educational programs for all schools and increasingly stable finances as the network continues to grow in scale and capacity. Moreover, our abundant waiting lists ensure that we maintain full enrollment in our programs for per pupil revenue. We will continue to remain vigilant over our academic, organizational, and financial health to ensure the long-term success of our programs.

The sections below outline FLACS' eligibility as an applicant for the Federal CSP Replication and Expansion Grant by providing information about the current schools in its portfolio and describing the process of serving similar populations as it expands its model by opening a middle school campus in 2018-19.

(1) Significantly Increasing Student Academic Achievement

Family Life Academy Charter School I (FLACS I)

FLACS I has consistently outperformed CSD 9 in performance in ELA and Mathematics and has approached the performance of New York State as a whole. Tables 1,2,7 and 8 in Appendix G: Student Academic Achievement illustrate FLACS I's performance on English Language Arts (ELA) and Math state exams during the past three years. FLACS I has demonstrated that it has significantly increased student academic achievement in ELA and Mathematics for its students.

On the 2015-16 NYS ELA Assessment, 37% of FLACS I students attained proficiency, compared with 20% in CSD 9 and 38% in NYS. FLACS I students, who were 99% Black/African American or Hispanic/Latino, far outpaced these two cohorts in NYS. In ELA, 47% of Black students at FLACS I were proficient, compared with 26% of Black students in NYS; 34% of Hispanic students at FLACS I were proficient compared with 27% of Hispanic students in NYS.

On the 2015-16 NYS Math Assessment, 38% of FLACS I students attained proficiency, compared with 18% in CSD 9 and 39% in NYS. FLACS I students, who were 99% Black/African American or Hispanic/Latino, far outpaced these two cohorts in NYS. In Math, 40% of Black students at FLACS I were proficient, compared with 23% of Black students in NYS; 37% of Hispanic students at FLACS I were proficient compared with 23% of Hispanic students in NYS.

On the 2015-16 NYS Science Assessment, See Appendix G: Table 3, and 9, 90% of FLACS I students attained proficiency, compared with 57% in CSD 9 and 77% in NYS. FLACS I students, who were 99% Black/African American or Hispanic/Latino, far outpaced these two cohorts in NYS. In Science, 90% of Black students at FLACS I were proficient, compared with 64% of Black students in NYS; 89% of Hispanic students at FLACS I were proficient compared with 68% of Hispanic students in NYS. Additionally, approximately half our 8th grade students took the Living Environment Regents in 2015-2016; 91% of students passed this exam, compared with 65% of 8th

graders who took a science Regents in CSD 9 and 92% of eighth graders in NYS. See Appendix G: Table 10.

FLACS I has met or surpassed the majority of accountability measures set forth by our authorizer, SUNY Charter School Institute. These include significantly outperforming the local district on statewide assessments, maintained a higher comparative performance than expected to a large degree than schools that are similar based on economically disadvantaged populations (as determined using a regression analysis conducted by and published by our Authorizer), and remaining in “Good Standing” each year under NCLB accountability measures. Moreover, FLACS I was named as a “High Performing and Gap Closing School” by the New York State Education Department in 2008. See Appendix I: Additional Information , SUNY Charter School Institute Accountability Dossier Report for FLACS I.

Family Life Academy Charter School II (FLACS II)

Tables 4,5,11 and 12 in Appendix G: Student Academic Achievement, illustrates FLACS II’s performance on English Language Arts (ELA) and Math state exams during the past two years. Data is provided in aggregate and disaggregated by subgroup and grade.

FLACS II has consistently outperformed CSD 7 and New York State as whole in performance in ELA and Mathematics . FLACS II in its first year of testing outperformed 98% of schools statewide in ELA and 97% of schools statewide in math. The school outperformed its local district by 61 percentage points in math and 58 points in ELA .FLACS II has demonstrated that it is significantly increased student academic achievement in ELA and Mathematics for its students.

On the 2015-16 NYS ELA Assessment, 94% of FLACS II students attained proficiency, compared with 25% in the same grades in CSD 7 and 41% of students in the same grades in NYS. FLACS II students, who were 99% Black/African American or Hispanic/Latino, far outpaced these

two cohorts in NYS. In ELA, 97% of Black students at FLACS II were proficient, compared with 30% of Black students in NYS; 92% of Hispanic students at FLACS II were proficient compared with 30% of Hispanic students in NYS.

On the 2015-16 NYS Math Assessment, 80% of FLACS II students attained proficiency, compared with 23% students in the same grade levels in CSD 7 and 44% of students in the same grade levels in NYS. FLACS II students, who were 99% Black/African American or Hispanic/Latino, far outpaced these two cohorts in NYS. In Math, 79% of Black students at FLACS II were proficient, compared with 29% of Black students in NYS; 80% of Hispanic students at FLACS II were proficient compared with 23% of Hispanic students in NYS.

On the 2015-16 NYS Science Assessment, Appendix G: Table 6 and 13, 100% of FLACS II students attained proficiency, compared with 72% of fourth graders in CSD 7 and 89% of fourth graders in NYS. FLACS II students, who were 99% Black/African American or Hispanic/Latino, far outpaced these two cohorts in NYS. In Science, 100% of Black students at FLACS II were proficient, compared with 81% of Black students in NYS; 100% of Hispanic students at FLACS II were proficient compared with 83% of Hispanic students in NYS.

FLACS II has continually surpassed the majority of all accountability measures set forth by our authorizer, SUNY Charter School Institute. These include significantly outperformed the local district on statewide assessments, maintained a higher comparative performance than expected to a large degree than schools that are similar based on economically disadvantaged populations (as determined using a regression analysis conducted by and published by our Authorizer), and remained in “Good Standing” each year under NCLB accountability measures. All of FLACS II subgroups, including students with disabilities, English Language Learners and economically disadvantaged students, made adequate yearly progress (AYP) for each year and for every subject.

See Appendix I: Additional Information , SUNY Charter School Institute Accountability Dossier Report for FLACS II.

FLACS II has been effective in creating a school climate that is conducive to learning. On the 2015-16 School Survey, administered by the NYC Department of Education, FLACS II had a higher positive response percentage in each of six survey areas (rigorous instruction, supportive environment, collaborative teachers, effective school leadership, strong family-community ties, and trust) than did NYC as a whole. See Appendix I: Additional Information, NYC , Department of Education, School Survey.

Family Life Academy Charter School III (FLACS III)

FLACS III opened in the fall of 2014 serving 100 students in grades K-1. As a school that is growing one grade level each year, FLACS III scholars will be eligible to sit for statewide exams in 2017. We have been monitoring student progress using internal assessment measures and the TerraNova Assessment in Reading and Mathematics.

FLACS does not yet have comparative analyses of our FLACS III scholars to district, state, or national performance rates, as no students in FLACS III have yet taken a NYS assessment in ELA or Mathematics. However, our preliminary data indicates a promising trajectory of achievement with very few instances of large gaps between aggregate and subgroup performance. We will continue to monitor student progress using standards-aligned assessments to ensure that our young scholars remain on a pathway to success and as they prepare for the 2017 NYS state exams in Math and ELA.

Middle School Expansion Plans

In opening the middle school campus in 2018-19 under FLACS II, we will continue to replicate the key design elements, strategies, and best practices that have proven successful at our

individual schools, to continue to ensure the success of students underserved by traditional district schools as stated in the aforementioned test data. The program is designed specifically to address the individualized needs of the students and promote maximum achievement for every learner. Our mission, vision, and programs have specifically been designed to provide the necessary supports, challenges, resources, and learning environment to ensure that *every* child has equitable opportunities for success. FLACS have demonstrated track record for over 15 years of closing the achievement gaps for English Language Learners, and low-income, minority, and special needs students.

FLACS’ educational programs allow multiple points of entry for learning, providing accessible and supportive, yet challenging and rigorous instruction that targets every student’s needs. FLACS has a track record of improving academic outcomes over a sustained period of time due to its focus on effective instructional leadership, successful use of data-driven instruction, and the establishment of a collaborative/ supportive professional learning community. Key strategies include an inclusive, smaller learning environment with reduced student-to-teacher ratio of 15:1; the use of real-time data to inform flexible, differentiated, instructional groupings uniquely tailored to each student; and personalized learning plans that provide evidence of each student’s achievements, strengths, areas in need of improvement, goals, and progress.

Figure A.1 below illustrates FLACS II’s enrollment plan for expansion to serving K-8.

	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022		Age Range
	Class	Students									
K	3	78	3	78	2	52	2	52	2	52	5-11
1	2	52	3	78	3	78	2	52	2	52	5-11
2	2	52	2	52	3	78	3	78	2	52	5-11
3	2	52	2	52	2	52	3	78	3	78	5-11
4	2	52	2	52	2	52	2	52	3	78	5-11
5	3	78	4	104	4	104	4	104	4	104	5-11
6	1	26	5	130	6	156	6	156	6	156	11=14

7			3	78	5	130	6	156	6	156	11=14
8			2	52	3	78	5	130	4	156	11=14
	15	390	26	676	30	780	33	858	32	884	11=14

(2) Comparisons of Educationally Disadvantaged Students to the State

In subsections a (1) , we demonstrated our schools’ capacities to increase academic achievement, close achievement gaps and promote scholarly success on statewide tests at rates that are significantly higher than local district peer schools. Appendix G: Tables 1, 2, 4 and 5 demonstrate that FLACS I and II’s subgroup performance on ELA and Math exams as compared to NYS illustrates a similar trend. Close examination reveals that FLACS I and II’s scholars outperform their peers in aggregate, as well as in nearly every subgroup at nearly every grade level for each year reportable data is available. As FLACS is located in, and, thus, enrolls a higher percentage of students who reside within CSD 7 and 9, this is significant as it suggests that students who are educationally disadvantaged are performing on a higher trajectory at FLACS schools than they would have had they attended local district schools, demonstrating that our scholars are on the pathway to excellence. Appendix F: Tables 1-3 displays the demographic composition of FLACS I, II, and III, Community School Districts 9 and 7 and New York State for the 2015-16 school year, the most recent year for which data was available for comparison. This table illustrates that FLACS demographics are comparable to the local community school districts.

FLACS I and FLACS II have both far outperformed their local school districts and NYS for the subgroups of Black, Hispanic, and economically disadvantaged students. Given the high percentage of students who are either Black or Hispanic, or who are economically disadvantaged in the FLACS Network, this is significant evidence that the schools are closing the achievement gap.

With respect to ELLs and students with disabilities, FLACS I has had similar performance to and FLACS II has outperformed the local school district and state.

Our population of students eligible for FRPL has remained consistent with figures reported by the local district. We observed a slight decline in our ELL and SWD populations in 2016-17. We attribute this in part to the success of our model as students have advanced through our program and tested out of criteria, particularly our SWD scholars. Based on historical patterns, we anticipate that many of our ELL scholars will likewise be declassified as they gain language proficiency within our programs. We will continue to focus our outreach efforts in high-needs communities to ensure that we are providing equal access and enrolling comparable proportions of students in these target populations.

Additionally, Table A.2 below shows our record of student attendance and student retention rates for the most recently completed school year. In order for students to benefit from the instructional programs that we provide, daily attendance and participation are essential for maximizing gains. Instruction is also optimized through consistency when students enroll and remain within the program as they advance through the grade levels.

Figure A.2 : Attendance and Student Retention Rates for 2015-16

School	Attendance Rate	Student Retention Rate
FLACS I	95%	94%
FLACS II	92%	89%
FLACS III	92%	84%

As seen in Figures A.3-A.5, FLACS have had comparable or lower suspension rates than their local community school districts and New York State. In 2014-15, which is the most recent year that NYS had published this data on their data website, the suspension rate was 3% in NYS, 2% in CSD 7, and 1% in CSD 9. In comparison, FLACS I had a suspension rate of 3%, FLACS II and

FLACS III had a suspension rate of 0%. Among subgroups, the suspension rates at FLACS schools are relatively the same; where there are larger numbers for a subgroup this is due to small size of some of these subgroups, 1 suspended student might equate to 5-6% suspension rate. The FLACS schools have not expelled any students in the last three years.

Table A.3: FLACS I 3-Year Suspension and Expulsion Rates

Year	Subgroup	FLACS I Suspension Rate	CSD 9 Suspension Rate	NYS Suspension Rate	FLACS I Expulsion Rate
2016	All	2%	-	-	0%
	Black	3%	-	-	0%
	Hispanic	2%	-	-	0%
	SWD	6%	-	-	0%
	ELL	1%	-	-	0%
	ED	2%	-	-	0%
2015	All	3%	1%	3%	0%
	Black	6%	-	-	0%
	Hispanic	2%	-	-	0%
	SWD	3%	-	-	0%
	ELL	0%	-	-	0%
	ED	3%	-	-	0%
2014	All	3%	1%	4%	0%
	Black	7%	-	-	0%
	Hispanic	2%	-	-	0%
	SWD	3%	-	-	0%
	ELL	0%	-	-	0%
	ED	3%	-	-	0%

Note: Suspension rates refer to the percentage of students who received an out of school suspension out of the total student population each year. Subgroup data was not available for NYS or the CSD. Data for the most recent school year was not available on the NYS website.

Figure A.4 :FLACS II 3-Year Suspension and Expulsion Rates

Year	Subgroup	FLACS II Suspension Rate	CSD 7 Suspension Rate	NYS Suspension Rate	FLACS II Expulsion Rate
2016	All	0%	-	-	0%

	Black	1%	-	-	0%
	Hispanic	0%	-	-	0%
	SWD	0%	-	-	0%
	ELL	0%	-	-	0%
	ED	0%	-	-	0%
2015	All	0%	2%	3%	0%
	Black	0%	-	-	0%
	Hispanic	0%	-	-	0%
	SWD	0%	-	-	0%
	ELL	0%	-	-	0%
	ED	0%	-	-	0%
2014	All	0%	2%	4%	0%
	Black	0%	-	-	0%
	Hispanic	0%	-	-	0%
	SWD	0%	-	-	0%
	ELL	0%	-	-	0%
	ED	0%	-	-	0%

Note: Suspension rates refer to the percentage of students who received an out of school suspension out of the total student population each year. Subgroup data was not available for NYS or the CSD. Data for the most recent school year was not available on the NYS website.

Figure A.5: FLACS III 3-Year Suspension and Expulsion Rates

Year	Subgroup	FLACS III Suspension Rate	CSD 7 Suspension Rate	NYS Suspension Rate	FLACS III Expulsion Rate
2016	All	2%	-	-	0%
	Black	3%	-	-	0%
	Hispanic	1%	-	-	0%
	SWD	4%	-	-	0%
	ELL	0%	-	-	0%
	ED	2%	-	-	0%
2015	All	0%	2%	3%	0%
	Black	0%	-	-	0%
	Hispanic	0%	-	-	0%
	SWD	0%	-	-	0%
	ELL	0%	-	-	0%
	ED	0%	-	-	0%
2014	All	-	-	-	-
	Black	-	-	-	-

	Hispanic	-	-	-	-
	SWD	-	-	-	-
	ELL	-	-	-	-
	ED	-	-	-	-

Note: Suspension rates refer to the percentage of students who received an out of school suspension out of the total student population each year. Subgroup data was not available for NYS or the CSD. Data for the most recent school year was not available on the NYS website.

(3) Charters Schools Operated Have Not Been Closed

All FLACS schools are in good standing under the charter agreement and applicable laws with its authorizer SUNY Charter School Institute. The Education Corporation and its schools have meet all the expectations of the charter including financial and instructional considerations at the time of this application. FLACS charter schools have never been closed or had the chartes revoked due to non-compliance with staututory or regularioty requirements; have not had any significant issues in the area of financial and operational management ; have not experienced significant problems with statutory or regulatory compliance that could lead to revovaction of each of the three school charters. FLACS network schools have not had any significant issues with respect to student safety. If it should become necessary to close a school , FLACS will the most recent dissolution plan issued by the SUNY Charter School Institute.

In recognition of its success, FLACS I’s authorizer invited FLACS I to apply for early re-chartering and replication (FLACS II) in the Mott Haven neighborhood of the Bronx , CSD7 in 2011. Only after two years in operation (FLACS II), the authorizer invited FLACS to open its third replicated school FLACS III in the same neighborhood.Under the state’s NCLB accountability system, FLACS I, II and III’s Accountability Status is in good standing: the state has not identified

any of the three schools as a Focus School nor determined that they have met the criteria to be identified as school requiring a local assistance plan.

The FLACS network acknowledges that FLACS II did face some challenges during its start up phase. The school originally intended to open in CSD 8, however did not find suitable space within this district. The final selection of a site resulted in the current facility located in CSD 7, which is directly to the south of CSD 8. Both CSD 7 and CSD 8 had a demonstrated need for high quality schools; FLACS I, located in CSD 9, had received over 100 applications from students in these two districts between 2009 and 2011. As such, the move to CSD 7 did not alter the mission or target population of FLACS II. During the initial recruitment effort, FLACS II attracted enough kindergarten students to fill its intended enrollment, but did not attract enough first grade students to fill two classes. No lottery was held this first year and students were accepted as they applied through the beginning of the school year.

Uncertainty of the school location during this recruitment effort was a major factor. As a result, during the 2012-13 school year, FLACS II had three kindergarten classes and one first grade class, rather than the intended two classes per grade. The school also did not attract any ELLs in the initial first grade group. The site at 296 East 140th Street was originally intended n a temporary site, with FLACS II moving to a facility that was being renovated; however delays in the renovation meant that FLACS II did not move into this facility and when FLACS III opened, both schools colocated at 296 East 140th Street for two years. FLACS III moved in 2016-2017 to the renovated space on Gerard Avenue; FLACS II has negotiated a lease in its current space until 2038. Despite these early challenges, FLACS II now has a stable building site and has built a favorable reputation in the community.

(b) Contribution in Assisting Educationally Disadvantaged Students

FLACS believes that every child, every day has the ability to succeed when you invest in the “whole child”. That all children despite race, income, and English language skill can realize their potential when enrolled in a school that adapts to their needs, implements innovative teaching strategies, and holds high expectations of its community and stakeholders. FLACS believes education equality is the civil rights issue of our time and a problem in which we all have a vital stake, particularly for students who are educationally disadvantaged and historically underserved.

Education has a profound impact on a child’s life. A positive school experience can improve career prospects, prepare a child for active civic life, and strengthen the vitality of our communities and our democracy. Children who grow up in poverty have less access than their more affluent peers to safe neighborhoods, quality after-school programs and first-rate schools. These children are disproportionately African American, Latino and English language learners. An exceptional education within a vibrant learning environment should be an option that is not constricted based on socio-economic instability or geographical restrictions. Quality educational environments that are the foundation of the FLACS network and its future middle school campus, have the power to bring together families and community leaders to transform entire communities where every individual is focused and invested in safeguarding future generations. In order to provide students with the tools they need for life-long success, it is essential that we close persistent achievement gaps and offer greater access to a larger host of families in high-need communities. We intend to avail these options through our plans for expansion.

FLACS is a “community grown” charter school network operating on the social justice platform of providing equitable educational opportunities in high needs communities. Our schools provide high-quality, rigorous instructional programs that accelerate scholarly achievement. Our

name embodies our philosophy that centers on the importance of family and parents as active participants in their child's education. FLACS families enroll and stay committed to our programs, because we cultivate a family within the learning environment, one that embraces parents as educational partners. We intend to stay committed to our vision of providing excellent schools that are deeply entrenched in and committed to the communities we serve, ensuring that the new middle school campus is replicated effectively with the level of excellence that has distinguished our model.

FLACS schools offer a Free Appropriate Public Education to all of our students with disabilities. Pursuant to federal and state regulations, no student at our schools is subjected to discrimination, particularly on the basis of a disability. The Individuals with Disabilities Education Act (IDEA) requires all Local Education Agencies (LEAs) to educate students with disabilities in accordance with all laws and regulations. FLACS schools are fully compliant with the laws governing the educational rights of our scholars, especially students with disabilities, English Language Learners, and economically disadvantaged populations.

Unless otherwise indicated, charter schools are deemed to be LEAs for all federal funding programs. Likewise, New York State recognizes charter schools as independent, autonomous public schools and LEAs. However, for the purposes of special education, the district of residence serves as the LEA, with charter schools treated as schools of the district. For special education, the New York City Department of Education is the LEA for our Bronx.

FLACS network is expanding its successful model in creating a middle school campus under FLACS II charter school in geographic area (The South Bronx- Highbridge and Mott Haven) that serve students who are educationally disadvantaged and have historically received below standard education. This is most evident by the achievement gaps that prevail and persist

for students in each of our targeted communities. This year the FLACS Network received 6,043 applications with 5,891 students currently on the waiting list. With 44,000 students in NYC on waitlists for charter schools and four applicants on average per charter school seat in The South Bronx (six per seat for the FLACS network), FLACS's growth plan can begin to address this growing demand by parents for quality education and choice in our community.

The Bronx borough has a long history of underperforming schools, including several that have been placed on priority and focus lists, identified as struggling and persistently struggling, and persistently dangerous schools. According to the NY State Education Department (NYSED) in 2015, of the 178 "priority" and "failing" schools in the state, 91 were located in New York City, and Bronx County had the largest concentration of schools with 44. Of the 40 New York City schools that have been failing for 10 or more years, 20 of them were in the Bronx ¹. Additionally, there were 144 "struggling" and "persistently struggling" identified schools, including 62 New York City schools² with 32 located in the Bronx. Fourteen of those 32 schools in the Bronx were sited in CSDs 7 & 9, our current and future host districts in New York. The list of schools deemed "persistently dangerous" based on violent and disruptive incident reporting (VADIR) included 32 schools, 27 of which were located in New York City with the largest number, 13, operating in the Bronx.

NYC School District 7 and 9, where FLACS is located, remain among the lowest performing in the city; the local high school graduation rates are consistently below the city's average. In the Bronx, only 33.2% of ELLs, 53.7% of Latinos, and 59% of Black students graduated from high school in June 2015.

1. <http://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/NYSFailingSchoolsReport.pdf>

2. <http://nysed.gov/news/2015/commissioner-elia-identifies-144-struggling-and-persistently-struggling-schools-begin>

Education Model

FLACS believes in a rigorous academic experience for all students, in which students are engaged in higher-order thinking through analyzing, synthesizing, and evaluating the content and skills that they are learning. In all core content areas, the school implements instruction that reflects a balance between teacher-guided learning through direct instruction, guided instruction and student-guided learning through independent work and projects. FLACS believes that learning is an active process, which entails activating prior knowledge, relating this prior knowledge to new information, and applying the newly acquired knowledge to diverse contexts. Students at FLACS have opportunities to engage in experiential and participatory learning opportunities. In line with the organization's mission statement, the pedagogical approach at FLACS emphasizes student engagement so that students build from an excitement about learning, ownership of their own learning, and eventual independence in learning.

Much of the network's success can be attributed to school design elements that are implemented across all FLACS schools which will include the new middle school campus. *These design elements include:*

Active School Leadership: Each FLACS school is led by a principal, who is supported by an instructional team, including an assistant principal and other key instructional staff. This team meets consistently to ensure that instruction is rigorous, to evaluate student performance, and to ensure alignment with the charter mission. All FLACS schools are overseen by an executive management team led by the Chief Executive Officer and Chief Operations Officer.

A Rigorous Academic Curriculum with a Focus on Literacy: The FLACS curriculum is rigorous and challenges students' innate and acquired intellectual curiosity. It is accompanied by clearly articulated and demanding student achievement standards aligned to the NYS CCLS. Literacy

instruction is infused in all subject areas and is the focus of a 90 to 120 minutes literacy block each day. The daily math block is 60 to 100 minutes daily, depending on grade level.

An Extended School Day and Year: The school day extends from 8:00 am to 3:30 pm. After school and Saturday programming, which includes tutoring, enrichment, and/or intervention, are available to students in need of these programs. Summer school as an extension of the school year is provided for those students who need support in reaching grade level expectations.

Intentional Approaches to the Instruction of English Language Learners: FLACS specifically seeks to attract and retain English language learners. FLACS employs a sheltered English language immersion approach. All staff receive training in strategies for supporting ELLs within their individual classrooms. Certified ESL teachers provide specific additional instruction to help students reach proficiency in English.

Data-driven Planning Fueled by a Rigorous System of Assessment and Accountability:

Continual assessment occurs in all subject areas at all grade levels. Assessment data is analyzed by teachers, administrators, and the data specialist and is used to formulate action plans for future instruction. Specific time is devoted for this analysis in the form of data meetings and shared planning periods

A Commitment to Meeting the Needs of All Learners: Teachers are expected to differentiate instruction to meet the needs of all learners. Students who are at risk of not meeting standards are identified using assessment data. Intervention programs are implemented to meet these students' needs. Monthly child study meetings are held to identify the specific needs of individual students and to create action plans to address these needs. FLACS is committed to providing the appropriate services and interventions for students in Special Education with Individualized Education Plans (IEPs).

Professional Development and Professional Learning Communities that Enrich Teaching:

Professional development is customized to meet the needs of individual teachers. Professional development sessions occur weekly on Monday afternoons from 3:40 to 5:00, the afternoons of selected Friday half-days, Election Day, and during 10 days in August before students return to school. Common grade level planning periods occur weekly. Instructional coaches support individual teachers in improving their instructional practice.

Consistent and Caring Discipline: FLACS has a strong commitment to caring classroom management that is strategic and values scholarly behavior. School-wide and classroom procedures are taught to students and reinforced by all staff members.

Family Involvement and Shared Responsibility for Learning: All parents are informed and empowered participants in their children's learning. The responsibility for learning is shared among the students, school, and parents, and is reflected in students' learning plans. Regular communication about student progress occurs throughout the year, including three formal parent teacher conferences. An active Parent Association (PA) holds monthly meetings and one seat on the Board of Trustees is reserved for the PA president of each school.

A Shared School Culture, Traditions and Core Values Focused on Excellence: All aspects of the school culture further high expectations for children and promote the development of holistic young people who affirm human values. FLACS scholars are celebrated in various school-wide traditions, including award ceremonies, essay contests, and community projects. Core values such as respect for other people and cultures, self-discipline, active citizenship, volunteerism, school pride, fairness, caring, responsibility, and trustworthiness, are encouraged in all staff and students at FLACS.

A Focus on Preparation for High School and Beyond: In addition to preparing for the future with rigorous academics, beginning in grade 5, FLACS students meet with guidance counselors to help

identify areas of interest and ability, match these interests and abilities to high school programs, and prepare to apply to these programs.

A Continued Use of Community Resources: FLACS schools make use of community resources, including those of LPAC and others. These include the LPAC New Hope after school, BOOM mentoring Programs, Thanksgiving community dinner and food drive, services for families, and social justice activities.

Middle School Campus Curriculum:

Literacy: In the middle school, the curriculum builds on the foundations that were developed in the elementary school. Teachers to encourage students to engage in higher order thinking through the use of complex texts and emphasize responding to literature and informational texts with evidence. Students learn to answer text-dependent questions (questions that can only be answered by referring back to the text) with precision and proficiency. A rigorous curriculum ensures students have high school, college, and career readiness. Students in the middle school will develop their writing skills through a writing workshop model and through responding to the texts that they are reading. Teachers demonstrate writing skills and strategies and students then apply these to their own writing. Students learn how to generate and organize their ideas into drafts, to revise and edit these drafts, and to publish and evaluate their own writing. FLACS utilizes *EngageNY* curriculum modules that are developed through NYSED. The curriculum is aligned to the Common Core State Standards and uses conceptually coherent text sets to promote student thinking and understanding through citation of text-based evidence.

Mathematics: FLACS middle school students will build on their knowledge base to deepen their conceptual understanding of mathematics. Problem solving and the mathematical practice standards continue to be at the center of math learning at FLACS in the middle school. The middle

school curriculum, will be aligned to the New York State Common Core Learning Standards, to focus on a deeper understanding of algebraic thinking, equations, functions, data analysis and statistics, and geometry. We place an emphasis on the interconnection between mathematics and real world applications, science and technology. Our curriculum will focus on ensuring students have a sound foundation for high school, college, and career readiness. FLACS will continue to utilize *Math in Focus*, which is also used in the elementary school.

Science Curriculum: In the middle school, students will build on their base scientific knowledge to deepen their understanding of the physical and natural world. Life science, physical science, and earth science content are taught with a focus on investigation of scientific theories and their applications in both classroom and laboratory based experiences, as well as everyday life. The curriculum will emphasize scientific literacy, and supports students in their ability to interpret and evaluate the scientific claims. Students will learn that science has direct application to everyday living, is interconnected with mathematics and technology, and impacts the individual and society. Eighth grade students will be given the opportunity to prepare for the New York State Science Regents Examinations for Living Environment.

Social Studies: Our social studies curriculum for the middle school will integrate elements of history, geography, political science, civics, economics, and sociology. Middle school students will investigate world civilizations and United States history by examining multiple perspectives and looking at historical documents. In the middle school, students will learn to think critically about world events, current and past, to understand various causes and effects of these events and their impacts on our world today. Ultimately, students will build a sense of the interrelated aspects of the world and be prepared to be informed, participatory, citizens of our country. *Character Education:* In helping to develop the whole child, FLACS integrates character education throughout the core

content areas. To be successful in high school, college and beyond, in addition to academic skills, students must possess certain social and emotional skills. Students learn about core values such as respect, self-discipline, perseverance, and honesty through an intentional integration of character and values themes when reading, writing, and speaking about books and historical events. Essential to FLACS II's charter is that students take responsibility for their learning and affirm human values. Students become not only lifelong learners, but also thoughtful citizens of our global society who will make choices to improve their world and serve their communities. This will continue in the new middle school campus.

Instructional Practices: FLACS implements instruction that is tailored to meet the needs of individuals in the classroom. A major focus in the pedagogical approach is the differentiation of instruction in all subject areas. All teachers are well-versed in methods for differentiation for different learning styles and needs. Teachers use instructional methods that address the needs of students with different learning styles, including linguistic, logical-mathematical, musical, bodily kinesthetic, spatial, interpersonal, and intrapersonal. Likewise, teachers address the needs of English language learners, special needs students, struggling students, and advanced students through differentiation of instruction in all areas across the curriculum. Drawing on Bloom's taxonomy, teachers guide students through activities that require students to use higher-order thinking skills, beyond the recall and comprehension level, and require students to use analysis, synthesis and evaluation. By engaging in independent and small group work, students are able to apply the information that they have learned through direct instruction of the teacher and their own inquiry.

Another focus of the approach is to provide students with opportunities for student-centered learning in which students work independently or in small groups. This allows students to engage in activities relevant to their strengths and needs and also allows students to learn from one another,

which supports students at all levels. One hallmark of this is giving students time to engage in academic conversations with one another through structures that include “turn and talks,” collaborative group work, and projects.

A third major focus of the pedagogical approach is the focus on literacy skills. Teachers integrate literacy instruction through every subject area. This includes explicit vocabulary development in mathematics, social studies, science, music, and physical education. It also includes the infusion of reading, writing, speaking, and listening skills and strategies, aligned with the CCLS in all subject areas. Students are asked to explain their thinking about topics in writing and read texts about a variety of subject areas. These aspects help support struggling students, students with special needs, and English language learners by providing additional opportunities to practice these literacy skills. For students that struggle with the core curriculum, FLACS provides additional interventions based on student need. These have included use of on-line individualized learning programs, such as *i-Ready*, as well as small group instruction from teachers. ESL teachers provide additional instruction in ESL and special education teachers provide support in the general education classroom or in a SETSS program depending on student’s IEPs.

The FLACS network model of “professional learning” integrates the standards for professional learning established by Learning Forward, formally known as The National Staff Development Council. The standards make explicit that the purpose of professional learning is for educators to develop the knowledge, skills, practices, and dispositions they need to help students perform at higher levels. The support provided all our schools combine the expertise of our in-house educators and outside education consultants and partners, through a collaborative process.

(1) Serving Educationally Disadvantaged Students vs Local Public Schools

At FLACS we have operated and maintained charter schools since 2001, whose student population is “educationally disadvantaged”, with significant numbers of numbers of English Language Learners and students with disabilities. Tables 1-3 in Appendix F exhibits the demographic compositions of FLACS I, II and III as compared to surrounding public schools in CSD 7 and 9 . These tables illustrate that our schools enroll comparable or higher rates of educationally disadvantaged students, English Language Learners and students with disabilities. Our instructional programs are designed to promote academic achievement and accelerate learning for all scholars in meeting and exceeding State academic standards, so as to increase enrollment of FLACS students who are academically and socially prepared for the most competitive high schools in the region. Section IV (a) and the supporting tables in Appendix G:Tables1-13 provide evidence of our success in assisting educationally disadvantaged students to meet and excel beyond their district and statewide peers.

(2) Recruitment and Enrollment of Educationally Disadvantaged Students

The FLACS growth plan over the next five years which increases student enrollment and creates a new middle school campus, will continue our mission, vision, and goal to transform the educational landscape of the community. We will continue to accelerate learning and advance each student’s level of proficiency in closing the achievement gap that has been pervasive within the traditional public school districts. FLACS middle school campus will provide a positive, supportive, and challenging learning environment where every child will succeed. With an eye towards college and career readiness, FLACS utilizes a holistic approach to cultivate scholarly habits, 21st century global thinkers, and offer a broad liberal arts curriculum to promote students’ intellectual, artistic, social, emotional, and ethical development. Our schools also establish a highly accountable culture where all stakeholders are dedicated to the success of the students.

Our schools engage the community and host events such as open houses and meetings with the students, families, and community members. As community members play a critical role in the growth and development of the school, we also strive to develop lasting relationships with members and organizations within the various communities to support our scholars and programs beyond the initial recruiting year. We have the support of bilingual leadership and staff members to support the recruiting efforts for families whose native language is one other than English.

As a part of FLACS' outreach process every year, the FLACS network marketing and communications office is responsible for advertising on the network website, social media and in local media outlets. During this time, bilingual staff members from all three schools visit various early childhood education centers to distribute applications and share knowledge about what the schools have to offer. Our applications are translated into Spanish within our targeted communities to reach out to those families who may not read, write, or speak English with proficiency. FLACS I, II and III will serve as feeder schools for the middle school campus.

Our schools utilize a variety of strategies to attract a diverse student body and broaden the scope and depth of recruitment efforts with outreach, which may include:

- Meetings with representatives of the local and surrounding districts, as well as joint events with our CBO partner, Latino Pastoral Action Center (LPAC), a community-based organization whose leadership were among the original founders of FLACS.
- Attendance at open houses, public meetings, meet-and-greets, and presentations at various community organizations such as preschools, daycare centers, head start

programs, ESL programs for adults with school-aged children, libraries, family service providers, housing authorities and associations, tutoring groups, and places of worship (churches, mosques, temples, etc.)

- Neighborhood canvassing, especially in areas with higher concentrations of public housing developments and multicultural communities
- Distribution of flyers and mailings in English and Spanish
- Local media stations that target both English and non-English speaking audiences

FLACS anticipates that students will enter school from various backgrounds and with a wide-range of learning needs. The school has deliberately been designed to address the needs of diverse learners entering the program with a variance in skills, knowledge, strengths, and deficits. Our schools embrace a culture that celebrates the diversity of its students, staff, and community, while cultivating a unified vision for the school. It is our intent to continue to these practices to ensure equitable access to all children.

(c) Quality of the Evaluation Plan for the Proposed Project

FLACS has established the following overarching specific, measurable and attainable goals to achieve over the five-year grant period.

Logic Model

Context	Input/Activities	Outputs	Short-Term Outcomes	Impact
Expanding to establish a high-quality, Intergrated Sustainable , FLACS Middle Charter School	FLACS works with High Mark on campus placement Facility and Finance Plan developed by network staff School and network leadership create	Middle Scool Facility Plan Sustainable Operational Budget Educational Framework	New middle school option available for Bronx Communities and diverse student population	FLACS middle school campus is opened offering an additional 520 seats to diverse and educationally disadvantaged students, ELLs, SWDS, minority students

	educational plans Parent & Community Meetings held	Parent and community informed and supportive about expansion Continued recruitment of dsadvantaged students, ELLs , SWDS and minority students		
Academic Rigor, College and Career Ready	Research-based curriculum developed,reviewed, and continually revised by school and network administration Professional development provided through Professional Learning Communities (PLC) for teachers and administrators On-going observation of classrooms and feedback to teachers provided by school and network administration	Successful differentiation of instruction by teachers, administrators and staff FRPL, ELLs, SWD and racial minority students achieve at meet and exceed rates to non-disadvantged students	FLACS middle school students achieve academic excellence and close achievement gap	100% of students graduate and are accepted into top tier highschoools

++Objective 1: FLACS Network will expand FLACS II to add grades 6-8 and open a Middle School Campus by the end of the grant period	
Performance Measure	Performance Target
1a. Opening/Operation. CSP funded FLACS Middle school will verify enrollment as shown in the Enrollment Plan each year by November.	2017-2022: Middle School Campus has verified enrollment as in Enrollment Plan Chart

<p>1b. High-Quality Charter School. CSP funded FLACS Middle School will be measured by accountability goals set forth in its charter in accordance with statewide exams and performance benchmarks.</p>	<p>By October 2022: FLACS Middle School will rate in Good Standing under State NCLB Accountability System</p>
<p>1c. Sustainable Charter Middle School. CSP funded FLACS Middle School will have a sustainable plan based on FLACS network Financial Performance Framework</p>	<p>By October 2022: FLACS Middle School will meet criteria of FLACS Network Financial Performance Framework</p>

Objective 2: Students at FLACS Middle School Campus will progress and achieve meet high standards	
Performance Measure	Performance Target
<p>2a. Attendance. The average annual daily student attendance rate for CSP funded FLACS II/ Middle School , annually by June 30.</p>	<p>At least 95% by 2018, 2019,2020,2021, and 2022</p>
<p>2b. Student Achievement: Literacy. CSP funded FLACS Middle School will show increasing growth on NYS ELA Assessment , annually by July 30. (in the second year that the school is open with baseline data collected in the first year)</p>	<p>75% of all tested students enrolled in at least their second year will perform at proficiency on the New York State English Language Arts 2018, 2019, 2020, 2021 and 2022</p>
<p>2c. Student Achievement: Math. CSP funded FLACS Middle School will show increasing growth on NYS Mathematics Assessment , annually by July 30. (in the second year that the school is open with baseline data collected in the first year).</p>	<p>75% of all tested students enrolled in at least their second year will perform at proficiency on the New York State Mathematics 2018, 2019, 2020, 2021 and 2022</p>
<p>2d. Outperforming NYS . CSP funded FLACS II School’s annual regression analysis (ELA/Mathematics) will exceed predicted level of performance .</p>	<p>Each year, the school will exceed its predicted level of performance on the state ELA/ Mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.</p>

<p>2e. Outperforming Local School Districts. CSP funded FLACS Middle School will exceed performance rates of local districts schools per grade level</p>	<p>Each year, the school will exceed performance rates by a minimum of 10 percentage points of local district schools.</p>
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Project evaluation through data collection and reporting will be managed through FLACS Network Data and Assessment Team, lead by Director of Data and Assessment , Renee Willemsen-Goode.

FLACS will use a comprehensive assessment program which includes: 1) Common Classroom Assessments, 2) Fountas and Pinnell Benchmark System for Reading, 3) Common Writing Assessment Program (K-8), and standardized testing including 4) Terra Nova and New York State Tests. FLACS uses the New York State ESL Assessment (NYSESLAT) to monitor student progress in language acquisition from basic through to proficiency. Disaggregated data from these assessments are used to ensure that students are making growth and progress towards meeting and exceeding grade level standards.

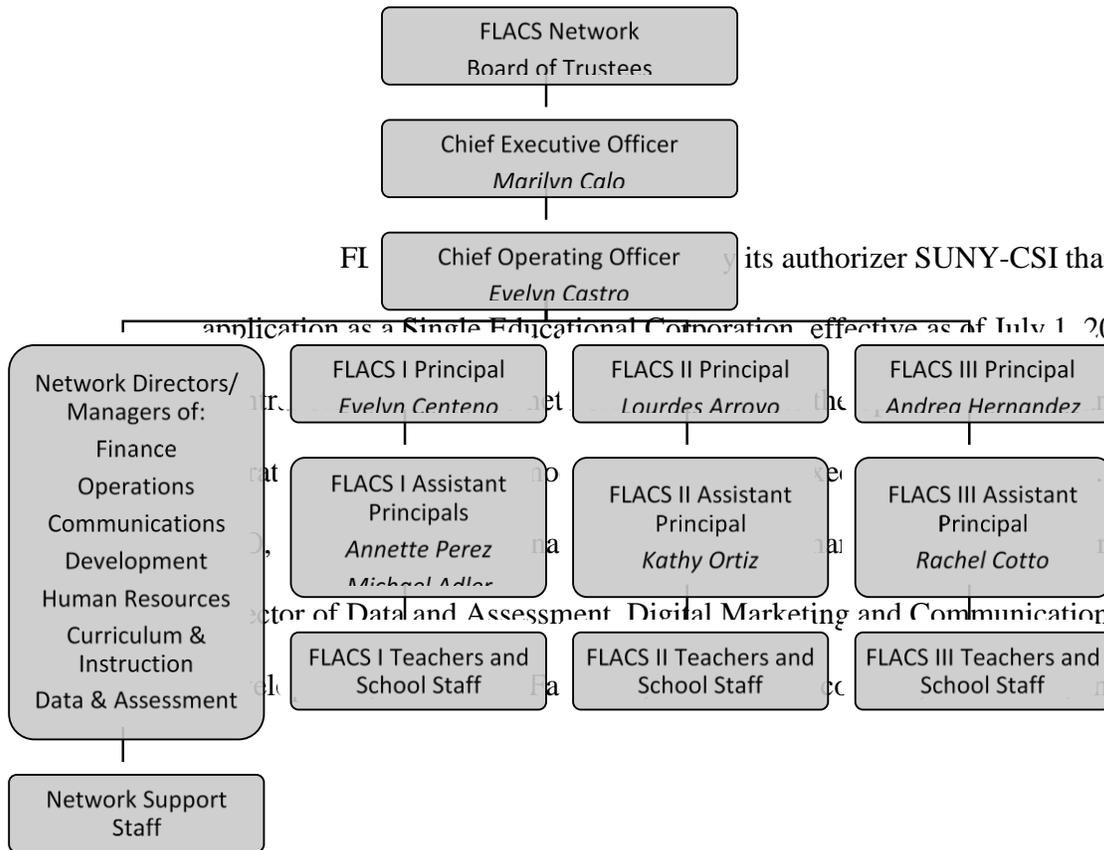
(d) Quality of the Management Plan and Personnel

FLACS has a thorough plan for expanding and maintaining high-quality schools to meet the ever-growing need in its community. FLACS will be increasing in size and expertise to enhance the services we provide the new middle school campus and current three operating schools.

(1) Management Plan

FLACS has established a strong management plan to ensure that we effectively achieve the objectives of our project on time and within budget, with clearly defined roles and responsibilities, timelines, and milestones for accomplishing each task. The below chart illustrates our Single Education Corporation (FLACS Network) current organizational structure. As an emerging Single Education Corporation, we are filling each position strategically as we continue to

grow in scale. FLACS network will support the academic, organizational, and fiscal success of the schools in its portfolio by leveraging the expertise of the central network staff in collaboration the governing board of trustees.



As the staff grows, any dependence on external contractors will be phased out with the addition of permanent staff members.

Our Education Corporation staff operates under three key domains: Academics, Operations, and Finance. Under each of these are various core functions carried out by a staff of experts. FLACS provides an array of administrative and support services that include curriculum and professional development, staff recruitment and training, data management, information technology support, fundraising, marketing / outreach and communications. In this model the executive management which includes the Chief Executive Officer (CEO) and Chief Operation Officer have oversight of the entire operations of all FLACS schools and the network. This includes hiring of network staff and school leadership, student recruitment/community relations, facilities acquisitions and maintenance, compliance, HR (back office and recruitment), and technology. The CFO's responsibilities include all financial aspects and working with the Director of Development , Digital Marketing and Communications Manager, Director of Facilities, Maintenance and School Safety team . Lastly, the Director of Professional Learning and Director of Assessment and Data's purview includes all school level instructional activities, assessment and data management. The middle school principal will report to the CEO who will work in collaboration with the principal and assistant principal during the planning phase in providing oversight in the creation of curriculum maps using the curriculum frameworks provided in the charter, provide guidelines and criteria in the recruitment and hiring of staff . The CEO will also provide guidelines and criteria for the principal and assistant principal in creating and implementing systems for staff evaluation, teacher development, student recruitment, evaluation and monitoring of ELLs during year one the grant. FLACS ensures quality expansion by hiring and

training staff who are highly qualified with a track record of success, and aligned to our mission and vision.

Because the Single Education Corporation is intended to safeguard the FLACS model, the FLACS Network provides the framework for the middle school campus, while school-based leadership manage the daily operations. By centralizing key functionalities, we benefit from the economy of scale, and we allow our schools to focus on what they do best, educate children.

Central Office Functions

Financial Management : CFO has oversight over the financial operations of the schools, including the budget, school audits, purchasing products and services, entering related invoices into their accounting systems, disbursing checks, managing accounts receivable, posting deposits, completing bank reconciliations and filing all related documentation. The CFO also provides business management support and technical assistance in implementing effective and efficient organizational, financial and operational practices, and oversees a finance team of three members that include an Accountant, a Controller, and a Director of Compliance.

Daily Operations:Central office (network) staff oversees the physical plans of the schools, including facility maintenance and improvement, negotiating service contracts (food, transportation, and equipment maintenance), and overseeing the custodial and security staff.

Human Resources: Central office (network) staff oversees the implementation of all human resources programs, policies and activities for the network, including setting up benefits packages, monitoring certification of teachers, employee performance management, employee orientation/benefits administration, payroll, vendor negotiations and compliance reporting. There are 2 additional staff members in this department who supports the Director of HR.

Instructional Management: Central office (network staff) or Director of Professional Learning , the Instructional Coach for Literacy, and the Instructional Coach for Mathematics supports all schools in effective instructional practices. The Director of Professional Learning , in collaboration with the principals, develops, designs, implements, and evaluates the organizational and systemic structures that enhance the quality of teaching and learning across the network. The Director of Professional Learning oversees consultants and instructional coaches who provide direct support to teachers through observation feedback, lesson modeling, professional development, lesson planning, and curriculum mapping.

Data and Assessment: Central office (network) staff supports schools through completing necessarily reporting, analyzing network and school data, and meeting with school leaders and teachers to use assessment data to make instructional decisions. The Director of Data and Assessment oversees 2 Data Specialists, who support this work in the schools.

Development and Communications/Marketing: Central office (network) staff responsible for identifying funding sources, responding to state and federal RFPs, and doing outreach to foundations to support the educational programming and support services that ensure academic success. The Director of Development is the current staff person in this department. The Digital Marketing and Communications Manager works to provide public relations services for the schools, including marketing, communication, special events and community outreach. A Network Administrative Assistant works to support all network staff and also serve as the liaison with the Board of Trustees.

Our management of school expansion occurs in three primary phases: Greenlighting, Launching, and Sustaining. The first phase is accomplished by the Education Corporation and is the process of evaluating key factors to determine school expansion. The entire process requires

approximately 16 months from launch to school opening. Our network team assesses community engagement, authorizer relations, and researches available facilities in the targeted community. During this period, FLACS II charter renewal application and request for expansion is submitted and preliminary budgets are developed. By 12 months prior to opening campus, we have a school leader selected and entering the leadership training with the CEO. We also conduct a human capital assessment and have on-going fundraising activities throughout the grant period. At this point, the Education Corporation gradually shifts to a supportive role to the leader in preparations for the school's opening. At 6 months prior to school opening, student outreach transitions to student enrollment and the middle school takes final actions to prepare for opening, such as procurement of furniture and curriculum resources. The FLACS II renewal application and expansion plan to open a middle school campus serving grades 6-8, has already completed the renewal process and has received recommendation for final approval by SUNY – Charter School Institute for March 2017. We begin the timeline with these major functions already completed, with the majority of these functions performed by the operations team under the supervision of our CEO and COO.

Personnel:

CEO = Chief Executive Officer	ESP = Elementary School Principal
COO = Chief Operations Officer	MSP = Middle School Principal
CFO = Chief Financial Officer	AP = Assistant Principal
DHR = Director of Human Resources	ST = Subject Teachers
DOFM = Director of Facilities and Maintenance	SC = School Counselor
DOD = Director of Development	AC = Academic Coaches
DPL = Director of Professional Learning	MAM = Meal Accountability Manager
DDA = Director of Data and Accountability	CFE = Community & Family Engagement
DMCM = Digital Marketing and Communications Manager	MSDL = Middle School Department Leadership
DOT = Director of Technology	PAS = Pupil Accounting Secretary
BC = Board Committee	

Task/Activity	Milestone	Timeframe	Person/Team Responsible
GREENLIGHTING			
Facilities secured	Search for new facility, facility identified, lease negotiated, initial inspections completed, remodeling plans developed and approved, renovations in process	16 months	CEO, COO, BC, CFO, DOFM
Authorizer Relations	Information shared with authorizer ongoing when necessary	12 months	CEO, COO, BC
School Leader	Post for middle school principal position, review resumes, schedule interviews, Identify candidate, call references, present to the Board, Hire principal	4 months May- Aug 2017	CEO, COO
Community Awareness	Schedule meetings with the parents of the elementary schools, Share information regarding the new site, transportation needs for students, and introduce the new school leader	12 months – Year 1	CEO, COO, CFE, BC
FLACS Principals and AP Collaboration	Schedule meetings between EP, APs and the new MSP to finalize the growth plan; ensure all aspects of plan are in place for the beginning of the new Middle School; ensure enrollment is accurate.	12 months – Year 1	CEO, COO, DDA, DPL
LAUNCHING			
Facilities Assessment	Weekly conference calls with owner’s representative and FLACS leadership. Weekly visits to the site by the Director of Facilities, and/or Board members and FLACS leadership.	12 months – Year 1	CEO, COO, CFO, BC, DFM
Family Outreach and Engagement	Ongoing outreach and communication with parents and guardians. School staff will actively support parents and will provide written communication with detailed updates on the progress of the school. MS Principal will engage questions and concerns at scheduled Open House Meetings.	12 months – Year 1 Jan-June- Years 2-5	CEO, COO, MSP, ESP, AP, SC,
Recruitment	Staff recruited through online and media posting, job fairs, postings, collaboration with colleges and universities. Resumes will be reviewed. Candidates will be interviewed and required to do a model lesson. References will be contacted. Staff will be hired.	6–10 months –Year 1 Mar-June during years 2-5	DHR, MSP, AP, DMCM
Secure funding commitments	Identify grants and submit proposals. Engage in fundraising activities	Years 0-5	DOD, BC, MSP
New Middle School Principal	Conversations and trainings are scheduled with CEO, COO, CFO and ESP to ensure MSP is fully aware of the FLACS culture and all expectations.	6 months – Year 1	CEO, COO, CFO, ESP

Curriculum Development	Schedule meetings with DPL and DDA to study existing Middle School Curriculum, make revisions where necessary and Develop Pacing Calendars. Middle School Department leader and the subject area teachers will contribute to this work	Ongoing	MSP, AP, DPL, MSDL, DDA, ST
Outreach to larger community	Network and build relationships with local vendors, local elected officials, CBOs, community police, within the vicinity of the school	Nov – June – Year 1	MSP, AP, DMCM
All pre-opening activities	All aspects of a new school to be completed: Curriculum materials identified and secured, Furniture, Transportation issues identified and resolved, Technology needs identified and purchased, pre-service training planned and scheduled, hiring of staff completed, secure all building clearances	Oct – Aug Year 1	CEO, CFO, COO, MSP, AP, DHR, DFM, DOT, PAS, DPL, MAM
Extra-Curricular Activities	Principal and AP will meet with staff and student council to determine programs and goals; calendar is developed and finalized for the year. Revised if and when necessary and appropriate.	12 months Yearly	MSP, AP, AC, SC
Professional Learning	Staff required to participate in pre-service and ongoing professional learning opportunities	Ongoing Yearly	MSP, AP, DPL, DDA, ST
GENERAL			
Grant Goals and Implementation Introduced	School leadership and staff trained on requirement of grant	Sep – Dec Year 1	DOD, CEO, COO, CFO, MSP
Ongoing PD / Management of Grant	Ongoing training of affected staff for the appropriate management of grant	Ongoing year 1-5	DOD, MSP, CFO, CEO, COO
Annual Report Prepared and Submitted	Annual report submitted as required to the USDOE	Year 1-5	DOD, DDA, CFO
Middle School Website Created	Website for the Middle School will be developed and completed	Jan – Mar Year 1 Updated – Year 2-5	DMCM, MSP, AP
Lottery	Lottery will be conducted in April by an independent 3 rd party. Waiting list will be maintained.	Year 1-5	Independent third party, PAS
SUSTAINING			
Curriculum Development and Curriculum Units	School leaders and MS Department Heads select and develop curriculum resources. Ongoing refinement and revisions will be discussed and then initiated and developed by leadership along with specific teaching staff.	Ongoing Year 1-5	MSP, AP, MSDL, DPL, DDA

Informal/Formal Observations	Leadership will utilize the <i>Danielson Framework</i> to conduct both formal observations to ensure instruction being delivered is effective and of the highest quality.	Ongoing Years 1-5	MSP, AP, MSDL
Coaching	Teachers will be provided with support to improve their teaching and to ensure students are engaged in meaningful work.	Ongoing Years 1-5	MSP, AP, AC
Data Analysis	Scheduled data meetings will be faithfully held; the leadership along with teachers will analyze data for instructional implications.	Ongoing Years 1-5	DDA, MSP, AP, AC, ST
Retention of Teachers	The school leadership and the Network leadership will ensure teachers have good benefits, are supported, are treated with respect and provided with excellent professional learning opportunities.	Ongoing Years 1-5	DHR, CFO, DPL, MSP, AC, CEO, COO
External Evaluation	Evaluation of the implementation of the grant. Assessment of achievement of goals.	Years 1-5	CEO, COO, CFO, DOD, BC

Upon grant award, the CEO will act as the project manager who will oversee the grants administration process and ensure we are fully compliant to its terms.

(2) Project Leader and Key Executive Personnel

The organization consists of a strong management team and senior-level educators who, combined, have over 100 years in the field of education. Chief Executive Officer, Marilyn Calo is a retired NYC Board of Education principal and a retired FLACS I principal. She has over 40 years experience as an educator and administrator. Ms. Calo has been the Chief Executive Officer of the organization since 2013. Under her leadership, FLACS network has emerged into a high-quality, high-performing “community grown” network committed to expanding its instructional model that includes a multifaceted approach to supporting children and youth from underserved communities in th South Bronx.

Marilyn Calo – **Project Leader and CEO of FLACS Network.** Ms. Calo is entering her 41st year as an educator. She began her career as a teacher after receiving her Bachelor’s Degree and a Master’s Degree in Reading and an Administration and Supervision Degree from Hunter College.

She is also a member of various professional organizations such as; Association for Supervision and Curriculum Development, The Principals' Center at Harvard University, and National Association of Elementary School Principals. Since July 2013, she has been serving as the Chief Executive Office for the FLACS Network. She is responsible for driving educational excellence across all network schools, establishing a clear vision and strategic direction for instructional leadership, school culture and school improvement initiatives, with the goal of creating a high-performing learning organization that ensures students will graduate ready for success in high school, college, and career and in life. . Ms. Calo taught at the Schomburg School in PS 108 for 11 years and then served as Director for eight years. She also mentored teachers for District 4 for two years in addition to being a Facilitator for the AIDP (Attendance Improvement Dropout Prevention) program. Ms. Calo has held the position of interim acting principal at JHS 45 and as a Director of Support Services/Family and Community Involvement, until the Superintendent of District 4 appointed her principal for the Jackie Robinson Educational Complex that houses pre-k through 12th grade.

Evelyn Castro – **Chief Operations Officer Director**. Ms. Castro joined the FLACS I Board of Directors in 2011. She also served as an educational consultant for the planning team of FLACS II, which opened in the fall of 2012 and currently serves grades K-3. Ms. Castro stepped down from FLACS I Board of Directors to become the Chief Operating Officer for the Network in July of 2013. She oversees all network administrative staff in ensuring that administrative support and technical assistance is provided to all schools. Ms. Castro has been an educator for over 39 years for the Department of Education in New York City. Ms. Castro received her Bachelor of Science Degree from City University of New York and Master's Degree in Reading from Manhattan College. She also obtained a Master's Degree in Education, Administration and Supervision from Teachers College, Columbia University. In 1997, Ms. Castro served as a teacher, providing bilingual

instruction at PS101 and the Schomburg Bilingual /Bicultural Mini School in a District 4, for grades K – 3. Ms. Castro was later appointed assistant director in 1976 and then director in 1980 for the Schomburg School, in Community School District 4. Ms. Castro held the positions of director of funded and external programs to director of operations for Community School District 4 spanning 10 years. In 1995, Ms. Castro was appointed Superintendent for Community School District 4. She was responsible for the instructional and administrative functions for 43 schools while overseeing a budget in excess of 200 million. Prior to retiring from the Department of Education in 2008, Ms. Castro's final position was that of executive director for the Office of Early Childhood Education. In this position Ms. Castro oversaw instruction and operations for central and borough offices serving 54,000 four-year-olds enrolled in 548 schools and more than 700 contracted community based organization sites.

Scott Quintero- Chief Financial Officer. Mr. Quintero joined FLACS I in 2009 as Director of Finance with 21 years in business administration and finance management. Mr. Quintero has held various positions in the field of finance for Merrill Lynch & Co. for account assets of over 100 million. Mr. Quintero has oversight over the financial operations of the schools, including the budget, school audits, purchasing products and services, entering related invoices into their accounting systems, disbursing checks, managing accounts receivable, posting deposits, completing bank reconciliations and filing all related documentation. He will also provide business management support and technical assistance in implementing effective and efficient organizational, financial and operational practices, and oversee a finance team that will include an Accountant, a Controller, a Director of Compliance. Mr. Quintero has a Master of Business Administration: Management from Iona College and a Bachelor of Business Administration: Finance from Baruch College.

Catherine Rodriguez, **Director of Facilities** - Ms. Rodriguez is a founding staff member. She will oversee the physical plans of the schools, including facility maintenance and improvement, negotiating service contracts (food, transportation, and equipment maintenance), in addition to overseeing the custodial and security staff. She also collaborates with the COO and CFO to create and monitor facilities budgeting.

Carmen Heskey, **Director of Human Resources** - Ms. Heskey joined FLACS I in 2006 as the administrative assistant to the principal. She transitioned to the role of operations manager for the school in 2008. She was responsible for the day-to-day operations which included ordering of educational materials, supervision over food services, transportation, and facilities management . In 2010, she took on the role of Director of Human Resources, overseeing the implementation of all human resources programs, policies and activities for the network, including setting up benefits packages, monitoring certification of teachers, employee performance management, employee orientation/benefits administration, payroll, vendor negotiations and compliance reporting. There will be additional staff members in this department to support the Director of HR. Prior to coming to FLACS, Ms. Heskey was a billing supervisor for Montefiore Medical Center, Bronx, New York. She trained staff, assisted with daily billing operations, streamlined the process of transmitting requests to internal resources and created report for accounts receivable.

Lorin Brown, **Director of Development** - Ms. Brown joined FLACS I as a fundraising consultant in the fall of 2011 and was brought on board full-time in 2012 as director of development. Ms. Brown has over 25 years of experience in the non-profit sector in fundraising and development in the areas of education and the arts. At the network level, Ms. Brown is responsible be responsible for identifying funding sources, responding to state and federal RFPs, and doing outreach to foundations to support the educational programming and support services that ensure academic success. Ms.

Brown has a successful track record in generating support from foundations, corporations and government agencies for after-school and college preparatory programs, arts education, and technology based instruction. While serving as the executive director for Project Northstar in Washington DC, the organization received the 1999 Presidents Service Award through the Points of Light Foundation. Ms. Brown is also a member of Leadership Greater Washington Class of 1999. Prior to joining FLACS, Ms. Brown served as the director of grant making, development and evaluation for the New York City Charter School Center and as a fundraising consultant for the New York Women's Foundation. Ms. Brown received her Bachelors of Arts Degree in Anthropology from the College of William and Mary, Williamsburg, Virginia.

Jessica Rojas, **Digital Marketing and Communications Manager**- Ms. Rojas joined FLACS network as the Digital Marketing and Communications Manager in February 2016. Ms. Rojas responsibilities at the FLACS network includes implementing content and engagement strategies in order to develop a FLACS presence in today's ever changing digital landscape. She manages and executes various initiatives through social media and email marketing campaigns in support of the network's talent recruitment, fundraising efforts, brand awareness and any additional school organization goals. She is also working on building and implementing best practices as well as broadening our website presence. Ms. Rojas attended the University of Southern California and received her Bachelor of Arts in Psychology with a Minor in Film Critical Studies. She has worked in music, television and film marketing, specializing in strategy and branding for companies such as Sonar Entertainment prior to coming to FLACS. There she developed and produced content for email marketing campaigns, print, video, and maintained their websites and social media presence in support of their upcoming television series and miniseries. Before Sonar she worked at Channel One News; a television news Broadcast program geared for teens, where she was responsible for editorial

franchises such as “School Week in Rap”, “Hear It Now”, “Artist of the Year”, as well as other school cross-promotional marketing campaigns for “Footloose”, “Super 8”, “Pitch Perfect” and various ABC Family Shows.

Norma Santiago, Director of Professional Learning - Ms. Santiago came to FLACS I as a consultant in August of 2010. She soon joined FLACS I as a full-time instructional coach for the middle school, transitioning to serving grades (K-8) in 2014. Ms. Santiago has 40 years of experience as a bilingual teacher, staff developer and coordinator of instruction. She received her Bachelors and Master’s degree from Hunter College. She has also been trained in the teaching of reading and writing at Teachers College. Ms. Santiago has been referenced in several books written by leading educators. Ms. Santiago is the winner of the 1996 Readers Digest Heroes in Education award. Ms. Santiago was a member of the FLACS Team (2013-2015) in the dissemination of effective instructional best practices and programs, under the 2013-16 New York Charter School Dissemination Grant that was awarded to FLACS I. As such, she provided MS224 content-specific support and mentoring for general, ELL and special education teachers; and worked in collaboration with other team members to build capacity around grade level team meetings, and refining school-wide curriculum, scope and sequence for ELA. In the fall of 2015, Ms. Santiago took on the position of literacy instructional specialist for the network serving all three schools. She provided support and technical assistance to classroom teachers and administration in the full and skillful implementation of the network’s core reading/language arts program. This included working with the math instructional specialist in supporting teachers’ achievement of pedagogical practices through curriculum development, lesson planning, modeling, coaching, data analysis, demonstration lessons, and meetings for individuals and groups. Ms. Santiago has now transitioned into the position of Director of Professional Learning for the network for the 2016-17 school year. She take on the

responsibilities of the former Executive of Curriculum in the implementation, evaluation and or replication of organizational and systemic structures to enhance the quality of teaching and learning across the network, thus ensuring student achievement and excellence.

Renee Willemsen-Goode, Director of Data and Assessment- Ms. Willemsen-Goode joined FLACS I in the fall of 2005 as a 5th grade lead teacher in core subject areas (English language arts, mathematics, science, and social studies), during this time, she lead a grade level collaborative team for three years. In 2008, Ms. Willemsen-Goode took on the position of data specialist and middle school special specialist for FLACS I. She served on the instructional leadership team, facilitated monthly data meetings to analyze student data to improve classroom instruction, supervised the design and implementation and analysis of in-house interim assessments and developed school-wide curriculum maps for grade K-8 across all subject and special content areas. Ms. Willemsen-Goode now serves as Director of Data Assessment, and will support schools through completing necessary reporting, analyzing network and school data, and meeting with school leaders and teachers to use assessment data to make instructional decisions. The Director of Data and Assessment will oversee Data Specialists, who will support this work in the schools. Ms. Goode works in collaboration with the Director of Professional Learning in providing teachers training in how to effectively use a variety of “data points” to inform their instructional practices and its subsequent impact on educational policy, instructional planning, curriculum design and development for all three schools. Ms. Willemsen-Goode received her Bachelor of Arts Degree in Art History from Swarthmore College, Swarthmore PA, a Master of Arts Degree in Curriculum and from Teachers College, Columbia University, New York City.

Mario Galeano, Network IT Manager- Mr. Galeano joined FLACS II in the fall of 2012 as IT specialist and transitioned to the position of network IT manager in 2016. 2011. When Mr. Galeano

transitioned from IT specialist at FLACS II to network IT manager for the FLACS network, his duties expanded to include providing technical support to FLACS network and all three schools, negotiating and administering vendor, outsourcer and consultant contract and service agreements, managing the deployment, monitoring, maintenance, development; upgrade and support of all IT systems, and overseeing the implementation of the network's technology plan. Mr. Galeno in is position works with all stakeholders to define business and systems requirements for new technology implementations. Mr. Galeno received his Bachelors in Technology Degree from New York City College of Technology .

(3) Sustaining Operation Demonstrated by Financial and Operating Model

In its first replication, the executive leadership of FLACS network drew upon their vast knowledge and prior experience of operating a high-quality charter school, FLACS I, to build the programs of FLACS II and III. A replication “toolkit” that codifies the policies, procedures, and model for effective replication, incorporating practices that proved effective in the first replication, is now the blueprint for expansion of FLACS II in creating a middle school campus. This toolkit provides a blueprint for the successful academic, organizational, and financial management practices for the middle school campus to follow in preparation for a successful launch and program implementation faithful to the model. It will also be used as a continual reference to ensure that the middle school has a sound understanding of the policies and procedures that distinguish the model. This toolkit is intended as one proactive measure for effective and structured expansion, removing the risk of a “trial and error” approach.

FLACS uses several barometers of success. In addition to test scores, we also monitor and gauge our performance on organizational and fiscal health, parent satisfaction, and school safety. As the “toolkit” provides the benchmark goals, timelines, and processes that FLACS II should follow

for expansion in creating a new campus, it is also essential that we implement programmatic audits to evaluate the efficacy of our practices in supporting the needs of our students and learning community. Our objective is to align all resources to optimize scholarly performance, and provide a premier educational program for the community. In order to improve, sustain, and ensure the quality of our expansion, we will institute a series of formal and informal audits as an ongoing process and at multiple levels culminating in an annual evaluation of overall school effectiveness. FLACS network staff will attend Board meetings, at which time the middle school will report on their academic, organizational, and fiscal performance.

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

The Education Corporation (FLACS) has created a comprehensive financial model for the expansion plan, included as Appendix H: Supplemental Organizational Budgets and Financial Information. This financial model shows that the network does not rely on private philanthropy to run our schools. FLACS schools operate mainly on public funding via per pupil funding from the state, previously received CSP planning and implementation grants and other federal entitlement programs: Title I, Title II, IDEA, National School Lunch Program and E-Rate. In 2017-18 ,

FLACS will receive \$ 14, 027 in public general education funding per pupil (About 85% of what traditional public schools in NYC receive).In addition, FLACS schools receive per pupil funding for special education that can amount to an additional \$ 19,049 per scholar.

Although the Education Corporation (FLACS) is a newly developed network, the Board of Trustees, network leaders, and financial staff are confident that the financial model provides an accurate picture of the organization’s fiscal health. In developing the financial model, the school leaders made key assumptions for both revenue and expenses, including conservative projections for New York general and special education per pupil funding, Title I and II grants, and IDEA funding with no assumed increase in rates. Fundraising and other philanthropic income for program initiatives is attainable given the organization’s history. On the expense side, cost of living adjustments have been made for salaries and other expenditures and adequate staffing has been included to ensure that the new middle school can attain the same academic results as FLACS II. Facility cost assumptions are well researched and reasonable.

Under the financial model, the central office of the Education Corporation (FLACS) will provide continual fiscal oversight and support for the new middle school by ensuring that the school’s budget are aligned to the school’s programming and specific needs, projecting revenues and expenses, and managing cash flow. The Board of Trustees will review financial documents at both the network and school level at monthly full Board and Finance Committee meetings.

To ensure that the expanding charter school (FLACS II) receives its commensurate share of Federal education funds that are allocated by formula each year, the central office will maintain strict procedures for recording anticipated and received federal funding and tracking specific expenditures tagged to the federal funds. The organization will closely monitor all federal grant allocations for the school separately and align school specific budget expenses to the funding

source. All procedures will be documented in the network's fiscal policies and procedures manual. Should the Education Corporation (FLACS) be the recipient of a USDOE CMO replication grant, these same policies and procedures will be utilized to ensure that spending the school is aligned to the proposed grant budget.

The Education Corporation (FLACS) is in the process of applying for an additional multi-year grant to support our growth plan and network expansion. The Charter School Growth Fund will notify the Education Corporation in March as to whether we have passed the initial round of their Emerging CMO Grant Competition. Additionally, FLACS will be looking to raise awareness, interest, and contributions through marketing and special events. Moreover, we currently have several proposals in progress for grants with foundations for programming initiatives.

Governance - FLACS II opened in 2012 with its own Board of Trustees. Following the opening of FLACS III, and in consultation with the Charter Schools Institute, the Boards of the respective schools agreed that all three FLACS schools should operate as one corporation with three schools, overseeing the total operation. Once the process for consolidation was completed the FLACS I and FLACS II Boards became the Family Life Academy Charter Schools Board of Trustees. The consolidated FLACS Board of Trustees currently consists of 15 members, but may have as few as 7 and as many as 21 members according to its by-laws. Current membership includes attorneys, accountants, educators, parents, representatives of the Latino Pastoral Action Center (LPAC) and local residents and merchants. In some cases individuals have multiple areas of identification. Soon after consolidating the Board hired Marilyn Calo, the former principal of FLACS I who was working with FLACS II to ensure a successful start-up, as the Chief Executive Officer. Ms. Calo then hired, in consultation with the Board, Evelyn Castro (former board member) as the Chief Operations

Officer (COO). The CEO, COO, network staff, as well as the principals and assistant principals of each school attend board meetings as nonvoting members.

V. APPLICATION REQUIREMENTS

- (a) Please see Appendix E
- (b) Please see Selection Criteria, Section IV, Subsection (a); Appendix G
- (c) Please see Selection Criteria, Section IV, Subsection (a)
- (d) Please see Selection Criteria, Section IV, Subsections (c)
- (e) Please see Selection Criteria, Section IV, Subsection (b)
- (f) Please see Selection Criteria, Section IV, Subsections (a) and (d)
- (g) Please see Selection Criteria, Section IV, Subsections (d) and Appendix H
- (h) Please see Selection Criteria , Section IV, Subsection (c) and (d)
- (i) Please see Selection Criteria, Section IV, Subsection (b)
- (j) Please see Competitive Preference Priority 1; Selection Criteria, Section IV, Subsection (b)
- (k) Please see Selection Criteria, Section IV, Subsection (a) and (b)
- (l) Please see Budget and Budget Narrative
- (m) N/A