

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**CHARTER SCHOOLS PROGRAM - REPLICATION AND EXPANSION OF HIGH-
QUALITY CHARTER SCHOOLS (84.282M)**

CFDA # 84.282M

PR/Award # U282M100025

OMB No. 1894-0006, Expiration Date:

Closing Date: JUL 07, 2010

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424		Version 02
* 1. Type of Submission <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application:* If Revision, select appropriate letter(s): <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation * Other (Specify) <input type="checkbox"/> Revision	
* 3. Date Received: 7/14/2010	4. Applicant Identifier:	
5a. Federal Entity Identifier:	* 5b. Federal Award Identifier: N/A	
State Use Only:		
6. Date Received by State:	7. State Application Identifier:	
8. APPLICANT INFORMATION:		
* a. Legal Name: Foundation for a Greater Opportunity		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 133913393	* c. Organizational DUNS: 962773466	
d. Address:		
* Street1:	767 Fifth Avenue	
Street2:	#4700	
* City:	new york	
County:		
State:	NY	
Province:		
* Country:	USA	
* Zip / Postal Code:	10153	
e. Organizational Unit:		
Department Name: Foundation for a Greater Opportunity	Division Name:	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix:	* First Name:	julie
Middle Name:	C	

* Last Name: goodyear

Suffix:

Title: Executive Director

Organizational Affiliation:

Foundation for a Greater Opportunity

* Telephone
Number:

(212)702-4353

Fax Number:

(212)750-5817

* Email: JGOODYEAR@SFIRE.COM

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282M

CFDA Title:

Charter Schools Program - Replication and Expansion of High-Quality Charter Schools (84.282M)

*** 12. Funding Opportunity Number:**

ED-GRANTS-052410-001

Title:

Replication and Expansion of High-Quality Charter Schools

13. Competition Identification Number:

NA

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Bronx, New York City, NY

*** 15. Descriptive Title of Applicant's Project:**

Replication of Currently Operating Icahn Charter Schools

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: 14

* b. Program/Project: 16

Attach an additional list of Program/Project Congressional Districts if needed.

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 8/1/2011

* b. End Date: 7/31/2015

18. Estimated Funding (\$):

a. Federal	\$ 5431912
b. Applicant	\$
c. State	\$ 1810637
d. Local	\$
e. Other	\$
f. Program Income	\$
g. TOTAL	\$ 7242549

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on .

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

IXI ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name: Julie
Middle Name: C
* Last Name: Goodyear
Suffix:

Title: Executive Director

* Telephone Number: (212)702-4353 Fax Number: (212)750-5817

* Email: JGOODYEAR@SFIRE.COM

* Signature of Authorized Representative: * Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Foundation for a Greater Opport...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 310,082	\$ 331,125	\$ 352,282	\$ 369,732	\$ 387,301	\$ 1,750,522
2. Fringe Benefits	\$ 66,330	\$ 75,777	\$ 81,189	\$ 86,732	\$ 89,661	\$ 399,689
3. Travel	\$ 2,624	\$ 3,568	\$ 3,639	\$ 3,712	\$ 3,789	\$ 17,332
4. Equipment	\$ 54,000	\$ 55,500	\$ 28,500	\$ 6,000	\$ 6,000	\$ 150,000
5. Supplies	\$ 228,300	\$ 228,300	\$ 228,300	\$ 228,300	\$ 228,300	\$ 1,141,500
6. Contractual	\$ 411,750	\$ 557,235	\$ 568,380	\$ 142,328	\$ 145,175	\$ 1,824,868
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 1,073,086	\$ 1,251,505	\$ 1,262,290	\$ 836,804	\$ 860,226	\$ 5,283,911
10. Indirect Costs*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 22,500	\$ 30,450	\$ 31,059	\$ 31,680	\$ 32,314	\$ 148,003
12. Total Costs (lines 9-11)	\$ 1,095,586	\$ 1,281,955	\$ 1,293,349	\$ 868,484	\$ 892,540	\$ 5,431,914

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: ___/___/___ To: ___/___/___ (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____ The Indirect Cost Rate is _____%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is _____%



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Foundation for a Greater Opport...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 103,361	\$ 110,375	\$ 117,427	\$ 123,244	\$ 129,100	\$ 583,507
2. Fringe Benefits	\$ 22,110	\$ 25,259	\$ 27,063	\$ 28,911	\$ 29,887	\$ 133,230
3. Travel	\$ 875	\$ 1,189	\$ 1,213	\$ 1,237	\$ 1,262	\$ 5,776
4. Equipment	\$ 18,000	\$ 18,500	\$ 9,500	\$ 2,000	\$ 2,000	\$ 50,000
5. Supplies	\$ 76,100	\$ 76,100	\$ 76,100	\$ 76,100	\$ 76,100	\$ 380,500
6. Contractual	\$ 137,250	\$ 185,745	\$ 189,460	\$ 47,443	\$ 48,392	\$ 608,290
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 357,696	\$ 417,168	\$ 420,763	\$ 278,935	\$ 286,741	\$ 1,761,303
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 7,500	\$ 10,150	\$ 10,353	\$ 10,560	\$ 10,771	\$ 49,334
12. Total Costs (lines 9-11)	\$ 365,196	\$ 427,318	\$ 431,116	\$ 289,495	\$ 297,512	\$ 1,810,637

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Julie Goodyear

Title: Executive Director

Date Submitted: 05/26/2010

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

1. Type of Federal Action: <input type="checkbox"/> Contract <input type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0 Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency:	7. Federal Program Name/Description: CFDA Number, if applicable:	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Julie Goodyear Title: Executive Director Applicant: Foundation for a Greater Opportunity Date: 06/14/2010	
Federal Use Only:	Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)	

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

Attachment:

Title : GEPA

File : [CSP USDOE F Special Needs.doc](#)

CSP Grant Special Needs:

When Foundation for a Greater Opportunity opened its first charter school, its goal was to prove that all children can learn. We have proved that all children can achieve at the highest levels. The school model is based on that belief, which is implemented through instruction that meets each student's need, including special needs children.

The New York Charter School law requires that charter schools serve children at risk of academic failure. All of our charter schools are in the South Bronx, which has a very high proportion of children at risk of academic failure. Certain neighborhoods in the South Bronx have a concentration of English Language Learners. Icahn Charter Schools 1, 2 and 3 are in neighborhoods where most families speak English, which translates into the schools not having many children needing ELL services because admission is done by lottery. (Our Icahn Charter Schools have many more applicants than spaces, so each school conducts an admission lottery.) However, our Icahn Charter School 4 has 23 students of it total 108 children (more than 20%) entitled to ESL services. (14 girls & 9 boys), spread out among the K-2 grades. According to the Home Language Survey given to parents, the parents of the ELLs speak/read the following: Spanish, Suneka, Sarakulay, Mandingo, Igbo, Twi, Yoruba, Arabic, Ashanti, Swahili. We provide the necessary ELL for children. Additionally, our basic Icahn Program serves ELL students well through its small classes, individualized instruction, longer school day, longer school year. We also ensure that parents/guardians can understand materials.

Icahn Charter Schools each have children with IEPs. The Schools follow each child's IEP. As with ELL children, the Icahn Charter Schools model also serves well children with special needs because of the small class size and the Targeted Assistance Program, the longer school day and longer school year. We use assessment data to determine which students need to be put in Targeted Assistance in individual or small group settings. If a child is not at grade level, the child cannot learn the materials being taught in the class. By giving the child Targeted Assistance work along with the grade level work (along with the IEP work), the child not only does not miss out on grade level work, but is given the work not absorbed previously. The focus is to ensure that all children are at least at grade level.

The classroom teacher and Targeted Assistance teacher schedule work in the appropriate areas in need of remediation. Some children will go into the Targeted Assistance Program and some children will receive individual remediation by the classroom teacher including additional assignments. This approach enables the schools to work with each child to maximize short term and long term results and will be used as we expand and replicate.

In addition to the specifics of a child's IEP, the Targeted Assistance will be provided for 40 minutes daily to all students who fail to achieve level 3 or 4 on practice tests, as well as children whom teachers feel are not solidly grounded, even if the child has received a 3 on the practice test. The aforementioned personnel and the Targeted Assistance teacher meet to determine the individualized plan for the child. The Targeted Assistance teacher articulate with the classroom teacher as to the needed instruction following the error analysis from the Director of Assessment and/or Principal. Children

are placed in Targeted Assistance and promoted from Targeted Assistance as they demonstrate a weakness or adequate growth respectively so as to assure that all children pass the state tests. Another example of the Icahn Schools' focused academic program is the after-school tutoring for children. Also, the Schools will schedule Saturday Academy sessions for approximately 12 Saturdays in the year. Students involved in the Saturday Academy include children who score below Level 3 on practice tests or "soft threes"; any hold-over children; students identified by their teachers using practice tests, class work, etc, as well as those students whose practice test results are in question. Targeted Assistance children also attend Saturday Academy.

As stated in the Project Narrative, the Icahn Program is aware of numerous articles that have been written about the comparatively high numbers of special education referrals and subsequent placement in special education classes for minority children. What makes this startling fact even more disheartening is the limited number for decertifications from special education. In fact, great attention has been given to the common practice of labeling African American males as having attention deficit hyperactivity disorder and subsequently prescribed psycho tropic drugs, particularly Ritalin.

Icahn Charter Schools believe that every opportunity should be provided to the children as alternatives to special education, where possible, in lieu of referrals. In-school counseling, out-of-school counseling at the Bronx Lebanon Hospital Pediatric mental Health Clinic, small group instruction, academic assistance in school, after school and Saturdays provide our students with the social, emotional and academic support to minimize referrals.

When children enter our schools with IEP's, it is our practice to provide these support systems on the path to decertification. Recognition for achievement, the celebration of success, an array of after school programs and parental involvement ensure that our students will not be among the statistics of minority children in special education.

All requirements under section 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act are followed. As a charter school, we are subject to all applicable federal laws and regulations governing the education of students with disabilities, including the Individuals with Disabilities Education Act (IDEA), the Family Educational Rights and Privacy Act (FERPA), and section 504 of the Rehabilitation Act of 1973.

Icahn Charter School 1's approach to special needs children has resulted in high achievement. That approach takes advantage of the School's small classes, longer school day, longer school year, a demanding curriculum, academic programs that are structured to meet individual needs and well-trained, dedicated staff who thrive on working with special needs, educationally disadvantaged children to prove that all children can learn. We have successfully replicated that program and intend to continue the replication process.

**SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS**

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
julie goodyear

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2. Applicant Experience

Novice Applicant Yes No Not applicable

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:

Title :
File :

Project Narrative

Abstract

Attachment 1:

Title: **Abstract** Pages: **1** Uploaded File: **CSP USDOE F Abstract Narrative.doc**

ABSTRACT NARRATIVE FOR REPLICATION OF ICAHN CHARTER SCHOOLS:

Foundation for a Greater Opportunity, 767 Fifth Avenue, #4700, NY NY 10153

Julie Goodyear, 212 702 4353; jgoodyear@sfire.com

Absolute Priority—Foundation for a Greater Opportunity has opened four charter schools in the Bronx in New York City. The first school, Icahn Charter School 1 (ICS 1), opened in 2001 and has reached its ultimate goal of 324 students in grades K-8. The scores the children received on the New York State testing results of ICS 1 have always been impressive—last year, the test results were 93.6% and 100% respectively for the English Language Arts test and the Math test (the 2010 results are still embargoed by the State). When the Foundation realized that its model produced such high testing results, it decided to open more charter schools using the same model. Icahn Charter School 2 in 2007; Icahn Charter School 3 in 2008; Icahn Charter School 4 in 2009. The two other schools that have testing grades have produced scores at least equal to ICS 1. The 2009 testing results for ICS 2 were 100% on both the ELA and the Math. The 2009-2010 scores for all charters schools are embargoed, but our ICS 1, ICS 2 and ICS 3 results are equivalent to previous years. Each of the schools is financially healthy, is in compliance and has no student safety issues. The Foundation plans to add a grade each year to ICS 2, ICS 3 and ICS 4 until they each reach K-8. The Foundation plans to open Icahn Charter School 5 in September 2011 with grades K-2, adding a grade each year through 8th grade. This grant money would be used to provide a finely-tuned, concentrated, year-long professional development program and the materials needed for the program for each of our schools. It is our goal to educate more educationally disadvantaged children so that their testing scores prove that our charter school model educates all children at the highest levels and that all children can learn.

Competitive Preference Priority 1-- Each of our charter schools is in the Bronx, New York. The Bronx is considered to be an area of educationally disadvantaged students because of the low income of its residents and its history of under-achieving children. We specifically chose the Bronx because we wanted to prove that all children can learn regardless of family income. We have proved that with our schools. In spite of the free/reduced lunch percentages at our schools being 85%, 77%, 84% and 87%, the children's results on the NY State tests range from 93% to 100%. We will replicate those results with the funding to continue to prove that educationally disadvantaged children can achieve at the highest levels.

Competitive Preference Priority 3—Each charter school has state funds in the form of AOE. Each of the Icahn Schools will contribute 25% of the total needed for the school to this program. Every year in the Icahn Charter Schools' history, the schools have been financially healthy. In the first year of the first charter school, the Foundation advanced it money for its first year of operation (which was then repaid by the end of the charter), but the subsequent Icahn Charter Schools have been able to cover initial expenses with the AOE and the CSP grant.

Project Narrative

Priorities

Attachment 1:

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PROJECT NARRATIVE FOR REPLICATION OF ICAHN CHARTER SCHOOLS- PRIORITIES

This document provides an overview of the Priorities included in this grant. More detailed explanations of the implementation of the Project follow in the Project Narrative.

Absolute Priority—Foundation for a Greater Opportunity has opened four charter schools in the Bronx in New York City. The first school, Icahn Charter School 1 (ICS 1), opened in 2001 and has reached its ultimate goal of 324 students in grades K-8. The scores the children received on the New York State testing results of ICS 1 have always been impressive—last year, the test results were 93.6% and 99% respectively for the English Language Arts test and the Math test. (the 2010 results are still embargoed by the State). The initial plan for the school had been to create an elementary school with grades K-4. However, comparing ICS 1's results to the neighboring middle schools that our children would attend, the Board decided to expand ICS 1 to become a K-8 school. That decision proved fruitful as the 8th graders' scores on the two Regents tests (Math and Foreign Language) have been equally impressive—100% passed both tests. Every 8th grader has matriculated at either a specialized high school, a special program within a high school or a private school of his/her choice. Another statistic that indicates the success of the Icahn Program is that ICS 1, which is the only Icahn School with middle school grades had 100% retention last year. Historically, schools lose children in the higher grades, yet all of our children stayed with us.

As the students continued to thrive, and as the number of students applying for ICS 1's admission lottery soared, the Foundation decided to apply to open more charter schools. SUNY granted the charters. Icahn Charter School 2 opened in 2007; Icahn Charter School 3 opened in 2008; Icahn Charter School 4 opened in 2009. The two other schools that have testing grades have produced scores at least equal to ICS 1. The 2009 testing results for ICS 2 were 100% on both the ELA and the Math. The 2009-2010 scores for all charters schools are embargoed, but the results are equivalent to previous years. The detailed list of each year's ICS 1's scores follow in the attachment and in the Project Narrative. It is interesting to note that although we have always been very proud of the testing results of ICS 1, its first year testing results were not as high as those of ICS 2 (or ICS 3 to come), suggesting that replication fine tuned the program.

The Foundation plans to add a grade each year to ICS 2, ICS 3 and ICS 4 until they each reach K-8. The Foundation plans to open Icahn Charter School 5 in September 2011 with grades K-2, adding a grade each year through 8th grade. This expansion is justified both by the testing results and by admission statistics. For a maximum of 36 spaces at each school (and always less because of siblings and holdovers), ICS 1 had 775 applicants; ICS 2 had 467 applicants; ICS 3 had 277 applicants and ICS 4 had 260 applicants. The New York Daily News last year described

us as “more selective than Harvard.” The New York Times headline this year described us—“The Choosiest of Charters”.

This grant money would be used to provide experienced Icahn organizational personnel as trainers/mentors ; a finely-tuned, concentrated, year-long professional development program for each of our schools; and the materials to support the rigorous academic program to assure seamless replication of the original school model.

Competitive Preference Priority 1-- Each of our charter schools is in the Bronx, New York. The Bronx is considered to be an area of educationally disadvantaged students because of the low income of its residents and its history of under-achieving children. We specifically chose the Bronx because we wanted to prove that all children can learn regardless of family income. We have proved that with our schools. Our free/reduced lunch figures for our schools are ICS 1: 84%; ICS 2: 77%; ICS 3: 84%; ICS 4: 87%. We now want to continue to provide a high quality education to traditionally under-achieving children and continue to prove that it is possible to replicate that program to further dispel the myth that children in economically disadvantaged areas cannot be expected to learn at the level of their wealthier peers. Our model—using the rigorous Core Knowledge Program; small classes; an extended school day and extended school year; an individualized Targeted Assistance Program; Saturday Academy; Summer Academy and a dedicated, talented staff—enables all children to learn at the highest levels. The Program on which we would spend the grant funds educates all children to be high-achieving students, and is particularly effective at engaging and educating children historically considered educationally disadvantaged.

Competitive Preference Priority 3—Each charter school has state funds in the form of AOE. Each of the Icahn Schools will provide an amount equivalent to 25% of the grant money allocated to each school. Every year in the Icahn Charter Schools’ history, the schools have been financially healthy. In the first year of the first charter school, the Foundation advanced ICS 1 money for its first year of operation (which was then repaid by the end of the charter), but the subsequent Icahn Charter Schools have been able to cover expenses with the AOE and the CSP grant.

Financial stability has been an important goal of the Icahn Charter Schools. When the first Icahn Charter School opened in 2001, the statistics on charter school closures highlighted the detrimental impact of financial instability. For the very small percentage of charters that were closed around the nation, a very large percentage were ultimately closed because of financial instability. The Foundation decided to assure the School’s longevity by hiring two key administrators—the Principal (Jeffrey Litt) in charge of the instructional program and the Business Manager (Richard Santiago) in charge of the School’s finances, rather than only hire a

principal. To add financial acumen, on the School's Board were Carl Icahn and a Treasurer (currently Tina March), both well-versed in financial matters.

Mr. Santiago became so talented at creating budgets that supported rigorous instruction while maintaining financial health that he was promoted to Director of Operations. When each school opens, a Business Manager is hired before opening to be trained by Mr. Santiago. Mr. Santiago oversees all the Schools' budgets and operations to assure their financial health. There have been cost savings to the replication schools in non-classroom areas. Administrative personnel like the Director of Assessment provide services for all schools. When there is not a need for a full time employee at one school, that person can service our other schools as well. All schools attend the pre-opening Professional Development. There are also time savings in replication that stem from having all printed materials like curriculum, manuals, report cards, etc in place; from having back office in place; from having legal services in place; from having classroom materials (and hardware and software) already chosen. Mr. Santiago has already identified the 25% of state funding that can be used to match grant money from this application.

Project Narrative

Project Narrative

Attachment 1:

Title: **Project Narrative** Pages: **60** Uploaded File: **CSP USDOE F PROJECT NARRATIVE.doc**

FOUNDATION FOR A GREATER OPPORTUNITY ICAHN CHARTER SCHOOLS

PROJECT NARRATIVE

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OBJECTIVES:

A primary mission of Foundation for a Greater Opportunity is to open high quality charter schools in New York City. The first school it opened, Icahn Charter School 1, produced remarkable test results, high above neighboring schools, achieving the Foundation's objective. The Foundation decided to expand and replicate to further achieve its objective of opening more charter schools where children learn at the highest levels, achieve high testing scores and prove that all children can learn in a rigorous academic program. It has added grades to its original K-4 school to become a K-8 school and opened three additional schools, each of which has produced equally high state testing scores.

The elements of charter schools that were particularly appealing to the Foundation were the requirements that New York charter schools had to be in areas where children were at risk of academic failure; that the charter schools had the responsibility of achieving at levels higher than their neighboring conventional public schools; that the operation was to a large degree free of State and local rules; and that the educational program was its own design, albeit approved by the authorizer. Charter schools accept the responsibility and autonomy inherent in charter school operation, such that if a charter school cannot meet the authorizer's and State's achievement requirements, the charter school will be closed so children do not languish in a failing school. This format coalesced with the Foundation's objective to prove that given the responsibility and autonomy to run a high-achieving school, a good leader and dedicated staff could produce impressive results. If high results were not forthcoming, the school would be closed.

To achieve its objectives, the Foundation is made up of many members who have had admirable careers in education. On the Foundation board is Seymour Fliegel, the President of

the Center for Educational Innovation-Public Education Association. It is widely accepted that when Mr. Fliegel was in the New York City Department of Education, he was responsible for instituting school choice in New York City and for introducing the benefits of small schools. He travels around the country advising educators and mayors and is a highly regarded speaker on education. Also on the board of the Foundation is Dr. Harold Shapiro, an economist who was the President of the University of Michigan from 1980 to 1988, and then President of Princeton University from 1988 to 2001. Another member of the Foundation's board is Dr. Edward Shanahan who was Dean of Dartmouth College and became President of Choate Rosemary Hall in 1991, where he still leads the school. Dr. Diane Fellows is another member of the Foundation's board. Dr. Fellows was Superintendent of Schools in the Alpine, New Jersey School District; Director of Curriculum and Instruction, Franklin Lakes, New Jersey School District; and Principal, Woodside Avenue School, Franklin Lakes, New Jersey. Another member is Eduardo LaGuerre, who is Chief Executive Officer of the Neighborhood Association for Inter-Cultural Affairs. Along with directing NAICA's community work in the Bronx, Mr. LaGuerre opened a charter school in Yonkers, NY. Carl Icahn is also on the Foundation's board. Mr. Icahn's financial expertise benefits the schools to assure that their financial health is strong. The Foundation is focused on improving education for New York City's children.

Julie Goodyear, the Foundation's Executive Director, with help from Harvey Newman, Stephen Kahn and Sy Fliegel of CEI-PEA and help from Jeffrey Litt, wrote the Foundation's first application in 2001, two and one half years after New York State passed its charter school law. The Foundation's objectives, as described in the application, were to create schools where all children would learn at the highest levels. SUNY's Charter School Institute granted the charter in March 2001. The program described in the application, and approved by CSI, was

based on a rigorous academic program using the Core Knowledge curriculum in small classes; with extended school day and extended school year; Targeted Assistance to individualize learning; strong leadership with dedicated staff; family inclusion; and assessment-driven instruction. The primary method of determining if the objectives are achieved is through the testing results. Icahn Charter School 1's state testing results have always been impressive, proving its effectiveness, which encouraged the Foundation to consider expansion and replication. For example, ICS 1's most recent public testing results (2009) are as follows:

GRADE	ELA	MATH	SOCIAL STUDIES	SCIENCE
3	94	100		
4	89	94	100	
5	100	100		100
6	100	100		
7	100	100		
8	79	100	89	96

These results are similar to previous years' results and are the Foundation's primary criteria in determining the school's success. Throughout its existence, ICS 1 has had similar testing results (charts on p. 32). When Jeffrey Litt was principal in the first years, the School started out among the top, or at the top, of New York City charter schools, even in its first years and even in comparison to NYC DOE schools in wealthy neighborhoods. The other elements used to determine a school's effectiveness are attendance and retention of both students and staff; the results of a parental satisfaction survey given to families; and the financial health of the school. Icahn Charter Schools also insist on a behavioral model of respect for learning and for each other. There have been no incidents of aggressive behavior against other children or staff, and after students graduate, they return regularly to ICS 1. The Principals of their high schools frequently call to compliment the Icahn alumni's work and to ask that more graduates apply to

their schools. This confirms the effectiveness of the model and helps spread positive feelings about charter schools generally.

The graduates of ICS 1 (the only school presently with 8th graders) have all gone on to specialized schools and/or programs. Whether it is a selective private boarding school like Phillips Exeter Academy (with a large scholarship), local private schools, specialized public schools, or a special program within a school, each one of our graduates has been able to choose his/her school. Our eighth graders have achieved these admissions as a result of taking New York State (NYS) Regents exams or special school entrance exams. ICS 1 offers advanced placement exams. The New York State (NYS) Algebra Regents that is required in 9th grade is given to eighth graders with a student performance outcome of 100% pass rate. A NYS Foreign Language Competency Exam is given with a student performance outcome of 100% pass rate. Beginning September 2010, ICS 1 will add the Biology Regents to its repertoire of advanced courses that require a NYS Regents for successful completion of the course for high school credit.

The initial plan was to create a K-4 charter school. However, as the Board compared the ICS 1's children's testing results with the neighboring conventional public schools into which our students would feed, the difference was dramatic. We decided we wanted to become a K-8 grade school. We applied to SUNY to expand and were given permission. The School has sustained its early successes throughout its existence.

About the same time as the expansion, the Foundation realized that the Icahn Charter School program could be replicable. The Foundation applied to open another charter school and was given permission to open Icahn Charter School 2. Icahn Charter School 2 opened in 2007 in

the South Bronx with 108 students in grades K-2 and has been adding a grade each year. Last year—2009--was the first year that ICS 2 had a testing grade. 100% passed of the children passed both the 2009 ELA and the Math tests. The Foundation was also given more charters and has opened two more schools—Icahn Charter School 3 and Icahn Charter School 4, also in the South Bronx. ICS 3's third grade took the state tests this year. Because the New York State scores are still embargoed, we cannot provide them, but they are equivalent to our other schools. With the opening of multiple charter schools, Jeffrey Litt was appointed Superintendent of the Icahn Charter Schools. The Assistant Principal of Icahn Charter School 1, Daniel Garcia, was made Principal of the School.

Another factor that has shown the high quality of the school is size of the lottery applicant pool. Last year, the New York Daily News described ICS 1 as “more selective than Harvard.” The New York Times described the school this year with a headline of “The Choosiest of Charters” with a 4.9% admission rate. For a maximum of 36 spaces at each school (and always less because of siblings and holdovers), ICS 1 had 775 applicants; ICS 2 had 467 applicants; ICS 3 had 277 applicants and ICS 4 had 260 applicants. Although those lottery numbers make us proud that our schools are so appreciated and proud that the media is reporting positive charter school news, each year as we draw from the names in the lottery, a pall descends on the room as we realize how many children cannot be admitted to our schools. Knowing that these numbers would allow us to open dozens more schools, we are even more determined to open more schools. We plan to open Icahn Charter School 5 in September 2011 with K-2. Each of our schools adds a grade a year until the school reaches K-8.

As we opened more schools, we created a platform to assure that the Foundation's goal of sponsoring high-quality charter schools could be maintained. The board members of each new

board have already been members of other Icahn Charter School boards. The Boards appoint the Superintendent. The Superintendent recommends principals for the schools and the Board hires the principal. The responsibility for running the school on a daily basis is left to the principal as that is the model of autonomy and responsibility that is inherent in the charter school model. However, the new principals have the benefit of the Icahn Organizational Team, Jeffrey Litt, Richard Santiago, Steven Sorokin (and an Instructional Supervisor). Mr. Litt's experience and expertise, along with the Director of Operations, Richard Santiago, who was the first school's Business Manager and now oversees all the schools' operations, assure seamless replication. We are very proud that from the first year of operation, Icahn Charter School 1 has always been financially sound as many charters suffer from financial instability. A Director of Assessment for all the schools, Steven Sorokin, was the Director of Assessment for the first school. The Icahn Schools are assessment-driven so having an experienced Icahn Director of Assessment benefits the new schools. With funding from this grant, there will be an Instructional Supervisor to ensure that the assessments are strictly used to drive instruction at each school. There are nine board meetings a year at which each school's Principal presents the most recent assessment information and updates the board on recent events (or issues) at the school.

We would like to open more charter schools and our authorizer, SUNY, and New York City DOE have encouraged us to open more schools. The challenge in New York City is finding facilities. The New York City DOE under Chancellor Klein has been very charter friendly. They have given us temporary space in several buildings--however, it is temporary. The Foundation has also participated in the NYC DOE's Charter School Facilities Matching Funds Grant for ICS 1's middle school building and for ICS 2's new facility (built by Civic Builders as one building to be shared by a DOE school and by our charter school). The Foundation views

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arranging for facilities as part of its responsibility to its schools. We believe we are close to purchasing a facility in the Bronx that would house ICS 3, 4 and 5. SUNY has expressed to us their preference that when we apply for more charter schools, we have a facility. Therefore, we continue to look for other properties in anticipation of applying to open more charters.

As further evidence that the Foundation accomplished its objective of opening a high quality school, Icahn Charter School 1 was one of seven (7) charter schools in the US recognized by US Department of Education for Closing the Gap. It is highlighted in the Department's publication www2.ed.gov/admins/comm/choice/charterk-8/report.pdf (p. 26). With the added proof of the success of ICS 2 and ICS 3, we are confident that our program is replicable.

CURRENT OPERATION

As stated above, the Foundation oversees the Icahn Charter Schools to assess their effectiveness at producing educated children. The measures that the Foundation uses to determine if the outcomes are high quality are state testing scores (and the interim in-house assessments that lead up to state testing), attendance, and retention. These measures are presented monthly to the Board by the Superintendent and Principals of each school.

The first step in replicating, after deciding to open another school, is that the Foundation's Director, Julie Goodyear, writes the application. Once approved, the Icahn Organizational Team begins the process of opening a school. To ensure that the new schools will replicate the original school, Jeffrey Litt oversees the opening and operation of each new school. As the first principal of the first Icahn School, he worked on the materials that are currently used, including the curriculum, syllabi, staff handbook, staff training--each of which contribute to the effective instructional program and therefore the testing results. He understands

and augments the assessment-driven program, which is a key focus for organizing outputs and assessing outcomes.

The first action in opening a new school after we have been given a charter is to look for a principal. Frequently, that person has come from a currently operating Icahn Charter School. We have also been able to tap into the resources of our current principals either to bring good educators into the school as Staff Developers or other administrative positions for training or to hire appropriate principals who were colleagues of our current staff. That person spends about six months in Icahn Charter School 1 learning the intricacies of running an Icahn Charter School, with the Superintendent as trainer and mentor.

It is especially important that the new principal be thoroughly trained in the Icahn Schools curriculum. The core of each school is the Core Knowledge Curriculum. The first version of E.D. Hirsch's Core Knowledge Curriculum was in a school in Ft. Myers, FL. Mr. Litt visited that school while he was Principal of a NYC DOE school, the Mohegan School, and was so impressed by the curriculum that he made arrangements to adapt it to a city population. Thereafter, Dr. Hirsch sent Mr. Litt around the country to teach other administrators and faculty the Core Knowledge sequence and philosophy. Mr. Litt went on to different work in NYC DOE and then became the first principal of the Icahn Charter School, where he continued to adapt this curriculum. This curriculum is the one that all Icahn Charter Schools use. Icahn Charter Schools are officially recognized by the Core Knowledge Foundation. Mr. Litt trains the new principals as needed in the curriculum. During the mentoring months, the new Principal also hires the staff for the new schools. Again, the expertise of the current Icahn Organizational Team is an enormous asset to the new school. Not only do Mr. Litt and the other principals know programs where good teachers can be found, but they can also help evaluating candidates.

Mr. Litt and the new principal then arrange for Professional Development for all our schools before schools opens. Mr. Litt assures that each school has the necessary Professional Development and training prior to the school's opening and during the school year so that each school will have results similar to ICS 1. He and the Principal of Icahn Charter School 3 spent many years as Core Knowledge trainers. They conduct the pre-opening sessions for all Icahn Charter Schools teachers, not just the new teachers. Veteran teachers mentor new teachers.

Another critical element in the Icahn Charter Schools is the small school size. Each class has eighteen students. There are two classes per grade. The size of the school enables children from the inner city to learn in an intimate setting where not only his/her own teacher knows the child well, but every staff member in the school knows the child. The culture of a small school permeates all elements of the school. There is no anonymity. Children do not get lost or opt out. Everyone is a visible and acknowledged stakeholder in the school's success. Research confirms:

“The small-class advantage was greater for minorities or for students attending inner-city schools in each year of the study...In most comparisons, the benefit to minority students is about twice as large (study's underlining) as that for whites. On the criterion-reference tests, the small-class advantage for minority students was even more pronounced than on the norm-referenced tests: a 17% advantage in grade-1 reading, and a 7% and 10% advantage in mathematics. The differential impact of small classes on minority and white students had the effect of reducing the achievement gap on every test (not to the detriment of either group). For example, the difference in mastery rates between whites and minorities in grade-1 reading was ‘reduced from 14.3% in regular classes to 4.1% in small classes’ Finn, J. & Achilles, C., *Answers and questions about class size: a statewide experiment*, 27 American Educational Research Journal 557, 568 (1990).”

and

“Educators, researchers, and survey responses received from teachers, students, and parents suggest several reasons for the superior performance of small schools. Cotton's 1996 synthesis of 103 studies and reviews describes a number of these underlying conditions. For example, the need, in small schools, for everyone's involvement in school activities appears to be related to other social and affective areas. People in small schools come to know and care about one another to a greater degree than is possible in large schools, and rates of parent involvement are higher. Staff and students are found to have a stronger sense of personal efficacy. Small-school students tend to take more of the responsibility for their own learning, learning activities are more likely to be

individualized, classes are typically smaller, and scheduling is much more flexible.”
<http://www.ericdigests.org/1997-2/small.htm>

Parents are in schools regularly. Each person’s success is a school success (Even the prize-winning Step Team created a song that highlights test scores.). The administration is responsible for the success of each teacher and each student. The Principal is responsible for the success of the faculty. It is a team effort. Everyone is focused on the goal of high student achievement. We have seen our model works and are confident that we can replicate its academic, parental and fiscal health in our new school. We have proved that small schools where educationally disadvantaged children learn at the top levels are possible and replicable.

Replication has proven to be an effective format to open Icahn schools. The Board has opened and operated four schools. Whereas the first school had to create everything from scratch, the replication method provides all that material for the new schools. At new Icahn Schools, the Principal is benefits from having all systems and forms in place and can concentrate on education. Central office operations, such as printed curriculum and syllabi, student reports (bi-monthly), absence forms, parental survey, staff handbook, student handbook, discipline policy, payroll, benefits, purchasing forms, student commendation letters, food arrangements, transportation arrangements, even to the level of expert practitioners and trainers on the Icahn Organizational Team, are available. Human resources follows ICS 1’s model. The Icahn Charter Schools are fortunate that they also have access to Mr. Icahn’s companies’ resources. The schools are provided with in-kind pro bono legal assistance, bulk buying of supplies, human resources, real estate, insurance expertise, financial expertise. Instructional management is in the hands of the Superintendent, with the help of the Director of Assessment (and Instructional Supervisor). Each of the principals is responsible for arranging for and overseeing the post-

opening training at his/her school. Saving time on preparation of materials and back office frees up more time to focus on assessing and ensuring student achievement—the Schools’ primary goals. The Board determines if the Principals and the Superintendent are producing high quality schools, which certainly has been the case. If not, corrective measures would be instituted.

ALLOCATION OF FUNDS

The grant money would assure that the initial successful expansions and replications could continue. It is important that each replication school be equally funded to maximize their ability to continue the high quality of ICS 1, therefore, the plan to allocate funds is as follows:

Code 15 Salaries, per pupil

Code 16 Salaries: per testing grades

Code 80 Benefits: per pupil

Code 20: Laptops for teachers is per grade, Computer lab is a equal amount for all schools

Code 40: Professional Development, straight cost for all schools

Code 45: Supplies, straight cost for all schools

Professional Development: Stipends, straight cost for all schools

Travel: Straight cost for all schools.

EDUCATIONAL PROGRAM

One of the many advantages of the small school model we use is that all students (including educationally disadvantaged students) achieve high results on the New York State testing. All students are in classrooms with no more than eighteen students, which ensures

teachers know what each child has (or has not) learned. A chart below shows the number of children in each of our charter schools during the duration of the grant:

SCHOOL	2011-12	2012-13	2013-14	2014-15	2015-16	TOTAL
ICS 1	324	324	324	324	324	1,620
ICS 2	216	252	288	324	324	1,404
ICS 3	180	216	252	288	324	1,260
ICS 4	144	180	216	252	288	1,080
ICS 5		108	144	180	216	648
Total	864	1,080	1,224	1,368	1,476	6,012

Icahn Charter School 2 will add grades 6-8 during this grant; Icahn Charter School 3 will add grades 5-8 during this grant, Icahn Charter School 4 will add grades 4-8 during this grant.

Icahn Charter School 5 will open grades K-2 in the first year of this grant and add grades 3-6 during this grant.

The academic program is based on these general goals—that all students will become proficient readers of the English language; all students will demonstrate competency in the understanding and application of scientific reasoning; all students will demonstrate steady progress in the understanding and application of mathematical skills and concepts. Icahn Charter Schools commit to reaching high bars on testing results—75% (and finish above that bar).

In terms of the replication model, expansion includes a minimum of two new classroom teachers each year--hired based on their desire to teach educationally disadvantaged children and on their core belief that all children can learn. Each class has one general education teacher with paras and cluster teachers involved during the day. The Principal visits each class regularly. The Staff Developers and even the Superintendent also visit classrooms (another advantage to our size). Technology is in use throughout the schools. In ICS 1, the following technology is in place--smart boards in every classroom; 3 computers in each room; Computer lab; rolling cart

computer lab; Success Maker Software; KnowledgeBox Software. The middle school has Robotics. It is the goal to replicate this in each school.

The academic day is divided as follows: ELA: 1 ½ hours and 20-30 minutes/day silent reading (pleasure reading)--total ELA: 8 hours; Math: 1 ½ hours--total/week: 7 ½ hours; Social Studies, History and Geography: 45 minutes, 5 days per week--total/week: 3 hours 45 minutes; Science: 45-60 minutes, 3 days per week--total/week: 2 hours 15 minutes/3 hours; Art/Music: 45 minutes 2 days per week--total/week: 1 ½ hours; Technology: 15 minutes 5/week= 1 ¼ hours.

Another hallmark of our program is the Targeted Assistance program, which further enhances test outcomes. We use assessment data to determine which students need to be put in Targeted Assistance for if a child is not at grade level, the child cannot learn the materials being taught in the class. Targeted Assistance enables us to individualize learning by putting children in small group settings or even one-on-one with a Targeted Assistance teacher. Approximately 15% of the children in our schools will be in Targeted Assistance. All schools will have a minimum of two TA teachers, serving grades 2-4. It is expected that children will no longer need daily TA after grade 4 but will participate in Saturday Academy (explanation on page 15). By giving the child Targeted Assistance work along with the grade level work, the child not only does not miss out on grade level work, but is given the work not absorbed previously. The focus is to ensure that all children are at least at grade level.

The assessment data we will collect will include ITBS, class tests, class writing, and teacher-scored work. If a child is deemed below standard in any category, that child will receive individual/small group instruction during Targeted Assistance. The classroom teacher and Targeted Assistance teacher schedule work in the appropriate areas in need of remediation. Some children will go into the Targeted Assistance Program and some children will receive

individual remediation by the classroom teacher including additional assignments. This approach enables the schools to work with each child to maximize short term and long term results and will be used as we expand and replicate. In addition to ongoing authentic assessments such as former NY State exams and widely accepted practice tests, students participate in subject area exams on a monthly basis. This allows the teacher to determine if the unit was covered sufficiently or needs to be reviewed again. These exams serve as an affirmation of knowledge.

Those tests are reviewed by the classroom teacher and the Director of Assessment and the Principal. Targeted Assistance will be provided for 40 minutes daily to all students who fail to achieve level 3 or 4 on practice tests, as well as children whom teachers feel are not solidly grounded, even if the child has received a 3 on the practice test. The aforementioned personnel and the Targeted Assistance teacher will meet to determine the individualized plan for the child. The Targeted Assistance teacher will articulate with the classroom teacher as to the needed instruction following the error analysis from the Director of Assessment and/or Principal. Children are placed in Targeted Assistance and promoted from Targeted Assistance as they demonstrate a weakness or adequate growth respectively so as to assure that all children pass the state tests.

Another example of the Icahn Schools' strong academic program is the after-school tutoring for children, which happens every afternoon. Also, the Schools will schedule Saturday Academy sessions for approximately 17 Saturdays in the year. Children in need of remediation will be required to attend Saturday Academy and all after school tutoring programs; along with students who score below Level 3 on our practice tests or "soft threes"; any hold-over children; students identified by their teachers using practice tests, class work, etc; as well as those students

whose practice test results are in question; all TA students; and those students whose promotion is in doubt. Approximately 15% of the children participate in after-school tutoring and Saturday Academy, which for a fully populated K-8 Icahn Charter School would be about 40 children (see school population chart above for actual figures). The number of teachers will be determined by the number of children, 6-8 to a group. The schools have an extended school year, going into the middle of July. Additionally, this year, we will have a Summer Academy for our two schools that must move—ICS 2 for students entering 5th grade and ICS 3 for 3rd and 4th grade. As we have grown, we have constantly added programs, and will continue to fine tune with the help of the grant funds.

As stated previously, FGO is committed to helping educationally disadvantaged children. Each school has a significant number of free and reduced lunch children-- ICS 1: 84%; ICS 2: 77%; ICS 3: 84%; ICS 4: 87%. The Foundation's goal is to enable under-resourced children to achieve at the same level as their highly resourced peers. The Icahn model has proven effective for all students (including special needs students). In New York charter schools, the lotteries can only give preference to siblings already in the school and to children from the local Community School District (dictated by the NY Charter School law). Although we are not allowed to give preference to educationally disadvantaged students, since our schools are in the Bronx, which is historically an economically disadvantaged area, the children are deemed disadvantaged. Also, depending on the neighborhood, our schools are populated by English learners. Our Icahn Charter School 4 has 23 students entitled to ESL services. (14 Girls & 9 Boys) spread out among the grades. According to the Home Language Survey given to parents, the parents of the ELLs speak/read the following: Spanish, Suneka, Sarakulay, Mandingo, Igbo, Twi, Yoruba, Arabic, Ashanti, Swahili.

Right across the street from our first charter school is Icahn House, a homeless shelter. Many of the families from the shelter apply to ICS 1. Sadly, our Icahn Charter Schools have already experienced many instances of working with neglected children and their families, in and out of the shelter. Fortunately, through the attentive care of the Schools' dedicated staff, we respond immediately and professionally. The relationship with Bronx Lebanon Hospital has helped many families find counseling and resources. The Icahn Schools have guidance counselors. Because the schools are small, the staff knows the families and works to smooth out turbulent waters. Another benefit of our program is instilling a love of reading in children. That love of reading does not just increase intellectual power and academic success, but also introduces disadvantaged children to the realm of the possible in more stable worlds. Also, the extended school day and school year maximize positive influences in those children's lives where disorder at home is the norm.

Our commitment to educationally disadvantaged students comes from a core belief in equity and in their educability. For too long, children in economically disadvantaged areas have participated on an uneven playing field. The weakly educated child hurts the child, the family, the teachers and society. Our nation's workforce faces challenging hurdles in the marketplace as technology facilitates outsourcing. Unless we produce educated, hard-working graduates of our educational system, middle class jobs will go overseas. The disparity in income for those who are well educated and those who are not is dramatic and lifelong. Even with a high school diploma, a high school graduate in the United States faces daunting job competition. Our society has changed; an intrinsic energetic work ethic and critical thinking are required in the workplace.

Critical thinking skills are crucial for participation in the global economy. Our program teaches these skills. Our small classes, rigorous academic program, Targeted Assistance

teachers, cluster teachers, Staff Developers, Principal and Superintendent enable teachers to assess a child's skills with accuracy and address weaknesses. As we plan to judge our success by the scores of our students on the New York State required tests, which are reflective of critical thinking skills, our work is easily measurable. Children without these skills are doomed to be frustrated and left behind. The more asked of a child at an earlier age, the better able the child will be to think critically and analytically, and the easier it will be for the child to succeed in school and in a career. The Core Knowledge Program emphasizes accumulating knowledge at an early age and building on it. Knowledge builds on knowledge. Success builds on success. By continuing replication of our program more children will benefit from our program and achieve at our current levels. Local families will benefit. NYC Department of Education will benefit for there will be more high quality school options for NY City children and (albeit in a small way), the US economy will benefit for there will be more well educated citizens.

Knowing that we will work with students deemed at risk of academic failure, we tailor our program to develop positive work habits and responsibility for personal success. As demonstrated in our current schools, where the children have adjusted to a rigorous instructional program, it becomes the norm for students to work hard. They see their teachers working hard. They see their principal and assistant principals working hard. They see the building staff working hard. Everyone is involved in each child's education. Research shows that children respond to adults who take an interest in their lives.

Icahn Charter Schools promote working hard as early as kindergarten. (Please see the "Typical Day attachment.") As an example, our kindergarten children begin the writing process rather than drawing simple pictures as is common in many schools. Children are expected to

complete all assignments and come prepared to learn. By beginning a rigorous program of instruction in kindergarten, our children learn that they are expected to strive for high achievement. In those cases where the young child demonstrates a need for remediation, based on ITBS and Fox in the Box baseline scores, student achievement is supported by small group instruction. Frequent assessments are pivotal to the program. The brain is a muscle. The more it is used, the more adept it becomes, regardless of economic wherewithal. A culture of overcoming challenges and hard work permeates Icahn Charter Schools.

Economic disadvantage need not be a stultifying academic sentence. We provide opportunities for field trips and in-school programs that introduce neighborhood children to the world around them. Even children from the tallest apartment buildings in the City who are used to anonymity—or perhaps especially children from the tallest apartment buildings in New York City—cannot zone out and ignore the variety of lessons provided. When the largest class is 18 students, with only 9 grades in the school, children cannot fade into the background. Ron Suskind, *Wall Street Journal* reporter and author, in [Hope in the Unseen](#), describes the anguish of a determined, but under-resourced Washington, D.C. student as he arrives at Brown University with his 960 combined SAT score. “By Friday at dawn, a preemptive panic has set in. Maybe it was last night’s SAT exchange. Maybe it was not knowing who Freud was in a lunchtime discussion Thursday...” (p. 170, Broadway Books, 1999) E.D. Hirsch, the creator of the Core Knowledge program, suggests that a major reason for these discrepancies stems from a generally lower learning curve in schools of economic disadvantage. Vocabulary and exposure are key to enabling economically disadvantaged students to achieve. Core Knowledge addresses that discrepancy and narrows the economic divide. With the additional programs like the ones provided by the requested funding—Teaching Matters, Educate LLC, NY Math Project, eChalk,

100 Book Challenge, LEAP—these children will have resources that will ensure an exciting, fruitful, confidence-building academic experience. Once children from economically disadvantaged households have the vocabulary and knowledge to compete in the world and the expectation that they will be successful, as has happened at our first charter school, they have the same likelihood of success as their more advantaged peers.

At our current charter schools, based on the results cited earlier, we have changed the assumed risk of failure to an anticipation of the joy of success. After ICS 1 received its first high test results, the walls were filled with posters highlighting the top results. A Board member purchased t-shirts for the children with “Icahn Charter School, We’re #1.” We believe that success should be celebrated. A concrete extension of that celebration is to expand and replicate the program in which our current students and staff excel, and even compete with each for higher results. Our principals laugh that they will have to achieve 102% passing results to surpass other Icahn Charter Schools.

ADMINISTRATIVE AUTHORIZER RELATIONSHIP

The Executive Director of Foundation for a Greater Opportunity, Julie Goodyear, writes the application for each charter school and is the applicant. She wrote the first application in 2001, so has known the staff at SUNY’s Charter School Institute since 2001. Ms. Goodyear is also secretary of the charter schools. Mr. Litt was involved during the first charter school application and Mr. Santiago joined the first charter school at the beginning, so the leaders of the Icahn Charter Schools have known the SUNY CSI staff since 2001 as well.

During the application process, after Ms. Goodyear submits the application, CSI reviews it and contacts Ms. Goodyear with any questions and requests for amendments. CSI also

provides guidance. Once the charter is awarded and after the School is opened, CSI has various benchmarks that must be met. Ms. Goodyear and the Organizational Team (consisting of Jeffrey Litt, Richard Santiago, and Steven Sorokin) are comfortable contacting CSI with any questions that arise. CSI gave Icahn Charter School 1 a full five-year renewal, its highest support. SUNY's CSI has been recognized as one of the top chartering organizations in the country.

CONTINUATION OF PROGRAM AFTER FUNDING

Because this funding is being requested for schools that we intend to expand and open, the annual per pupil state funding, the AOE, will cover the cost of continued operation of the charter schools at this level. It is always the case that in the first years of a charter school's operation, the budget is especially tight. The CSP grant to new charter schools helps in the first two years, but the years between the second year of operation and the fully populated school are dependent on the AOE. Until the school is fully populated, it is also not fully funded. While there are cost savings to the Organizational Team serving all the schools, years 3-5 can still be tight. This funding would alleviate that tightness and assure seamless replication.

PARENT AND COMMUNITY INVOLVEMENT

Parent/family involvement in the Icahn Charter Schools is critical to student success. There are monthly PGA meetings. There is a parent officer from the PGA on each board. Parents/guardians are always welcome in the schools—it is known that a parent/guardian does not need an appointment to see school administrators. Parents always chaperone student field

trips. The parents of the Icahn Charter Schools took buses to Albany this past school year to talk with legislators to encourage lifting of the charter school cap. Some parents even become staff members. In Icahn Charter School 2, a grandfather, who is an artist, painted faux fireplaces for each one of the classrooms in the school. We constantly let parents know that we are grateful that parents/guardians share their children with us and that we can only enable their children to achieve if we work with the parents. To that end, we include parents by sending home the monthly syllabus so that parents can follow at home what is happening in the school, by using parent volunteers, by providing online access into the child's schoolwork.

Icahn Charter School 1 will be using eChalk this year, a primary benefit of which is that parents can go online and see myriad elements of the child's schooling. The goal is to keep parents involved in the child's school life. eChalk website describes its benefits for parents:

“Get the tools you need to stay in the loop and help your kids learn.

With eChalk you'll have access to the information and communication tools you need—all in one easy-to-use place—so you can actively engage in your children's academic and extracurricular life. eChalk helps K-12 schools turn you into a powerful ally for teachers and for your kids.

With eChalk you can:

Expand your child's learning beyond the school day by extending classroom access to your home. Be involved and “in the know” by seeing homework assignments, checking on grades and finding out how you can help.

Keep organized and up-to-date on holiday calendars, team schedules, parent-teacher conferences and PTA meetings with important information all in one place.

Stay on top of emergency situations with text and email alerts that come right to your phone and/or email.

Know your kids are safe and using the skills they might already be using online within a safe, secure and monitorable environment that allows them to learn more easily.”

If eChalk proves valuable at our flagship ICS 1, we intend to replicate it at our other schools.

Robert Sancho, who is on the charter school boards, is a VP at Bronx Lebanon Hospital. He has enabled our families to understand and participate in Bronx Lebanon services. His hospital also provides turkeys for our families at Thanksgiving. As discussed before, a board

member of the Foundation, Eduardo LaGuerra, is head of NAICA, which is a neighborhood service provider. Sy Fliegel's CEI-PEA has provided a high school preparation program.

USE OF FUNDS, USE OF MATCHING FUNDS

Each school will provide a 25% match of the grant funds from the NY State AOE funds (this year \$12,443, next year the AOE is undetermined because of current NY budget hurdles). The attached budget shows each school's ability to provide the matching funds. It will not be a problem as the budgets of the Icahn Charter Schools are organized in advance, reviewed by the Board and the independent auditors. Attached to this application is a letter of assurance from the Treasurer of the Icahn Charter Schools Boards stating that the schools will be able to contribute the necessary amount.

The cost of all the programs and materials for five years requested from this grant is \$7,242,550. We are requesting 75% or \$5,431,912. We intend to contribute 25%: \$1,810,637. The grant funds will be used to provide the training and mentoring services of the Icahn Organizational Team; for materials necessary for the rigorous program; for a Professional Development program that will serve all schools and for oversight and training at the schools. Professional Development will ensure the use of the latest technology, current research and best practices. The fact that the other schools are in the growing stage prevents them from having the resources currently in use in our flagship school. To be able to share the expertise and materials of ICS 1 will ensure that our replication schools will achieve as ICS 1 has—to be repeatedly at the top of NYS schools in achievement and recognized as one of seven charter schools nationwide by the US DoE clearly illustrates our record of success. Beyond testing scores and US Department of Education recognition, ICS 1 has received other honors. ICS 1 recently won

in the borough wide debate team, participates in the National Junior Honor Society and has recently been the subject of widespread media coverage in both newspapers and television, WNET and Fox. New charter schools frequently ask for our assistance, which would be an additional benefit for funding from this grant.

ACCESS BY EDUCATIONALLY DISADVANTAGED STUDENTS

Because we are in the Bronx, which has a very high percentage of educationally disadvantaged students, and because NY State requires that charter schools give preference to children from the local Community School District, we know that we will have a high percentage of educationally disadvantaged students. Charter schools were created to educate children at risk of academic failure. We believe that all children can achieve, which is why we opened our first charter school. A dedicated effort to inform educationally disadvantaged students will be made through direct contacts with neighboring schools, communication with day care centers, community boards, community based organizations and indicated in flyers. The requirement of a lottery for charter schools that have more applicants than spaces assures that admission will be by chance. The Icahn program accommodates educationally disadvantaged students by educating children in small settings, which is the ideal. Class size will be limited to 18 students to enhance the learning environment.

For children in need of remediation, for special needs students, we educate in the least restrictive environment. The student learns in a non-stigmatizing environment, learns from others who are at various levels of achievement, and learns more effectively. The Core Knowledge model provides the structured learning environment that has been found to be effective with students at risk. For the special needs students, in addition to providing adaptive

learning methods and support, the presence of the special education teacher in the general education classroom will provide an opportunity for professional development/modeling for the general education teacher to ensure utilization of appropriate methodologies that support the reduction of dysfluency and other at-risk characteristics in general education students.

The Icahn program is aware of the numerous articles that have been written about the comparatively high numbers of special education referrals and subsequent placement in special education classes for minority children. What makes this startling fact even more disheartening is the limited number for decertifications from special education. In fact, great attention has been given to the common practice of labeling African American males as having attention deficit hyperactivity disorder and subsequently prescribed psycho tropic drugs, particularly Ritalin.

Icahn Charter Schools believe that every opportunity should be provided to the children as alternatives to special education, where possible, in lieu of referrals. In school counseling, out of school counseling at the Bronx Lebanon Hospital Pediatric mental Health Clinic, small group instruction, academic assistance in school, after school and Saturdays, provide our students with the social, emotional and academic support to minimize referrals.

When children enter the schools with IEP's, it is the practice to provide these support systems on the path to decertification--recognition for achievement, the celebration of success, an array of after school programs and parental involvement ensure that our students will not be among the statistics of minority children in special education.

All requirements under section 613(a)(5) an 613(e)(1)(B) of the Individuals with Disabilities Act are followed. As a charter school, we are subject to all applicable federal laws and regulations governing the education of students with disabilities, including the Individuals

with Disabilities Education Act (IDEA), the Family Educational Rights and Privacy Act (FERPA), and section 504 of the Rehabilitation Act of 1973.

SELECTION CRITERIA

Quality of the Applicant--The Foundation's first Icahn Charter School's results with educationally disadvantaged students have been constant and high. The children in this neighborhood come from the poorest Congressional District in the country. ICS 1's results have been so high that the US Department of Education selected it as one of seven K-8 charter schools nationally that is closing the achievement gap. Cited below:

http://www2.ed.gov/admins/comm/choice/charterk-8/report_pg11.html

“Carl C. Icahn Charter School Bronx, N.Y.

School Profile: Selected Variables ^a

Year First Chartered	2001
Grades Served	K-7
Enrollment	278
Student Ethnicity ^b	59% African-American, 41% Hispanic
Special Education	5%
Free or Reduced-price Lunch ^b	89%
Annual Cost per Student	\$9,829

^a Unless otherwise indicated, these data are reported by the school and are for the school year 2006–07.

^b These data are drawn from the Carl C. Icahn Charter School school report card for 2005–06 posted on the New York State Education Department's Web site.

Mission and Founding

Known as a "turnaround" principal, Jeffrey Litt has been working in the same five-mile radius of the South Bronx for most of his 38 years in education. "I won't take an easy assignment," he says. "I always work with the population that most people run from." Given the opportunity to build a charter school from scratch, Litt jumped at the chance and has created a new elementary school based on E.D. Hirsch's Core Knowledge curriculum, which focuses on key concepts of western civilization in mathematics, language, science, history, music, art, and more. With the financial backing of billionaire Carl C. Icahn, the eponymous school received its charter in March 2001 and opened in September 2001 with grades K–2.

Constructed in three months out of modular portables on an empty lot, the Carl C. Icahn Charter School has outgrown its original space. As of 2006–07, the child care and K–1 classrooms were located across the street in the Icahn Homeless Shelter* while the school was completing building an \$11 million, five-story facility that will accommodate eight classrooms, a library, and multipurpose rooms. Once this building is finished, the school will be able to expand from a K–7 to a K–8 school.

* This shelter also is funded by Carl C. Icahn but as a separate entity from the school.

The school's portable buildings are protected by a locked metal fence with curled barbed wire at the top. A television monitor in Litt's office enables him to view the entire campus at any time. Understanding that, as he puts it, "A reputation is everything in the inner city," Litt has worked tirelessly to ensure that the school has a good reputation and commands respect. Prior to opening the school, Litt walked floor to floor in neighboring high-rise housing projects to introduce himself, spread the word about Icahn Charter School, and encourage parents to send their children to the new school.

Litt sets high expectations for school and students alike. The school's mission is to prepare its 278 students to be productive citizens through rigorous academics. As Icahn Charter School board member Seymour Fliegel, president of the Center for Educational Innovation, underscores, the school is dedicated to giving kids from the South Bronx the chance to succeed at high levels: "Carl C. Icahn has a big thing for poor kids," Fliegel explains. "He cares about the leadership of the school."

Based on Litt's previous positive experience with the Core Knowledge program at another school, he selected it as the path to implementing the school's mission. Visiting a model Core Knowledge program in Florida, Litt was told the curriculum would not work in the Bronx because "the kids are too poor." Undaunted, Litt listened and learned, ultimately choosing to use the curriculum, but to make some adaptations that would render it more accessible to his particular inner-city students. For example, Litt made sure to emphasize minority history and culture and connect those areas to mathematics and science. In addition, Litt decided to extend both the school day and the school year (September through July) to increase teachers' opportunity to teach necessary skills and instill a love of learning in students.

As the school looks forward to initiating an eighth grade, it intends to prepare students for the New York City high school admissions tests for selective public schools, as well as for applications to prestigious boarding schools, such as Connecticut's Choate Rosemary Hall. Students accepted to Choate may apply to become an Icahn Scholar, thus receiving full scholarship.

School Operations and Educational Program

Icahn Charter School is a safe oasis in a tough urban neighborhood. Litt describes the school as "a huggy, kissy school," adding that "students don't want to leave us at vacation." Parents comment that Litt respects their families, noting that Litt always signs his letters, "Thank you for your wonderful children."

During the school year, many students attend Icahn Charter School's Saturday Academy from 9 a.m. to 12 p.m. and almost half the students stay for extended care Monday through Friday until 6 p.m. The school population is 59 percent African-American and 41 percent Hispanic. Eightynine percent of its students qualify for free or reduced-price lunch. It also has a 95 percent attendance rate. In the lower grades, students work at group desks in classrooms with colorful displays on the wall and engaging materials on the shelves. In the older grades, students sit in individual desks, lined up in rows, and focus on workbooks or textbook assignments. Every classroom has three computers and a library of books for students to use.

Siblings of current students are automatically enrolled in the school, and a lottery assigns the remaining slots. In 2006, 652 students were on the waiting list. Older children may apply for openings in later grades. While many who enter in an upper grade must catch up to their peers, those who have worked hard have been successful. Litt points to

a third-grader who entered Icahn Charter School unable to decode or read and ended the year passing the Iowa Test of Basic Skills (ITBS) on grade level. "After the Iowa results in June, I called his mother to tell her his results," Litt says. "She was screaming and crying into the phone, 'Mr. Litt, I love you,' and I told her, 'No, love him. He worked hard.' "

The Core Knowledge program accounts for about 50 percent of the Icahn Charter School curriculum. It is used in all subjects, and teachers supplement it with the McGraw-Hill reading and mathematics program, an internal writing and literacy program, and manipulatives in science and mathematics. As one teacher points out, Core Knowledge is about "exposure, introducing students to phrases, art, music, geography, science, giving them a well-rounded education." The program offers teachers a clear outline of what to teach, as well as a sequenced grade-to-grade learning map that promotes consistency in instruction.

Teachers send home monthly syllabi that detail the topics or themes to be taught in the month, a list of nightly homework assignments with due dates, and a schedule of quizzes and tests. One parent refers to the school's no-nonsense approach. The school's teachers have developed detailed rubrics to assess literacy and writing at every grade level. Whether talking about a writer's notebook, looking through a writer's poetry portfolio, or grading bimonthly assignments, such as literature responses, research reports, and narrative memoirs, teachers, students, and parents are all in sync about how work is assessed. Thus, it's easy for parents to understand how their children are progressing.

To be promoted to the next grade, students must demonstrate 90 percent attendance, satisfactory growth, a score of average or better on the ITBS, or a level 3 or 4 (out of four) on the New York State English language arts (ELA) and mathematics exams, and be judged by teachers as able to succeed at the next level. A full-time director of assessment monitors academic progress using pre- and post-ITBS results as a baseline. Because the New York state exams begin in third grade, the school has K–2 students take the McGraw-Hill Fox-in-a-Box literacy assessment and uses the Waterford Early Reading Program to monitor these younger students' reading progress.

The assessment director also identifies students who need skill development in the same area and places them in four- to five-member groups for 40 minutes of remediation work five times a week with the targeted-assistance teacher. These students also may receive help from a paraprofessional during school, after-school tutoring, homework assistance, and weekend tutoring. When all is said and done, the school will retain students who are not considered ready for the next grade. As Litt says, "We don't hesitate to hold them if we need more time." For the 5 percent of students who qualify for special education services, there is a part-time special education teacher. Students who are referred to speech therapy can receive help from an afterschool speech teacher.

Icahn Charter School also offers after-school activities, including a step team, cheerleading, school newspaper, Girl and Boy Scouts programs, and mathematics and ELA targeted- assistance tutoring. Students can play on basketball, flag football, volleyball, and softball teams. Through the Charter School Athletic Association of New York, on Mondays, its students can play flag football in the fall and run track in the spring at Icahn Stadium on Randall's Island.

External Partnerships

Parents or guardians are instrumental to their children's success in school, and school staff are in constant contact with them. If a student is absent, parents know to expect a phone call checking up on their child's well-being and asking why the child missed school. The school sends narrative progress reports to and holds conferences with parents six times a year, but teachers stay in touch more frequently by phone. Because 87 percent of the students are brought to school by their parents, teachers see and speak with parents in person. At a schoolwide open house at the beginning of every year, Litt makes clear that he wants to meet and talk with parents. He starts by saying, "Don't ever call the office to make an appointment with me." After waiting to see the concerned expressions pop up on parents' face, he cracks a big smile and continues, "Come in, make yourself a cup of coffee. ... Wait [and] I will make myself available as soon as possible to meet with you. I am here every day until 7 p.m."

Parents also contribute their time to the school. They organize class parties, chaperone field trips, and sign the reading logs, homework, and tests sent home. The school PTA meetings are standing room only and have been known to last five hours. When seventh-grade teachers wanted each of their students to have a calculator at home, all of the families found money to purchase them. "You give parents a school that takes care of their kids, and you will get all the parental support you need," comments board member Fliegel. Icahn Charter School also has created opportunities for parents. At the school's math fair, students present research on professions to their parents, and then the parents learn how to navigate Excel spreadsheets to look at information students compiled and engage in learning with their children.

Within the community, the school also partners with several organizations. Staff can refer students to the Bronx Children's Psychiatric Center for counseling. Grants from the Charles Hayden Foundation support both operating expenses and camp opportunities for students. The school also arranges summer camp experiences through the New York Times' Fresh Air Fund, and it connects students to twice-yearly arts programs at Columbia University.

Community partnerships also support professional development for teachers. Icahn Charter School contracts with the City University of New York's Creative Arts Team to conduct storytelling and questioning skills workshops with teachers. Lehman College provides five scholarships for graduate school and, together with the New York City Mathematics Project, the Institute for Literacy Studies at Lehman College, CUN Y, provides two mathematics consultants.

Governing for Accountability

Authorized by the Charter Schools Institute, the school's charter was renewed for five years in 2005. A 10-member charter school board led by chairperson Carl C. Icahn oversees the school, which is supported by collaboration between the Foundation for a Greater Opportunity (which Icahn created in 1997) and the Center for Educational Innovation-Public Education Association. Representatives from area foundations and institutions, as well as from the PTA and the school management team, have positions on the board. In contrast to the school principal who concentrates on curriculum and school operations, the board focuses on accountability, advocacy, and long-term planning.

The principal, the assistant principal of operations, the director of assessment, and the staff developer meet daily as the school's management team. There is also an administrative team, which consists of the principal, the assistant principal of operations, the director of assessment, the staff developer, the math coach, and the ELA coach. The teaching staff is made up of two teachers at every grade level, three targeted-assistance teachers, two cluster teachers for history and geography, three paraprofessionals, and one school aide.

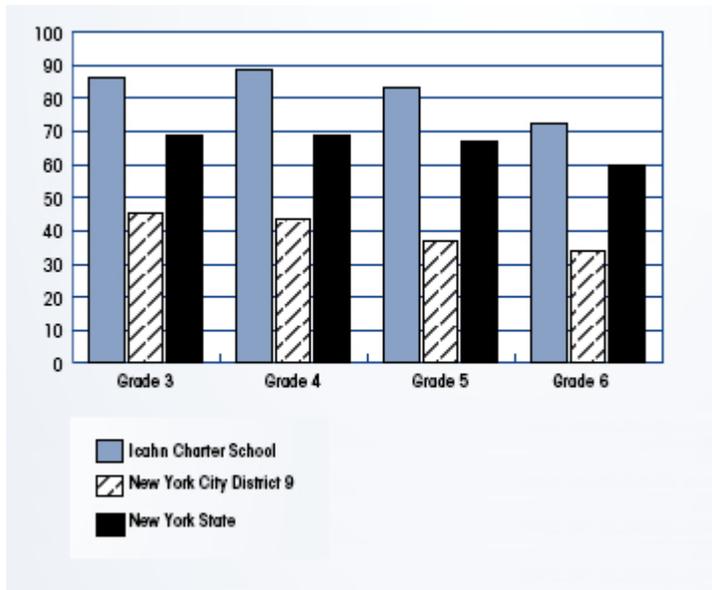
Teachers have a designated common planning period every day, during which they can plan together, develop instructional units, compose the monthly syllabi, and meet with support staff to coordinate student assistance. The staff developer and curriculum specialists provide in-depth support to teachers who submit their weekly lesson plans every Monday. The team of coaches and the staff developer maintain a log of consultations to keep track of areas needing improvement. There are also ongoing professional development workshops for teachers on such topics as differentiated mathematics classrooms, research and grade-level rubrics, and teaching grammar. Together, the teachers and staff developers have created high-frequency word lists as well as rubrics for ELA standards, expository writing, poetry and narrative, research reports, literature responses, and grade-level writing mechanics.

The school operates on a budget of \$3,006,721, of which \$198,884 comes from federal categorical sources, \$2,766,764 comes from the state, \$32,173 comes from grants, and \$8,900 comes from donations. The school expects to spend \$10,815 per student during the 2006–07 school year. Teachers are paid a salary on par with the public school district, but are not eligible for the district's pension, its housing allowance for math and science teachers, or the larger salaries given to experienced teachers. To help compensate for this discrepancy, the school offers teachers a 401(k), life insurance, and bonuses based on schoolwide student performances.

Student Achievement at Carl C. Icahn Charter School

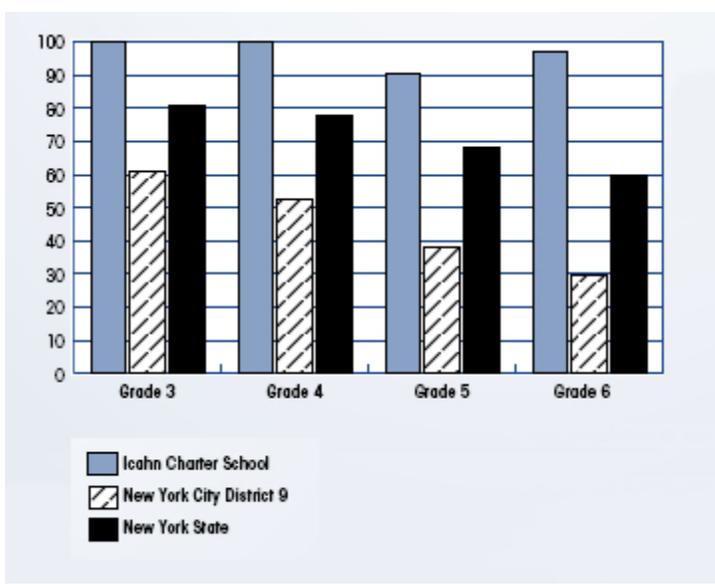
- The 2005-06 English language arts results on the New York State Testing Program (NYSTP) show that Icahn Charter School students outperformed those at all other New York charter schools in grades 2-5 and were second to students at only one other charter school in grade 6 for mathematics.
- As shown in figures 14 and 15, Icahn Charter School students scored at least 40 percentage points higher on the 2006 NYSTP than students in other district public schools.
- In May 2006, the New York Board of Regents and the New York State Department of Education recognized the Carl C. Icahn Charter School as one of the state's 795 "high performing gap closing" schools out of 1,658 public schools and 288 school districts.

Figure 14. Percentage of Carl C. Icahn Students Scoring Proficient and Above on 2006 NYSTP English Language Arts



Source: New York State Education Department, School Report Card 2005-06

Figure 15. Percentage of Carl C. Icahn Students Scoring Proficient and Above on 2006 NYSTP Mathematics



Source: New York State Education Department, School Report Card 2005-06

The School’s history of testing results follow. The second set of results compares our School’s results to neighboring schools and the State. It is clear that our flagship school has significantly increased student achievement and attainment for all students and that ICS 2 is also in that same mold. When ICS 3’s results can be released, they will mirror the results below.

A comparison of Icahn Charter Schools’ to neighboring schools and the State are very favorable compared to the state and dramatically higher than its neighboring schools. These results have convinced our authorizer and local families that our program is exceptional, beneficial and valuable. These results contribute to the size of our applicant pool and the subsequent size of our waiting list. The number of children on our waiting list would enable us to open and fill dozens of our schools. As the Foundation’s goal was to open charter schools where educationally disadvantaged children proved that every child can learn, this long term testing score outcome inspires us to want to open more Icahn Charter Schools.

ICAHN CHARTER SCHOOL 1 TESTING RESULTS

GRADE	ELA	MATH	SOCIAL STUDIES	SCIENCE
2004 4 th	70—highest NYC charter school	94		85
2005-4 th	86	100		90
2005-5 th			94	
2006-3 rd	86	100		
2006-4 th	88	100		100
2006-5 th	83	90	96	
2006-6 th	72	97		
2007-3 rd	76	100		
2007-4 th	94	94		91
2007-5 th	79	97	97	
2007-6 th	83	100		
2007-7 th	77	97		
2008-3 rd	85	100		
2008-4 th	89	97		97
2008-5 th	100	100	97	
2008-6 th	88	100		
2008-7 th	91	100		
2008-8 th	58	89	76	91
2009-3 rd	94	100		
2009-4 th	89	94		100
2009-5 th	100	100	100	
2009-6 th	100	100		
2009-7 th	100	100		
2009-8 th	79	100	89	96

ICAHN CHARTER SCHOOL 2 TESTING RESULTS

The only year for which we are allowed to provide testing results for ICS 2 is 2009. Their results (as stated above) were:

GRADE	ELA	MATH	SOCIAL STUDIES	SCIENCE
2009-3 rd	100	100		
2010-3 rd	Not available	Not available		
2010-4 th	Not available	Not available		

The results of all the Icahn Charter School's this year (also embargoed) were also impressive.

Test Score Comparisons to State and District by Grade

Icahn Charter 1																		
	Grade 3	vs NYS	Dist 9	Gr 4	vs NYS	Dist 9	Gr 5	Vs NYS	Dist 9	Gr 6	vs NYS	Dist 9	Gr 7	vs NYS	Dist 9	Gr 8	vs NYS	Dist 9
ELA																		
2003/4				70														
2004/5				86														
2005/6	86.2			88.6			83.3			72.2								
2006/7	75.7			93.7			78.8			83.3			77.2					
2007/8	85			92			100			88.2			93			58		
2008/9	93.7	75.8	52.5	88.9	76.8	56.2	100	82.2	55.9	100	80.1	56	100	80.3	53.7	79.3	77.4	39.3
Mathematics																		
	Grade 3	vs NYS	Dist 9	Gr 4	vs NYS	Dist 9	Gr 5	vs NYS	Dist 9	Gr 6	vs NYS	Dist 9	Gr 7	vs NYS	Dist 9	Gr 8	vs NYS	Dist.9
2003/4				94														
2004/5				100														
2005/6	100			100			90.3			97.2								
2006/7	100			94			96.9			100			97.3					
2007/8	100			100			100			100			100			89		
2008/9	100	92.9	80.9	94	87.2	68.4	100	88.1	64.5	100	83.3	54.8	100	87.3	55.5	100	80.2	45
Icahn Charter 2																		
2008/9	Gr 3	Vs NYS	Dist 8															
ELA	100	75.8	68															
Mathematics	100	92.9	77															

Contribution to Educationally Disadvantaged Children

Historically, the Foundation has had a commitment to improving public education—even before the charter school bill passed in New York State, and particularly for under-resourced children. It was part of the Foundation’s mission statement. When the charter school law was passed in 1998, the Foundation members committed to opening charter schools in New York for New York City children who were educationally disadvantaged. We opened our first charter school across the street from a homeless shelter in the South Bronx, in the poorest Congressional district in the country. When our test scores were released, we had proved that academic success was not tied to family income. The children in our testing schools have achievement results higher than the wealthiest neighborhoods in the state. This fact is a great source of joy for us. It also motivates us to want to replicate our program so that more children will have access to the education they deserve.

The Foundation has contributed to educationally disadvantaged children nationwide by proving that all children can learn. School boards and educators can no longer say that children in certain neighborhoods cannot be expected to achieve at levels similar to their more resourced peers. When newspapers write about our success, it should force others who are educating similar children to ask themselves what they can do to help their children achieve similar results.

Our schools can also be seen as examples for those anti-charter people who say that charter schools should merely be options for innovative practices to be tested and then adopted by conventional public schools, for while conventional public schools can adopt our practices, there is no reason that our schools should not be allowed to exist for the long-term to replicate. School choice should be available to all families. Charter schools like ours offer real choice. We feel fortunate that our authorizer has given us the opportunity to replicate.

Our contribution to our own children is shown in the comparison between our students' results and the results of the neighboring schools. While people sometimes say that charters cream the top off the student population, we have not found that to be the case. Rather, we have found that children frequently apply for our first and second grades (or the upper grades after we open) because the family is not satisfied with the child's results at the current school, so we usually have remedial work with transfer students along with the current grade work.

As discussed above, we had intended to be a K-4 school. We based our plan on the Tennessee Class Size Study which stated that if children are in small classes through 4th grade, the benefits of their early education will stay with them throughout their education, even if they have to move to larger classes. However, when we looked at the neighboring middle schools and saw how much lower the scores were than the ones our children were achieving, we decided we had to expand to be K-8. With the testing success and the high school success that our children are achieving, we are confident of the contribution that our schools have made to our children.

As can be seen below in the comparison of our students' testing results to the results of the local neighboring schools, our program makes a significant contribution in assisting the children in our economically disadvantaged neighborhood. Our Accountability Plan with CSI requires that 75% of our children pass the state tests, which is our published goal. However, our goal has always been to prove that educationally disadvantaged children can learn at the same levels as children of privilege. Our testing results have proved that. Icahn Charter School 1 has significantly exceeded all surrounding similar schools and has consistently done so since testing students began in the 2003 –2004 school year. We believe it is a significant contribution to equity in this country (along with our sister schools with similar results for similar populations).

Comparison of ICS 1 to Neighboring Schools on 2009 NY ELA Test Grade by Grade

2008-2009 NYS ELA Percent Level 3 or higher (All Students)						
School	CS 4	CS 42	CS 55	MS 313	MS 339	ICAHN CHARTER SCHOOL 1
Grade 3	60.8	58.6	48.1			93.8
Grade 4	77.2	48.9	45.6			88.9
Grade 5	46.9	77.7	50.0			100
Grade 6	67.2			61.0	43.9	100
Grade 7	74.4			51.7	43.2	100
Grade 8	39.5			24.2	33.2	79.3
Total	61.0	61.7	47.9	45.6	40.1	93.6

Comparison of ICS 1 to District on NY 2009 ELA test Grade by Grade

Grades	District	ICS 1
3	52.5	93.8
4	56.2	88.9
5	55.9	100
6	56.0	100
7	53.7	100
8	39.3	79.3
total	52.3	93.6

Comparison of ICS 1 to Neighboring Schools on 2009 NY Math Test Grade by Grade

2008-2009 NYS Math Percent Level 3 or higher (All Students)						
School	CS 4	CS 42	CS 55	MS 313	MS 339	ICAHN CHARTER SCHOOL 1
Grade 3	96.4	89.9	96.4			100
Grade 4	86.4	58.8	73.6			94
Grade 5	73.4	96.1	81.8			100
Grade 6	78.5			74.3	50.4	100
Grade 7	78.1			76.7	67.1	100
Grade 8	79.7			48.9	66.1	100
Total	82.0	81.6	83.9	66.6	61.2	99

Comparison of ICS 1 to District on 2009 NY State Math Test Grade by Grade

Grades	District	ICS 1
3	86.5	100
4	77.1	94
5	72.4	100
6	65.3	100
7	68.6	100
8	62.5	100
total	72.0	99

The Schools' history of attendance and retention has been commendable, especially in light of recent unfavorable publicity about New York charter schools retention rates. Icahn Charter Schools have lost very few students (and if so, it usually has to do with long bus rides).

ICAHN SCHOOL	Retention Attrition %	Neighboring School	Neighboring School	Neighboring School	District
Icahn Charter School 1	0%	#42—10%	#4—13%	#55—8%	CSD 9-15%
Icahn Charter School 2	6%	#100—5%	#69—15%	#138—12%	CSD 8-12%
Icahn Charter School 3	12%*	#140-13%	#130—6%	#157—17%	CSD 8-12%
Icahn 4**	NA	NA	NA	NA	NA

	ICS 1	ICS 2	ICS 3	ICS 4
Attendance	95%	94%	95%	95%

*In first year of operation, ICS 3 had complicated bus routes, resolved in year 2 (results not available yet)

**ICS 4 opened this year, therefore attrition/retention not yet available

	ICS 1%	ICS 2%	ICS 3%	ICS 4%
Total Population # of students in same Cohort returned in 2009	95.58%	94.33	88.89	NA
Race Demographics				
# students in Cohort who returned				
American Indian	0	0	0	NA
Asian/Pacific Islander		100	100	NA
Hispanic	99	92	100	NA
African American	94	96	100	NA
White	0	33	0	NA
Multi Racial	0	100	100	NA
Free Lunch Returning Students				
# of Students in Sept. 2009	100	94	94	NA
Overall Free Reduced Numbers	100	77	84	84
Special Needs				
# of Students in September 2009	100	100	100	NA

QUALITY OF PROJECT DESIGN:

As discussed previously, the Icahn Charter School program was designed by veteran educators, using their experience and the best available research to ensure the goal of graduating

well-educated students of integrity. The focus was to create a program that would educate all children at the highest level, with a focus on ensuring that educationally disadvantaged children achieved equally with more resourced peers. The Core Knowledge Curriculum was used by Mr. Litt in his previous school. Core Knowledge nationally is a curriculum that is constantly assessed and revised and has been shown to effectively educate educationally disadvantaged children. The Tennessee Class Size Study was the basis for the decision to have small classes, as it especially helps the educationally disadvantaged children. The extended school year was based on research of Karl Alexander, a sociologist at John Hopkins University. The usual three-month summer break presents significant hurdles for under-resourced students. Dr. Alexander's work on the "Summer Effect," described in Education Week, March 22, 2000, confirms the deleterious impact of the summer hiatus.

The "Summer Effect"

Students from low-income families tend to lose ground academically over the summer, compared with peers who are better off, said Karl Alexander, a sociologist at Johns Hopkins University in Baltimore.

Mr. Alexander drew his conclusion from a long-term study of 800 Baltimore students who started 1st grade in 1982. During the school year, he and his colleagues found, poor and more affluent students learn at the same rate, judging by their scores on tests given in the fall and spring.

But the wealthier students tended to keep on learning over the summer—probably because they are more likely to attend camps, to visit libraries, or take vacations of longer distances, Mr. Alexander said. The poorer students, in contrast, would tread water academically from June to August.

Over the course of several years, Mr. Alexander points out, slight differences each fall can add up to a significant disadvantage for the lower-income children. "When you add it all together you've got an environment for some children that helps them move ahead compared with an environment for other children that's not as enriching," he said.

Education Week, March 22, 2000

Incorporating the experience and expertise of the Foundation and the application contributors, the School's program design was approved by CSI and put in place in the first Icahn Charter

School. An annual Accountability Plan with CSI was created. At that time, each charter school provided its own Accountability Plan, which was then approved by CSI. ICS 1's initial plan included a requirement that 75% of the children pass the Math and ELA tests; that a parent/guardian survey be completed by families; that attendance be above a certain level; and that the School be in good financial condition. It is interesting to note that CSI now requires all its charter schools to use those benchmarks to evaluate the progress and good-standing of the school. (Similar replications frequently happen with Icahn Charter Schools—our practices are adopted by others.) The measures used in our Accountability Plan assess the effectiveness of our program. Each year, this Plan has confirmed that the Schools' goals, objectives and outcomes have been achieved, which prompted the Foundation to expand ICS 1 and replicate it.

The Schools' objectives are carefully designed to meet the overall goal of the schools. They are measurable and proven attainable, which furthered the desire to replicate. To ensure continuing high academic achievement in our schools, a systematic methodology of sustained assessment is utilized, which the Board monitors. For example, all students in grades 3-8 participate in ongoing testing using both Curriculum Associates, a commercially prepared test series, and previous New York State exams. Following the administration of the exams, an error analysis is conducted, allowing the Schools to identify the specific area in English Language Arts and Mathematics in which the child needs strengthening. Lessons are then provided to target the specific area, by both the targeted Assistance teacher and classroom teacher. This system avoids the use of generic lessons, since children having the same achievement level often have different areas in need of strengthening. This is another element in the Icahn Schools' individualized approach to achieving goals. Pinpointing specific areas of needed attention, rather

than generic lessons, assures that all children will pass state testing—the long-term goal. The interim goal is addressed by creating in-house instruments that assess a child’s level and inform the teachers as to a child’s strengths and weaknesses so that an interim needs plan can be created and followed by the appropriate faculty (classroom teacher, paras, Targeted Assistance teacher if necessary, Staff Developer, Director of Assessment, Principal). In-house assessments are also helpful in terms of indicating if a teacher needs to spend more time on a topic. If all the children in a class score poorly on a section, the teacher can make it a point to circle back and re-address the topic.

The outcomes have confirmed the effectiveness of the Icahn School program. The Schools’ scores have consistently been higher than both other charter schools in New York State, as well as conventional schools in wealthier communities. As stated previously, 100% of the students in ICS 1’s 8th grade passed the Regents exams in Integrated Algebra and Foreign Language. In addition to high achievement on New York State exams, students have also demonstrated their academic skills on the Independent Schools Entrance Exam, the Specialized High School exam and the TASC exam for admission to parochial Schools. Another excellent measure of outputs is where graduates go to high school. Our graduates have received admission to special schools and many are on scholarship at private schools, as stated previously.

It is because the Icahn School model of goals, objectives and outcomes has proved to be so effective that we have applied for and been approved for replication. Historically, it has been easier to open a replication Icahn Charter School than it was to open the first school. The new principal is hired many months before the opening of school to be trained in the operation of an Icahn Charter School by the Superintendent, Jeffrey Litt, and the Director of Operations, Richard

Santiago. The high quality of the design's details and clarity has facilitated replication. The curriculum is tested and proven and given to staff upon hiring. All the necessary materials are ready—the Staff Manual, the Student Handbook, the monthly syllabi that go home each month, the Student Progress reports. The back office operations are already in place—payroll, benefits, bulk ordering of supplies, textbook choices and ordering, professional development planning and supplies. The quality of the design not only facilitates its replication for Icahn Charter Schools but also brings more high quality charter schools into the marketplace. Other educators can learn from our schools' successes. Our faculty works with new charter schools to help them open smoothly and works with charter schools who are finding success more ephemeral. Replication of our design enables more families to have a high quality educational choice for their children.

The additional funding will allow us to assure the quality of the replication and expansion. We will use the funding to cover Organizational Team costs and for additional programs such as the following:

In this technological era, writing skills are sometimes neglected, yet writing correctly is critical to being viewed as a well-educated person. To ensure the high quality of Icahn graduates' writing skills, and to train teachers to teach children to write correctly, effectively and imaginatively, we plan to use **Teaching Matters/Writing Matters**. Writing Matters provides teachers with a technological approach to improve student outcomes in writing. Writing Matters is grounded in best practice in writing instruction, drawing from extensive research. They work with an upper elementary and middle school writing curriculum consisting of a series of four to six week units, addressing specific genres, original content and interactive technology,

comprehensive professional development, assessment and curriculum are closely aligned to national and NYS Learning Standards

Comprehensive training is at the core of Writing Matters, incorporating off-site institutes and on-site coaching. The coaching cycle covers needs assessment and instructional planning, while the in-class focus is on instructional strategy, classroom management and assessment strategies, including assessment of student work relative to desired outcomes.

Online, students share and discuss their work collaboratively, accessing their online classroom from school or home. Using targeted, ongoing performance data, teachers offer just-in-time online feedback and track student progress. At the end of each unit, students log on and become online published writers, ready to master another genre.

The ELA and Math tests are the two primary tests whose results indicate how well the children are learning. While the Icahn schoolchildren have also achieved top results in the NY Science and Social Studies exams, it is the ELA and the Math tests that determine a school's reputation. Core Knowledge's impact on the humanities is clear. **The New York City Mathematics Project (NYCMP)** is a nationally-recognized program that will help us achieve our testing goals. It is a professional development program of the Institute for Literacy Studies at Lehman College, CUNY, which provides support in mathematics education to the school and teachers. The professional development done with the ICS 1 teaching staff brought about improved outcomes for students: greater achievement in conceptualization and reasoning, increased appreciation for the power and usefulness of mathematics, increased ability to communicate mathematically, increased self-confidence, and an overall improvement in attitude toward learning. NYCMP offers professional development in mathematics education that is

based on three mutually-reinforcing principles: 1) instruction-focused professional development for teachers in the form of site-based seminars or study groups; 2) guided practice for teachers through on-site coaching and mentoring; 3) and support for instructional leadership development. Their work follows a balanced approach to mathematics, incorporating skill development, conceptual understanding, and problem solving. The effectiveness of this program surfaces in ICS 1's math testing results (above), which uses this program.

With the prevalence of technology, it is important to use it to its utmost advantage and also to avoid its pitfalls. Because technology can help us reach our goal of understanding children's academic strengths and weaknesses so as to efficiently, broadly and deeply educate them to achieve at the highest levels, we plan to use **Educate LLC** as part of the grant.

Today's elementary school students have grown up surrounded by computers and technology. Technology excites children. It reflects how children learn and can be a key factor in engaging students and motivating them to succeed. Educate will partner with us as a school community to help teachers to become comfortable using technology in teaching their core curriculum subjects. In the 21st century, technology should be an integral teaching tool not a separate program. Educate will help achieve the goal of a seamless integration of technology with the teaching and learning process by providing a robust, well integrated technology program that facilitates and supports the teacher's use of technology in teaching core curriculum subjects; and developing, enhancing and maximizing the technology resources of the school. Please see attachment with this application that delineates the implementation of Educate LLC. The detail in this program is emblematic of all the programs the Schools use.

Another technology program that funding from the grant will support will also help the schools engage stakeholders. **eChalk** provides a common technology based platform or hub where the school's leaders can be collaborative, teachers empowered, students engaged and parents involved (as previously mentioned). Everyone in the school community involved with learning is connected.

eChalk will help our schools excel by providing an online environment that supports leadership, teaching, and learning. eChalk's educator-ready design, comprehensive suite of communication tools, and professional learning services help to achieve buy-in and the pedagogical promise of an online learning environment. eChalk's professional learning includes a mix of formal instructional programs or classes (both on and off-site), meaningful and sustained opportunities for teachers to collaborate with colleagues, and convenient access to informational materials and resources. eChalk offers workshops and training courses such as Getting Started with eChalk, Train-the-Trainer, and Using eChalk to Develop Effective Class Web Pages. All of their courses and programs include access to professional materials and resources like eChalk's Online Help, the eChalk Support Center, and the eChalk Academy. The goal of this program is to include all stakeholders—administration, staff, children and parents--in the School's work. With programs like eChalk, the child's achievement can be infectious. The level of learning at Icahn Schools is superior—Mr. Litt has brought the School's Quiz Bowl 5th grade questions to board meetings, where the Board is regularly in awe of the rigor.

Reading is an integral part of the Icahn Charter School program. Reading comprehension skills help children with the tests that will impact their futures—from the state testing to the Regents testing to the SATs to Advanced Placement tests and even to graduate school testing.

(Just this month at Icahn Charter School 2 at the Kindergarten Moving Up program, the kindergarteners dressed up in the outfits of the professions they plan to pursue. More children dressed as doctors than any other profession.) Research has proved that reading increases intelligence. Reading enables children in the Bronx to experience other cultures and become comfortable outside their neighborhoods. This grant will provide money to equip our libraries with all the needed **library materials**.

We also plan to use this funding for **100 Book Challenge**, which is a research-based system that connects independent reading practice to local, state, and national standards, which will support our long term goal of high testing results and interim goal of improved reading skills for all school work. It combines access to great books, a leveling system, reading at school, reading at home, accountability, and on-going professional development to involve the entire school community in achieving measurable results in raising reading test scores. The professional development for 100 Book Challenge is conducted by the company's coaches who work with K-8 teachers in their own classrooms and meet with the leadership of the school to keep students on track to meet 100 Book Challenge targets. A typical module of support might have any one or more of the following: Classroom Support Visits in the form of One-on-One or Fishbowl; Family Workshops; Leadership and/or Teacher training workshops to train all K-8 teachers, including Targeted Assistance teachers. Parents receive program orientation. Once every three to four weeks there is an evening program where the children are recognized with awards and the parents are recognized with awards for their support and participation with the child at home.

We also intend to use grant funding for **Pearson Professional Development**. Pearson's

consultant coach will help establish an infrastructure of turn-key leadership and ongoing professional development at our schools that will enable our teachers to refine their teaching and produce better student results. Pearson's Consultant Coaching Teams (LT) program will help the teachers effectively use job-embedded professional learning to improve teaching, learning, and achievement (i.e. Successmaker, Knowledge Box). SuccessMaker is a Computer-Assisted Software Program that offers teachers and students over 3,000 hours of one-on-one instruction for students in grade kindergarten thru eight covering the following content areas: English Language Arts, Mathematics, Science, and Social Studies. It affords the school community the opportunity to service all students with academic rigor at their individual ability level. After several sessions of a student using the program, the software assesses the student's ability within that particular content area and begins to give the student work at his\her ability level--making this program meaningful for the at-risk student, the gifted student, the English Language learner, and the Special Needs student. Since the program is individualized, every child has his\her own password. This individualization option allows a student to access his work from any computer in the school and/or from home as long as there is availability to a computer and the internet.

Besides the initial placement test that the child takes as part of the software program that determines the student's starting level, there are on-going assessments as the student completes self-paced lessons. The management program in the program allows for a daily report to be generated that gives teachers information such as: skills newly mastered or yet to be mastered, amount of growth in percentage or grade equivalency. The software's reporting documents assist teachers in forecasting the trajectory the student is on in terms of high stakes test performance. The national average for this program is that for every 25 hours of courseware time the student has they should move-up a grade level.

The **SuccessMaker** Consultant comes in twice a month or more if needed. The consultant works in a teacher coaching and mentoring model. School-based workshops are offered as needed based upon the an assessment of the regular classroom visit, the student reports and the CCICS on-site staff developer.

The success of a student available on an on-going basis on the SuccessMaker Reports is a harbinger of success on the periodic assessments the school gives, and finally on the respective NYS Exams. It is a valuable measurement tool.

LEAP (Learning through an Expanded Arts Program) is committed to assisting schools to improve the quality of education through a hands-on, arts-based approach to teaching the academic curriculum. The exposure to sophisticated literature is a continuation of our rationale for the use of Core Knowledge. Whereas middle class children are regularly exposed to cultural events and a literature-rich home, our children are dependent on their instructional program to provide them with a multi-faceted, reinforcing exposure. We seek to re-orient our educationally disadvantaged children to a mindset that learning is a joy and being learned is a badge of honor, instead of the all-too-commonly held belief that education is not important. Instead, it is our goal and has become the norm that our children embrace knowledge and develop highly inquisitive minds. The added texture of the hands-on LEAP program benefits our students. They are introduced to common denominator cultural experiences that complement their texts. The Leap Program empowers students as well as teachers to reach their full potential by developing the academic through any one of the art forms. LEAP brings teaching artists and experts, from artists to zoologists, into the classroom to work with teachers and students. For example, classes work with an archeologist to conduct actual digs in their studies of American

history. Hands-on work reinforces with dramatic results children's ability to retain learning. This instruction continues well beyond the normal school day. ICS 1 students have performed *Midsummer Night's Dream* and *Romeo and Juliet*. The deep understanding of the literature is apparent through their discourse and their ability to perform these plays.

The children receive instruction in above-grade literature and develop skills in interpreting character traits, predicting outcomes and overall comprehension. LEAP takes the child from a one dimensional piece of literature and allows the child to become part of the story, and therefore out of their neighborhood. The literature becomes three dimensional and the children can apply the experiences learned to real life situations—broadening their horizons. . . not just evening the playing field, but achieving our goal of their exceeding the results of more resourced children.

LEAP's "Active Learning Leads to Literacy" (ALLL) is used effectively at ICS 1. The core idea of ALLL is that students can gain literacy competence more quickly through a process of "active learning," that is, a multimodal course of instruction that enhances the traditional curriculum with activities based in the arts. The activities include music, the visual arts, creative movement, drama, and games. LEAP provided each participating teacher with 100 hours of professional development at New York University.

In the classroom the LEAP artist educator provides an hour of instruction three days a week for 20 weeks, and the classroom teacher uses the ALLL strategies as part of their teaching repertoire for at least two hours per week for 20 weeks. By the end of the program the teacher has developed cooperatively approximately 300 Early Childhood Art/Literacy lesson Plans/

Strategies linked to the 23 literacy skills that make up childhood literacy.

There are several National and State level **Professional Conferences** that are of value for members of our school community to attend (i.e. Administrators, Teachers, Students, and Parents). Conferences organized by professional associations afford our school constituency opportunities to tap into an association's collective body of knowledge. Attendees gather together to better prepare themselves for the challenges they face within their respective position in the school so to achieve the School's goal. Sample of conferences relevant to our work: the annual national conference of ASCD (formerly the Association for Supervision and Curriculum Development) , the National Alliance for Public Charter Schools, and the National Core Knowledge Conference. These effective, powerful, exciting elements will assure that we can provide a high quality program for our faculty and students alike.

QUALITY OF THE MANAGEMENT PLAN:

Having already opened four charter schools, three of which are replications of the first Icahn Charter School, we are confident that the management plan works. We know what it takes to smoothly open and add grades to a new charter school.

Replication of our first school has been facilitated by the quality of the Organizational Team. Mr. Litt's success as a principal before he joined Icahn was well documented. His success as Principal of ICS 1 was apparent from the School's test scores, attendance and attrition records for students and staff, and parent satisfaction. His resume is attached. The talents of the current Director of Operation, Mr. Santiago, were also apparent in the operation of the first school. Whereas many charter schools struggle with the financial aspect of operation, Mr.

Santiago's firm stewardship has enabled all our schools to earn the highest marks from our independent auditors and from the Board. His resume is attached. Steven Sorokin's experience as a Staff Developer and Assessment Director has enabled each Icahn Charter School to start smoothly and to fine tune programs so that the assessment-driven program gives each student the foundation to learn at the highest levels. His resume is also attached. The Icahn team also includes the principals at each of our schools. They are all experienced professionals. Three of the principals had been principals in NYC DOE schools for many, many years before joining our schools. One Icahn principal was principal of another NYC charter school.

The advantage of creating a replication network is that all schools realize that the reputation of each school is important for the reputation of the entire network so they work together to help each other. This will continue as we expand. While the principals are also gently competitive with each other, the realization of the benefits of being part of the Icahn network helps them want to learn from each other. We are fortunate that each of our principals has been very successful so they lead their respective schools confidently. The Director of Operations assures that new schools stay within the already proven budgets. Staff responsibilities are defined in the charter and in the Staff Handbook, although it is also true that at Icahn schools, everyone helps everyone. It is a team effort. Each child is the responsibility of all staff. Teachers at one Icahn School help teachers at another Icahn School.

Timelines below have been developed as we have opened and operated the current four schools. Our authorizer can attest to our punctuality.

MONTH	JOB	START/ENDS	PERSON IN CHARGE
January/February <i>Principal</i>	Hire Principal		Superintendent recommends to Board. Board hires.
February-March <i>Principal</i>	Lottery application period—February, March	Lottery after April 1	Principal
April <i>Principal</i>	Principal preparation work	Will shadow existing principals. Full-time training period ends September when school starts.	Jeffrey Litt works with Principal
April <i>Principal</i>	Train Principal in charter school orientation: <ul style="list-style-type: none"> • Accountability Plan overview, • testing, ITBS • Core Knowledge • Targeted Assistance • attendance procedures • progress reports • observes classes • attends board meetings as observer • meets with Director of Assessment for complete orientation • meets with AP Operations to learn budget process and protocols • assists with school 	April-July	Jeffrey Litt works with Principal on academic aspects and school organization. Richard Santiago works with Principal on financial matters

	budget process.		
April <i>Business Manager</i>	<ul style="list-style-type: none"> • under direction of AP Operations and principal, begins budget process for the school, assists with lottery. • begins fiscal orientation • assists principal with lottery advertising • learns ATS • attendance procedures • record keeping • staff attendance • filing of all required operations reports • assists with plans for bussing, lunch, school nurse 	Hired part-time in April. Continues through July. Begins full-time in position in September, or before if necessary.	Richard Santiago trains new Business Manager
May <i>Principal</i>	<p>continues orientation with AP Operations, Director of Assessment</p> <ul style="list-style-type: none"> • shadowing principal(s) • observations • begins to prepare orders for texts, supplies, educational materials, computers, software 		Jeffrey Litt works with Principal on academic aspects and school organization. Richard Santiago works with Principal on financial matters
May <i>Business Manager</i>	<ul style="list-style-type: none"> • assists with finalizing school budget under direction from AP Operations and principal. • assists with ordering supplies • assists with ordering ITBS tests for June testing • finalizes all vendors 		Richard Santiago trains new Business Manager

	<p>(insurance, health, 403B, etc)</p> <ul style="list-style-type: none"> • prepares budget under direction of AP Operations and principal for presentation to board. 		
<p>June</p> <p><i>Principal</i></p>	<ul style="list-style-type: none"> • participates in ITBS testing including scheduling, individual testing for IEP students • observes the promotion process with teacher and principal(s), assists in graduation exercises • placement of students in new classes • Finalizes building issues. 		<p>Jeffrey Litt works with Principal on academic aspects and school organization.</p> <p>Richard Santiago works with Principal on financial matters</p>
<p>June</p> <p><i>Business Manager</i></p>	<ul style="list-style-type: none"> • final arrangements for lunch, medical, busses. • enters student rosters in ATS • assists principal with outstanding issues. 		<p>Richard Santiago trains new Business Manager</p>

<p>July</p> <p><i>Principal</i></p>	<ul style="list-style-type: none"> • assists in analysis of post ITBS scores • final promotion decisions • prepares agenda for professional development to be held 3rd and 4th weeks of July. • observes end of year report preparations to CSI, SED • receives all materials, supplies, furniture, finalizes staff assignments 		<p>Principal works with CCICS Director of Assessment, with Jeffrey Litt, with Daniel Garcia, with Staff Developer</p>
<p>July</p> <p><i>Business Manager</i></p>	<ul style="list-style-type: none"> • sets up payroll rosters • monitors student registration • observes end of year required reports to CSI, SED 		<p>Richard Santiago trains new Business Manager</p>

Milestones for accomplishing project tasks are accepted by all the stakeholders, who are keen to offer more families the choice to be part of a high quality charter school. For the Board, the Superintendent’s position and the Principals’ positions must be filled by effective leaders who produce high quality results. The Board must also be confident that the school policies are beneficial to all stakeholders and that the schools are in compliance. For the Superintendent, the milestones are to assure that each school performs at least as well as the flagship school, that all the measures in each school’s Accountability Plan are achieved, that the schools are in compliance and that there is an effective relationship with the schools’ authorizer. The Superintendent must also be on the lookout for staff who can become leaders of future Icahn Charter Schools. For the principals, the milestones include testing results higher than the

required 75% passing; testing results higher than neighboring schools; high attendance rates; high retention rates for staff and students; sound financial health; authorizer approval of the operations; parental satisfaction. The principals must also be sure that the schools are in compliance and that there is an effective relationship with the authorizer. For staff, milestones include successful implementation of the Core Knowledge curriculum; high testing results; daily progress for students; involvement with students extra-curricularly. We have found that when staff voluntarily leave, it is only when they must leave New York City. For students and their families, the milestones include good attendance (monthly and annual awards are given out); progress on in-house assessments; passing state tests with high threes or fours; good citizenship. All stakeholders are proud to be involved in the success of the children and be part of the Icahn Schools. For example, the security guard became the basketball coach and brought home a trophy.

i.) When the funding from this grant program has ended, many of our schools will be fully populated, giving us more revenues. We are known to be a very frugally run operation. Other charter operators call us to ask how we can run our schools so economically, and especially how we can run them so efficiently and achieve the highest possible results. For this grant, we have intentionally not asked for any funding that would jeopardize our financial stability once the funding ended. For example, facilities costs for our schools are very reasonable. The schools that are in DOE partnered space pay \$1/year and .25/sf per year. The schools can afford this after grant funding ends. The only school that pays rent is ICS 1, which pays \$50,000/year to the Foundation, which is very much below market. Because the funding will only cover a percentage of personnel costs, those costs can readily be carried over to the schools when they are fully populated.

We would like to open more charter schools. We have smoothly opened four schools. The only element holding us back is lack of facilities. NYC DOE has told us they have no more DOE space. Once we find facility space, we plan to open more schools.

Because the Board wanted to be confident that it could open more schools as successful as ICS 1, it created the position of Superintendent. The Superintendent's responsibility is to ensure the smooth and successful operation of each of the schools. It is the Superintendent's responsibility to make sure that the leadership of each school will be effective and will follow the replication model. Jeffrey Litt knows the program and understands how to ensure the successful education of the children. He knows when short term and intermediate outcomes are not appropriate and will step in.

In reality, our small school model helps not just the students, and not just the teachers, but also the leadership. It is easier to run a small school for many reasons—it is easy to learn the strengths and weaknesses of the staff and the students and to work individually with them. Also, because we already have five experienced principals in our group, we know we can train new principals in our model. They help us identify new principals. We have all the materials necessary to open more schools. We have professional development programs that work. As part of this grant, we plan to hire an additional person—the Instructional Supervisor. (That person's costs will be covered when the grant ends by the additional per pupil annual revenues stemming from more fully populated schools.) In terms of the organization's capacity to keep growing, if/when we open more schools, we will hire additional staff. The back office operations are supported (in-kind) by the Icahn Associates staff, who work with thousands of employees nationwide and worldwide, so the addition of more charter school needs will not tax

their capacities. The Icahn Associates departments find the best benefits programs, the best prices on supplies. The lawyers provide their time pro bono and when they do not have the expertise, they find an educational law firm (like Sonnenschein who sponsors its own charter school in Chicago) to help, also pro bono. The public/private collaboration benefits all parties.

The established, experienced governance structure ensures that the model will be replicated. As stated before, the Board members have many years of educational and financial experience so can provide support and solve problems. Oversight is provided by the Board, by the authorizer, by the auditors. Mr. Litt also provides oversight of each of the principals and reports to the Board if there are any problems.

ii.) Please see attached budget for the financial and operating model. The Foundation has partnered in the opening of each of the charter schools. It is a respected foundation, whose mission focuses on opening charter schools. Its board members are well respected people with impressive educational and financial backgrounds who are committed to the successful operation and replication of Icahn Charter Schools. The School's personnel are highly qualified professionals who have already exhibited their commitment to replication by their longevity and unstinting commitment of time and involvement in the schools' success. It was the ICS 1 parent body who encouraged us to open more schools. The number of families on our Wait Lists confirms the desirability of an Icahn Charter School education, and the wish that there be many more Icahn Charter Schools. Our authorizer's continued approval of our charter applications (see attached letter) suggests their continued support.

iii.) The principals of our schools know that the Foundation's mission is to help deserving children receive a great education. They also know that one of the hallmarks of charter schools

is that they are closed if they do not meet the high standards required of them. While it would be wrenching to have to close one of our schools, we became involved in charter schools because we believed that children deserved better than being saddled with being educated in a low performing school. We also believe that all children can be educated and our schools have proved that. If one of our schools were not meeting our high standards, we would try to figure out what the difference between its operations and our other successful schools. This is another advantage of replication—it would be possible to do a comparison study of the program to determine where a weakness lay. Our first goal would be to isolate the problem and fix it. If our own personnel couldn't fix it, we would hire people to advise us. If all our efforts to fix the problem(s) failed, we would help children find another school and we would close the school. Our charter stipulates that if we close a school, we give the assets to another charter school.

iv.) Another advantage of our replicating our program is that we have already replicated, so we know that our project director (who would be Jeffrey Litt once the grant were given) can re-create our original school. He, and the other Organizational Team, have already replicated three times. The size and scope of this proposed project is no more than we have done in the past three years. In fact, it would be easier to accomplish because we would have more resources. These additional resources would ensure that we continue to create and operate high quality charter schools.

Icahn Charter School 1 each year has produced very high test results. The stakeholders are fiercely proud that the School has proved with certainty that educationally disadvantaged children can learn. Replicating its program has produced equally fine schools. The numbers of families wanting to join our schools is encouraging. It is also discouraging because we are aware

of how many families are not satisfied with the schools their children attend and would like more options. We would like to open more schools to give more children equity in education and to provide more charter schools. The grant money would enable us to energetically expand and produce an even more robust program.

Project Narrative

Section 1 - Other Attachments: Resumes/Curriculum Vitae

Attachment 1:

Title: **Resumes** Pages: **9** Uploaded File: **csp usdoe resumes.doc**

Jeffrey O. Litt
12 Nathalie Court
Cortlandt Manor, New York 10567
(914) 293-7611

Administrative Experience

October 2008-present Superintendent of Schools
Icahn Charter Schools

Responsible for the complete administration of four high achieving charter schools, planning for the opening of our fifth school in September 2011, and ensuring the successful replication of Icahn Charter School I.

Responsible for the overall instructional program, financial strength, student achievement, design and implementation of new programs, site location and assistance in design of new buildings and the professional development of principals and staff.

April 2001-October 2008 Founding Principal, Carl C. Icahn Charter School

Designed the curriculum and organizational structure for the charter application to the State University of New York Charter Schools Institute, selected all texts, related educational materials, supplies and furniture, hired and trained staff. Designed educational programs to meet the needs of individual students resulting in highest ELA score of all NYC charter schools and third highest Mathematics score. The school has been among the top charters in student achievement in all subjects for the last four years, and was recognized by the United States Education Department as one of the top seven charters in the nation. We have been featured in major newspapers, as well as a thirty minute special on WNET-TV. Designed and implemented the accountability plan, conducted parent workshops on test preparedness, initiated small group tutorial sessions. The success of our children resulted in our planned expansion to include middle grades in a separate facility.

July 1998-April 2001 Principal, Community School District #6

Served as principal at two schools at the request of the superintendent, following my recruitment from former position as Intervener/mentor, providing training and support to NYC principals.

July 1997-July 1998 Intervener, Supervisory Support Program,
New York City Board of Education

Responsible for the individual staff development of elementary and K-8 administrators and supervisors on an individual and confidential basis, provided district wide workshops on curriculum design, conflict resolution, team building techniques, alternative observation strategies, time management and effective leadership characteristics. Selected as one of three interveners serving the public schools by a panel consisting of Chancellor's representatives and the Council of Supervisors and Administrators.

Instructor, After School New Teacher Workshops at CSD 4 and 9.

June 1998- June 1997 Principal, Mohegan School, Bronx, New York

Restructured an elementary school with a failing record, including the recruitment of new teachers and the acquisition of graduate scholarships for those qualified, formed teacher/parent advisory committees in the areas of reading, mathematics, pupil personnel services and special education, designed and implemented staff development workshops, parent workshops, student and parent newsletters, honor rolls, a school library, music and drama department and numerous improvements to the physical plant.

Designed and implemented a Core Knowledge curriculum, following model by E. D. Hirsch, gained recognition and financial support from private foundations. As the second school in the nation to implement a Core Knowledge curriculum, we wrote a complete curriculum guide for all subjects and grades for each month. Our curriculum guide was replicated by schools throughout the country.

Led the school to its designation as a national model for Core Knowledge, hosted and trained school administrators from California; Tampa, Florida; Houston, Texas; Tallahassee, Florida, Office of Curriculum and Instruction, New York City Board of Education; Raleigh-Durham, North Carolina; Rochester, New York; Wilkes-Barre, Pennsylvania; Dade County, Florida; Atlanta, Georgia; Cambridge, Massachusetts; Albany, New York; Seattle, Washington; and districts within New York City.

April 1993-1996 Adjunct Senior Fellow
Center for Educational Innovation/Manhattan Institute

Lectured on school reform and curriculum design, trained NYC school administrators on implementing curriculum following Core Knowledge.

July 1984-July 1986 Assistant Superintendent, CSD #12

Responsible for the administration and supervision of district wide guidance and health program, pupil transportation, school health, continuing education. Served as representative to all community agencies, elected officials and local government.

July 1983-July 1984 Special Assistant to the Chancellor
New York City Board of Education

Served as liaison to the State Education Department and the Board of Regents, developed annual legislative package, guided staff in the implementation of the Regulations of the Commissioner.

July 1980-July 1983 Special Assistant
Bronx Borough President

Responsible for monitoring compliance to the City Charter, conformity with municipal laws related to land development; monitored municipal service delivery and the preparation of the capital, community development and expense budget; advisor to the Borough President in the areas of youth programs, cultural affairs and performing arts.

September 1975-1980 Assistant Principal, CSD#9

September 1974-1975 Principal, CSD#9

September 1973-1975 Principal, Evening Adult School

Education: Master of Science-Educational Administration
City College of New York

Graduate Extension-Educational Administration
Teacher's College, Columbia University

Bachelor of Arts- Child Psychology
Fairleigh Dickinson University

Licenses:

New York City Common Branches
New York State School Administrator and Supervisor
New York City Elementary Principal
New York City JHS Principal

Professional Recognition:

- . Recipient, RJR Nabisco Inc., "China Breakers Award", June 1993.
- . Recipient, "Thousand Points of Light", from President George Bush, February 1993.
- . Recipient, "A+ Award-Break the Mold Schools", from US Department of Education Secretary, Lamar Alexander.
- . Featured on WCBS "Eye on America", WNBC Today Show, WVEC, Norfolk, Virginia; WVED Indianapolis, Indiana.
- . Featured in New York Times; Newsweek; Executive Educator"; Educational Leadership; Family Circle; The Herald Sun, Durham, North Carolina; Reader's Digest.
Recognized as one of the seven high achieving charter schools in the nation by the U.S. Department of Education
Featured on WNYE, NYC and Fox television.
Featured in the New York Times, Bronx Times, New York Post and Daily News.

Steven Sorokin

9 Auburn Drive
New City, New York 10956

Date of Birth: October 18, 1947
Married, two children

(845) 634-4798 H (718) 716-8105 W

PROFESSIONAL EMPLOYMENT

September 2005 to present	I am currently working as the Director of Assessment at the Icahn Charter Schools.	
September 2003 to Sept. 2005	Staff Developer - Carl C. Icahn Charter School	
September 1995, variety of instructional programs. (word processing Students varied in grade level from K-7.	Computer Lab Instructor. Taught a wide Created a new fully networked computer laboratory.	to June /2003 and mathematics)
September 1991 , to September, 1995 of three workers to provide support services to at risk and ran workshops and instructional Articulated	Facilitator, Attendance Improvement & Dropout Prevention Program. Supervised a staff with teachers to devise incentives to keep at risk students in school. Ordered materials and maintained records for 92 ran two sites simultaneously.	students. Organized seminars for the parents of at risk students. the program. In 1991-
September, 1990 to September, 1991 variety of student performances. Assisted in a variety of record keeping and reports.	Theater & Drama Staff Developer. Supervised and assisted teachers in the production of a	administrative duties,
September, 1988 to September, 1990	Chapter I Reading Specialist. Ran pull out Chapter I Reading Program focusing on lower quartile readers. Ordered materials for use with classroom teachers and	pupils, articulated with concentrated on phonics instruction with students.
September, 1986 to September, 1988	Computer Lab Instructor. Set up new Apple Iie lab. Taught a variety of programs with focus on reading and mathematics skills.	

PROFESSIONAL EMPLOYMENT Continued

September, 1983 to September, 1986	Science Cluster Teacher. Taught science curriculum to fourth through sixth grade classes.
September, 1976	Reading & Language Arts Teacher.

to September, 1983	Taught reading to four, fifth and sixth grade classes. Classes were constructed using a team teaching approach. Provided reading and language arts instruction.
September, 1975 to September, 1976	Fifth Grade Classroom Teacher. Was assigned as a fifth grade classroom teacher after being excessed into District 10.
September, 1972 to September, 1975	Open Classroom Teacher. Taught in an experimental Open Classroom setting involving four classes and five rotating instructors. Was responsible for science and reading instruction.
September, 1969 to September, 1972	Classroom Teacher. Taught traditional fourth grade class as a first year teacher. Taught traditional sixth grade classes during succeeding two years.

EDUCATION

1964-1969	Hunter College, Bronx, New York. B.A., Psychology
1972-1974	C.W. Post College, Glen Cove, New York. M.S.
	Community Mental Health
1985-1985	College of New Rochelle, New Rochelle, New York. 9
	credits in Computing
1998	Teacher Center literacy & new specialist training

JULIE CLARK GOODYEAR

Address: Foundation for a Greater Opportunity, 767 Fifth Avenue, NY NY 10153

Work Experience:

1996- Foundation for a Greater Opportunity. Executive Director.
Founder, 2001 Carl C. Icahn Charter School
Founder, 2006 Carl C. Icahn Charter School Bronx North
Founder, 2007 Carl C. Icahn Charter School South Bronx
Founder, 2008 Carl C. Icahn Charter School Nine
Secretary, Carl C Icahn Charter Schools

Executive Committee, New York Coalition of Charter Schools
Various Committees including Facilities Committee

1996- Icahn Charitable Foundation, Educational Foundation.
* Executive Director and Recruiter for Icahn Scholars Program
*

1985-1995 Choate Rosemary Hall

Previous- College du Leman, Versoix, Switzerland
Afro-American Center, Choate Rosemary Hall
Farmington, CT Museum
The New Yorker Magazine

Education:

1995-1996 M.A.L.S.: Wesleyan University, Middletown, CT
Special Concentration: The American Self
Thesis topic: The Psycho-Social Traits of American Rescuers in the Holocaust

Previous: Architectural History, Yale University
B.A.: French, New York University

Miscellaneous:

2008 Panelist, National Charter School Policy Forum, US Department of Education, Washington, DC
Carl C. Icahn Charter School Awards:
High Performing/Gap Closing School District, NYSED 2006
2006 Black Board Award
Recognition by US Dept. of Education for Closing the Gap (one of 7 charter schools nationwide)

EXPERIENCE

February 2008
Present

ICAHN CHARTER SCHOOLS Bronx, NY
DIRECTOR OF OPERATIONS

- Oversee the Finances, Budget, Human Resources, Technology and daily operations of four Icahn schools
- Responsible for annual financial statement audits and NY state audits
- Review financial statements for all Icahn Schools on a quarterly basis and report to government agencies
- 403b Savings Plan Administrator
- Payroll Administrator
- Report to Board of Trustees on finances and annual budget

July 2001
January 2008

CARL C. ICAHN CHARTER SCHOOL Bronx, NY
BUSINESS MANAGER

- Create and manage school budgets
- Oversee the Accounting System, Human Resources, Technology and the physical plant
- Oversee Federal, State and private grants
- Prepared annual financial statements
- Report to Board of Trustees, State and Federal Agencies
- Oversee all aspect of payroll

April 2000
July 2001

CHASE INVESTMENT SERVICES CORP., CHASE MANHATTAN BANK, New York, NY
FINANCE ASSOCIATE

- Manage General Ledger accounts and multiple bank reconciliation.
- Represent CISC accounting department on vendor analysis.
- Month end closings including revenue and commission accruals.
- Update accounting procedures and execute special projects relating to efficiency, effectiveness and cost savings.
- Perform analysis of various CISC proprietary accounts.

February 1998
April 2000

RETIREMENT INVESTMENT CENTER, CHASE MANHATTAN BANK, New York, NY
RISK CONTROLLER AND OPERATIONAL LOSS MANAGER

- Manage-bank-reconciliation-and-General Ledger-accounts
- Follow up on outstanding General Ledger transactions for trends and possible write-offs.
- Preparation of various monthly & quarterly reports.
- Interface with general auditors and Risk Management Group.
- Write/update and implement new procedures for the accounting team.
- Review and document losses for department and perform write-off charge for regional manager approval.
- Conduct monthly reconciliation of three departmental check issuance accounts.
- Work with the New York State Abandon Property Comptroller.
- Oversee various Chase mainframe system applications for security access levels, establishing new users, and reviews for auditor report.
- Manage and supervise fed-wire system.
- Assist in special projects

September 1996
February 1998

RETIREMENT INVESTMENT CENTER, CHASE MANHATTAN BANK., New York, NY
OPERATIONS MANAGER/RESEARCH SPECIALIST

- Extensive knowledge of all retirement products including IRAs, Roth IRAs, Education IRAs, SEP plans, and Qualified Pension plans.
- Research and maintain retirement accounts through the use of several software applications.
- Resolve customer problems and complaints and IRS tax issues.
- Contact branches and departments, both internal and external, for resolution of outstanding issue.
- Assist and support the conversion of Chemical Bank to The Chase Manhattan Bank.
- Report to Senior Manager and hold Bi-weekly meetings with staff.
- Conduct Bi-weekly quality assurance for research department

August 1994
July 1996

ACCION INTERNATIONAL., Brooklyn, New York

LOAN OFFICER/BUSINESS ADVISOR

- Assist and advise Micro-Entrepreneurs in the non-traditional commercial loan process.
- Conducted a financial and visual (on-site visit) analysis of small businesses.
- Review credit applications, performed credit checks, and verified references.
- Structure loan amounts and term based on the analysis of financial records, the necessity and history of the business.
- Managed a loan portfolio of two million dollars, which consisted of an average loan size of nine thousand dollars.
- Other responsibilities included preparing and closing loans; collecting on over due payments through phone calls, collection letters, and on site visits.
- Responsible for outreach which includes market planning and implementing strategies which involved formal weekly presentations to prospective clients and community organizations.
- Participated in office meetings and interviews for new applicants. Trained and served as mentor for new Loan Officers/Business Advisors.

EDUCATION

May 1994

CITY COLLEGE OF THE CITY OF NEW YORK New York, New York

BA., Economics and Business Management., Specialization: Finance Minor: Mathematics

SKILLS

Computers: Excel, Microsoft Office, Windows/NT, Lotus Notes, QuickBooks, ADP Payroll

Language: Spanish

Project Narrative

Section 2 - Other Attachments: Letters of Support

Attachment 1:

Title: **letters of support** Pages: **4** Uploaded File: **CSP USDOE letters of support.pdf**



Center for Educational Innovation - Public Education Association
28 West 44th Street, New York, NY 10036-6600
Phone: 212.302.8800 Fax: 212.302.0088

United States Department of Education
400 Maryland Avenue, SW
Room 4W255
Washington, DC 20202-5970

July 1, 2010

Dear United States Department of Education:

Foundation for a Greater Opportunity, for which I am a Board member, is submitting an application for one of your Charter Schools Program Grants for Replication and Expansion of High-Quality Charter Schools. If awarded, the grant money will be used to assure smooth and effective expansion and replication of Icahn Charter Schools 1, 2, 3, 4 and 5. The Foundation applies for the original charters for the Icahn Charter Schools and if awarded the charter, makes arrangements for facilities for the school.

As a longstanding New York City educator, I am asked to sit on many boards. I agreed to sit on the Foundation for a Greater Opportunity's board because the Foundation's mission to help low-income children and to open charter schools seemed an admirable and attainable mission. The Board has many educators as Directors. We offer our experience to the Icahn Charter Schools to help them achieve their goal of providing a rigorous academic education to the children. The Schools have rewarded us with high test scores, great leadership, devoted staff and appreciative families. The families and their neighbors are so appreciative that they constantly ask us to open more schools.

We are applying to you for your grant so that we may expand and replicate the original Icahn Charter School model. I hope that you will award us one of your very competitive grants so that we may help more children and provide more proof that all children can be educated.

Thank you in advance for your consideration.

Sincerely yours,

Seymour Fliegel
President
CEI-PEA



Charter Schools Institute
The State University of New York

July 6, 2010

U.S. Department of Education
400 Maryland Ave., SW.
Washington, DC 20202-5970

Re: Accompanying letter: Charter Schools Program Grants for Replication and
Expansion of High Quality Charter Schools FY 2010

To Whom it May Concern:

I am pleased to submit this letter in connection with the Foundation for a Greater Opportunity's USDOE *Charter School Replication Grant* application. The Foundation supports the network of Icahn Charter Schools located in New York City, currently five schools in total.

All five of the Icahn Charter Schools—four in operation, a fifth approved and scheduled to open next fall—were authorized by the SUNY Trustees. As staff to the Trustees, the organization that I oversee, the SUNY Charter Schools Institute, is responsible for oversight and evaluation of these schools and for making recommendations regarding each school's charter renewal.

While it would be inappropriate for me to speculate on the likelihood of success for schools yet to be approved, I believe that I can provide you with a strong picture of the foundation upon which additional schools would be built.

The Icahn model features a comprehensive curriculum grounded in Core Knowledge that is aligned to State standards. Hallmarks of the original and replica schools, as noted in SUNY's most recent school evaluation report for Icahn Charter School 1, include: a comprehensive student assessment system; strong school leadership including individual school principals and an overarching superintendent; an experienced and stable teaching staff; very high expectations for student achievement, well-functioning organizational staff, systems and procedures; a board that has worked effectively to provide oversight to the total educational program; and to date, exemplary results on state examinations.

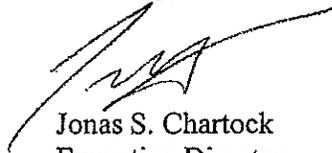
I can also share with you that in-depth evaluation visits to the replica schools by Institute staff have confirmed an overall consistency of program in the replicated schools with appropriate autonomy to address each school's diverse student population. Each Icahn school has retained the founding vision of the first, that its students will go on to succeed in rigorous high school programs and ultimately graduate from college.

U.S. Department of Education
July 6, 2010
Page 2 of 2

Additional information about SUNY's rigorous application review process, evaluation and renewal standards—including Institute evaluation reports of Icahn schools—is available online at: www.newyorkcharters.org.

I hope you find this assessment helpful. Please do not hesitate to contact me if you have questions.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jonas S. Chartock', written over a horizontal line.

Jonas S. Chartock
Executive Director

ICAHN CHARTER SCHOOLS

Tina S. March
Icahn Charter Schools
Treasurer

July 1, 2010

Dear United States Department of Education:

Foundation for a Greater Opportunity is applying for one of your Charter Schools Program Grants for Replication and Expansion of High-Quality Charter Schools. If awarded, the grant money will be used to assure smooth and effective expansion and replication of Icahn Charter Schools 1, 2, 3, 4 and 5.

The grant application's budget is required to include a 25% matching contribution, which would come from the Icahn Charter Schools. As Treasurer of the Icahn Charter Schools, I am writing this letter of assurance that each of the schools will be able to provide its share of the necessary contribution allocated in the submitted budget.

If you have questions, please contact me.

Sincerely yours,



Tina S. March

Project Narrative

Section 3 - Other Attachments: Proof of Non-Profit Status, or not for-profit status

Attachment 1:

Title: **FGO IRS Determination Letter** Pages: **4** Uploaded File: **FGO IRS determination letter.pdf**

INTERNAL REVENUE SERVICE
DISTRICT DIRECTOR
G.P.O. BOX 1680
BROOKLYN, NY 11202

DEPARTMENT OF THE TREASURY

Date: MAR 26 1997

FOUNDATION FOR A GREATER
OPPORTUNITY
C/O ROCHELLE KORMAN ESQ
KALKINES ARKY ZALL AND BERNSTEIN
1675 BROADWAY 27TH
NEW YORK, NY 10019

Employer Identification Number:
13-3913393

Case Number:
116313062

Contact Person:
MARGARET EVANS

Contact Telephone Number:
(617) 565-7776

Accounting Period Ending:
December 31

Form 990 Required:
Yes

Addendum Applies:
Yes

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in section 509(a)(3).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please let us know.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(3) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(3) organization.

Letter 947 (DO/CG)

FOUNDATION FOR A GREATER

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$10 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$5,000 or 5 percent of your gross receipts for the year, whichever is less. This penalty may also be charged if a return is not complete, so please be sure your return is complete before you file it.

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

In accordance with section 508(a) of the Code, the effective date of this termination letter is October 7, 1996.

This determination is based on evidence that your funds are dedicated to the purposes listed in section 501(c)(3) of the Code. To assure your

FOUNDATION FOR A GREATER

continued exemption, you should keep records to show that funds are expended only for those purposes. If you distribute funds to other organizations, your records should show whether they are exempt under section 501(c)(3). In cases where the recipient organization is not exempt under section 501(c)(3), there should be evidence that the funds will remain dedicated to the required purposes and that they will be used for those purposes by the recipient.

If distributions are made to individuals, case histories regarding the recipients should be kept showing names, addresses, purposes of awards, manner of selection, relationship (if any) to members, officers, trustees or donors of funds to you, so that any and all distributions made to individuals can be substantiated upon request by the Internal Revenue Service. (Revenue Ruling 56-304, C.B. 1956-2, page 306.)

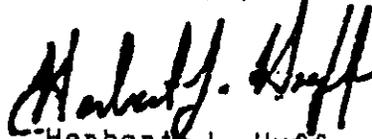
If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

We have sent a copy of this letter to your representative as indicated in your power of attorney.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,



Herbert J. Huff
District Director

Addendum

FOUNDATION FOR A GREATER

Since you have not indicated that you intend to finance your activities with the proceeds of tax exempt bond financing, in this letter we have not determined the effect of such financing on your tax exempt status.

Project Narrative

Section 4 - Other Attachments: Schools Operated by Applicant

Attachment 1:

Title: **ICS Schools** Pages: **1** Uploaded File: **CSP USDOE F ICS overview chart.doc**

DETAILS OF ICAHN CHARTER SCHOOLS

	<u>Icahn Charter School 1</u>	<u>Icahn Charter School 2</u>	<u>Icahn Charter School 3</u>	<u>Icahn Charter School 4</u>	<u>Icahn Charter School 5</u>
Current Grade Levels	K-8	K-4	K-3	K-2	0
Ultimate Grade Level	K-8	K-8	K-8	K-8	K-8
Chartered by	SUNY	SUNY	SUNY	SUNY	SUNY
Opening Year	2001	2007	2008	2009	2011
Renewed	Full 5 Year Renewal	NA	NA	NA	NA
Location	1525 Brook Av Bronx, NY	900 Van Nest Bronx, NY	108 W 174 th St Bronx, NY	1551 E 172 St Bronx, NY	NA

Project Narrative

Section 5 - Other Attachments: Student Academic Achievement

Attachment 1:

Title: **Student Achievement** Pages: **8** Uploaded File: **CSP USDOE F scores.doc**

ICAHN CHARTER SCHOOL 1 TESTING RESULTS

GRADE	ELA	MATH	SOCIAL STUDIES	SCIENCE
2004 4 th	70—highest NYC charter school	94		85
2005-4 th	86	100		90
2005-5 th			94	
2006-3 rd	86	100		
2006-4 th	88	100		100
2006-5 th	83	90	96	
2006-6 th	72	97		
2007-3 rd	76	100		
2007-4 th	94	94		91
2007-5 th	79	97	97	
2007-6 th	83	100		
2007-7 th	77	97		
2008-3 rd	85	100		
2008-4 th	89	97		97
2008-5 th	100	100	97	
2008-6 th	88	100		
2008-7 th	91	100		
2008-8 th	58	89	76	91
2009-3 rd	94	100		
2009-4 th	89	94		100
2009-5 th	100	100	100	
2009-6 th	100	100		
2009-7 th	100	100		
2009-8 th	79	100	89	96

ICAHN CHARTER SCHOOL 2 TESTING RESULTS

The only year for which we are allowed to provide testing results for ICS 2 is 2009. Their results (as stated above) were:

GRADE	ELA	MATH	SOCIAL STUDIES	SCIENCE
2009-3 rd	100	100		
2010-3 rd	Not available	Not available		
2010-4 th	Not available	Not available		

ICS 2's results this year and the results of ICS 3 (also embargoed) were also impressive.

Comparison of ICS 1 to Neighboring Schools on 2009 NY ELA Test Grade by Grade

2008-2009 NYS ELA Percent Level 3 or higher (All Students)						
School	CS 4	CS 42	CS 55	MS 313	MS 339	ICAHN CHARTER SCHOOL 1
Grade 3	60.8	58.6	48.1			93.8
Grade 4	77.2	48.9	45.6			88.9
Grade 5	46.9	77.7	50.0			100
Grade 6	67.2			61.0	43.9	100
Grade 7	74.4			51.7	43.2	100
Grade 8	39.5			24.2	33.2	79.3
Total	61.0	61.7	47.9	45.6	40.1	93.6

Comparison of ICS 1 to District on NY 2009 ELA test Grade by Grade

Grades	District	ICS 1
3	52.5	93.8
4	56.2	88.9
5	55.9	100
6	56.0	100
7	53.7	100
8	39.3	79.3
<u>total</u>	52.3	93.6

Comparison of ICS 1 to Neighboring Schools on 2009 NY Math Test Grade by Grade

2008-2009 NYS Math Percent Level 3 or higher (All Students)						
School	CS 4	CS 42	CS 55	MS 313	MS 339	ICAHN CHARTER SCHOOL 1
Grade 3	96.4	89.9	96.4			100
Grade 4	86.4	58.8	73.6			94
Grade 5	73.4	96.1	81.8			100
Grade 6	78.5			74.3	50.4	100
Grade 7	78.1			76.7	67.1	100
Grade 8	79.7			48.9	66.1	100
Total	82.0	81.6	83.9	66.6	61.2	99

Comparison of ICS 1 to District on 2009 NY State Math Test Grade by Grade

Grades	District	ICS 1
3	86.5	100
4	77.1	94
5	72.4	100
6	65.3	100
7	68.6	100
8	62.5	100
total	<u>72.0</u>	99

8

The Schools’ history of attendance and retention has been commendable, especially in light of recent unfavorable publicity about New York charter schools retention rates. Icahn Charter Schools have lost very few students (and if so, it usually has to do with long bus rides).

ICAHN SCHOOL	Retention	Neighboring School	Neighboring School	Neighboring School	District
Icahn Charter School 1	0%	#42—10%	#4—13%	#55—8%	CSD 9-15%
Icahn Charter School 2	6%	#100—5%	#69—15%	#138—12%	CSD 8-12%
Icahn Charter School 3	12%*	#140-13%	#130—6%	#157—17%	CSD 8-12%
Icahn 4**	NA	NA	NA	NA	NA
	ICS 1	ICS 2	ICS 3	ICS 4	
Attendance	95%	94%	95%	95%	

*In first year of operation, ICS 3 had complicated bus routes, resolved in year 2 (results not available yet)

**ICS 4 opened this year, therefore attrition/retention not yet available

	ICS 1%	ICS 2%	ICS 3%	ICS 4%
Total Population # of students in same Cohort returned in 2009	95.58%	94.33	88.89	NA
Race Demographics				
# students in Cohort who returned				
American Indian	0	0	0	NA
Asian/Pacific Islander		100	100	NA
Hispanic	99	92	100	NA
African American	94	96	100	NA
White	0	33	0	NA
Multi Racial	0	100	100	NA
Free Lunch Returning Students				
# of Students in Sept. 2009	100	94	94	NA
Overall Free Reduced Numbers	100	77	84	84
Special Needs				
# of Students in September 2009	100	100	100	NA

Project Narrative

Section 6 - Other Attachments: Supplemental Organizational Budgets and Financial Information

Attachment 1:

Title: **Budgets all schools** Pages: **8** Uploaded File: **CSP USDOE F multi year all schools.pdf**

**Icahn Charter School 1
Budget / Operating Plan**

**Icahn Charter School 1
Operating Plan**

Total Revenue	5,072,893
Total Expenses	5,067,445
Net Income	5,448
Actual Student Enrollment	338
Total Paid Student Enrollment	

**Total Year FY 11
Original**

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue	CY Per Pupil Rate	
School District 1 (NVC)	12,443	4,140,879
School District 2 (Yonkers)	12,053	60,266
School District 3 (Mt. Vernon)	15,428	15,428
School District - ALL OTHER	-	-
TOTAL Per Pupil Revenue (Average District)	13,308	4,216,573
Special Education Revenue		-
Grants		
Stimulus		-
DYCD (Department of Youth and Community Development)		-
Other		-
Other		-
TOTAL REVENUE FROM STATE SOURCES		4,216,573

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs	15,600
Title I	199,782
Title Funding - Other	20,000
School Food Service (Free Lunch)	-
Grants	
Charter School Program (CSP) Planning & Implementation	-
Other	51,850
Other	489,516
TOTAL REVENUE FROM FEDERAL SOURCES	776,748

LOCAL and OTHER REVENUE

Contributions and Donations	-
Fundraising	-
Erate Reimbursement	50,148
Earnings on Investments	-
Interest Income	1,800

Food Service (Income from meals)	-
Text Book	27,624
OTHER	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	79,572

TOTAL REVENUE **5,072,893**

EXPENSES

	No. of Positions	
ADMINISTRATIVE STAFF PERSONNEL COST:		
Executive Management	0.38	103,401
Instructional Management	1.00	170,012
Deans, Directors & Coordinators	2.38	199,555
CFO / Director of Finance	0.38	55,762
Operation / Business Manager	1.00	68,212
Administrative Staff	3.38	154,190
TOTAL ADMINISTRATIVE STAFF	8.52	751,132

INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular	25.00	1,872,773
Teachers - SPED	0.10	4,800
Substitute Teachers	-	-
Teaching Assistants	3.00	92,796
Specialty Teachers	0.16	8,950
Aides	5.00	33,780
Therapists & Counselors	1.06	76,302
Other	-	-
TOTAL INSTRUCTIONAL	34.32	2,089,401

NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse	-	-
Librarian	-	-
Custodian	3.00	95,262
Security	2.00	80,619
Other	0.25	6,000
TOTAL NON-INSTRUCTIONAL	5.25	181,881

SUBTOTAL PERSONNEL SERVICE COSTS **48.09** **3,022,414**

PAYROLL TAXES AND BENEFITS		
Payroll Taxes		256,604
Fringe / Employee Benefits		228,832
Retirement / Pension		149,271
TOTAL PAYROLL TAXES AND BENEFITS		634,707

TOTAL PERSONNEL SERVICE COSTS **48.09** **3,657,121**

CONTRACTED SERVICES		
Accounting / Audit		24,000
Legal		1,400
Management Company Fee		-

Nurse Services	-
Food Service / School Lunch	-
Payroll Services	7,750
Special Ed Services	-
Titlement Services (i.e. Title I)	60,000
Other Purchased / Professional / Consulting	82,375
TOTAL CONTRACTED SERVICES	175,525

SCHOOL OPERATIONS

Board Expenses	-
Classroom / Teaching Supplies & Materials	81,200
Special Ed Supplies & Materials	-
Textbooks / Workbooks	-
Supplies & Materials other	-
Equipment / Furniture	600
Telephone	34,200
Technology	39,693
Student Testing & Assessment	38,600
Field Trips	46,900
Transportation (student)	14,800
Student Services - other	-
Office Expense	45,520
Staff Development	-
Staff Recruitment	-
Student Recruitment / Marketing	-
School Meals / Lunch	-
Travel (Staff)	-
Fundraising	-
Other	26,551
TOTAL SCHOOL OPERATIONS	328,064

FACILITY OPERATION & MAINTENANCE

Insurance	70,649
Janitorial	11,000
Building and Land Rent / Lease	50,000
Repairs & Maintenance	39,150
Equipment / Furniture	-
Security	10,200
Utilities	117,500
TOTAL FACILITY OPERATION & MAINTENANCE	298,499

DEPRECIATION & AMORTIZATION

	602,236
--	---------

RESERVES / CONTIGENCY

	6,000
--	-------

TOTAL EXPENSES

5,067,445

NET INCOME

5,448

ENROLLMENT - *School Districts Are Linked To Above Entries*

School District 1 (NYC)	332
School District 2 (Yonkers)	5

School District 3 (Mt. Vernon)
School District - ALL OTHER

1

TOTAL ENROLLMENT	<u>338</u>
REVENUE PER PUPIL	<u>15,009</u>
EXPENSES PER PUPIL	<u>14,992</u>

| Icahn Charter School 1 Operating Plan |
|--|--|--|--|
| 5,111,870 | 5,151,320 | 5,203,870 | 5,244,351 |
| 5,106,629 | 5,147,597 | 5,190,384 | 5,235,027 |
| 5,241 | 3,723 | 13,485 | 9,324 |
| 333 | 333 | 334 | 333 |

Total Year FY 12 Original	Total Year FY 13 Original	Total Year FY 13 Original	Total Year FY 13 Original
----------------------------------	----------------------------------	----------------------------------	----------------------------------

4,161,216	4,181,653	4,214,809	4,235,509
61,471	62,701	63,955	65,234
15,737	16,051	16,372	16,700
-	-	-	-
4,238,424	4,260,405	4,295,136	4,317,442
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
4,238,424	4,260,405	4,295,136	4,317,442

15,912	16,230	16,555	16,886
203,778	207,853	212,010	216,250
20,400	20,808	21,224	21,649
-	-	-	-
-	-	-	-
-	-	-	-
52,887	53,945	55,024	56,124
499,306	509,292	519,478	529,868
792,283	808,129	824,291	840,777

-	-	-	-
-	-	-	-
51,151	52,174	53,217	54,282
-	-	-	-
1,836	1,873	1,910	1,948

-	-	-	-
28,176	28,740	29,315	29,901
-	-	-	-
81,163	82,787	84,442	86,131

5,111,870	5,151,320	5,203,870	5,244,351
------------------	------------------	------------------	------------------

105,469	107,578	109,730	111,925
173,412	176,880	180,418	184,026
203,546	207,617	211,769	216,005
56,877	58,015	59,175	60,359
69,576	70,968	72,387	73,835
157,274	160,419	163,628	166,900
766,155	781,478	797,107	813,049

1,910,228	1,948,433	1,987,402	2,027,150
4,896	4,994	5,094	5,196
-	-	-	-
94,652	96,545	98,476	100,445
9,129	9,312	9,498	9,688
34,456	35,145	35,848	36,565
77,828	79,385	80,972	82,592
-	-	-	-
2,131,189	2,173,813	2,217,289	2,261,635

-	-	-	-
-	-	-	-
97,167	99,111	101,093	103,115
82,231	83,876	85,554	87,265
6,120	6,242	6,367	6,495
185,519	189,229	193,014	196,874

3,082,862	3,144,520	3,207,410	3,271,558
------------------	------------------	------------------	------------------

261,736	266,971	272,310	277,756
233,409	238,077	242,838	247,695
152,256	155,302	158,408	161,576
647,401	660,349	673,556	687,027

3,730,263	3,804,869	3,880,966	3,958,585
------------------	------------------	------------------	------------------

24,480	24,970	25,469	25,978
1,428	1,457	1,486	1,515
-	-	-	-

-	-	-	-
-	-	-	-
7,905	8,063	8,224	8,389
-	-	-	-
61,200	62,424	63,672	64,946
84,023	85,703	87,417	89,165
179,036	182,616	186,269	189,994

-	-	-	-
82,824	84,480	86,170	87,893
-	-	-	-
-	-	-	-
-	-	-	-
612	624	637	649
34,884	35,582	36,293	37,019
40,487	41,297	42,123	42,965
39,372	40,159	40,963	41,782
47,838	48,795	49,771	50,766
15,096	15,398	15,706	16,020
-	-	-	-
46,430	47,359	48,306	49,272
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
27,082	27,624	28,176	28,740
334,625	341,318	348,144	355,107

72,062	73,503	74,973	76,473
11,220	11,444	11,673	11,907
51,000	52,020	53,060	54,122
39,933	40,732	41,546	42,377
-	-	-	-
10,404	10,612	10,824	11,041
119,850	122,247	124,692	127,186
304,469	310,558	316,770	323,105

552,236	502,236	452,236	402,236
6,000	6,000	6,000	6,000

5,106,629	5,147,597	5,190,384	5,235,027
------------------	------------------	------------------	------------------

5,241	3,723	13,485	9,324
--------------	--------------	---------------	--------------

327	327	328	327
5	5	5	5

1	1	1	1
<u>333</u>	<u>333</u>	<u>334</u>	<u>333</u>
<u>15,351</u>	<u>15,469</u>	<u>15,580</u>	<u>15,749</u>
<u>15,335</u>	<u>15,458</u>	<u>15,540</u>	<u>15,721</u>

Project Narrative

Section 7 - Other Attachments: Additional Information

Attachment 1:

Title: **Schedules student teacher PD** Pages: **75** Uploaded File: **CSP USDOE F Typical Day Schedules.doc**

For CSP Grant (for Student Achievement folder—Icahn Charter Schools Scores listed in application. This might be helpful in understanding how the scores are achieved.)

“A Day in the Life” of a Kindergarten teacher

The day starts at 7:45 for breakfast for those students whose parents need to drop the child at the school early. Mr. Litt walks around the multi-purpose room talking with students. If it’s nice weather, after breakfast students go outside. If it’s not nice weather, the children stay in the multi-purpose room.

- 8:30-8:45 Arrival, put away coats, take out homework, self-selected books
- 8:45 The Waterford computers are turned on for students to begin individual 15 minute sessions (two students at a time) on the Waterford computers. Throughout the day, every student in the class must complete the assignment as prescribed by the Waterford program. (Reports are printed weekly for teacher evaluation.)
- 8:45-9:00 Morning meeting, review calendar, weather, group activity (attendance song, count-down to the 100th)
- 9:00-9:10 Students listen to theme-related stories, review parts of the book, author, illustrator, predict the story events
- 9:10-9:30 Students respond to story through adaptations, retelling, acting out, drawings, dictations, complete a sentence starter
- 9:30-10:15 Students receive Social Studies instruction with Social Studies teacher
- 10:15-11:00 Students receive English Language Arts instruction—review/teach sight words, letter of the day, phonics/phonemic awareness
- 11:00-11:45 Lunch and lunch recess
- 11:45-12:30 Literacy centers. 6 centers are created, 3 students from each kindergarten class (total of 6 students) are grouped together; students in centers are rotated daily and include:

listening center	pocket chart	buddy reading
dramatic center	read the room	conference w/ teacher
art center	magnets	overhead
big books	writing center	

These centers and activities are changed periodically and only 6 are opened weekly

Activities in centers help reinforce the literacy skills being taught during ELA instruction

12:30-12:45	Students have quiet/independent reading. Students may also select free writing work, if preferred.
12:45-1:45	Students receive math instruction; lesson begins with direct instruction as teacher introduces/reviews/models the skill for the day/week for approximately 15 minutes; students engage in hands-on math activities using a variety of math manipulatives to reinforce skills being taught
1:45-2:45	Students receive science or art instruction. Lessons begin with students at the rug listening to a story that introduces/reviews the science topic or art lesson and then students return to their seats to participate in hands-on science activities/experiments or recreate works of art in the style of famous artists. Students may also create individual books based on the science/art lesson learned; the books are used to assess students' understanding of the lessons.
2:45-3:00	Students wash up for snack
3-3:15	Snack and clean-up
3:15-3:30	Students pack up and teacher reviews the homework
3:30-3:50	Students are taken to the playground for afternoon recess
3:50-4:00	Students gather belongings, line up and are dismissed for the day.

An Icahn Charter School 1 “typical day” for a Third Grade student:

“The day starts at 7:45 for breakfast for those students whose parents need to drop the child at the school early. Mr. Litt walks around the multi-purpose room talking with students. If it’s nice weather, after breakfast students go outside. If it’s not nice weather, the children stay in the multi-purpose room.

At 8:30, the class day starts out at 8:30 with greetings and welcome at the door.

8:30-8:45	Jane is asked to make her daily preparations. She puts her homework on the desk, sharpens her pencils and starts working on her assignment. Morning assignments (<i>In School Assessment--ISA</i>) are written on the board before the children enter the room.
8:45-9:10	Jane completes her morning assignment.
9:10-10:30	Language Arts begins. On Monday mornings this means that Jane will be given her spelling pretest (<i>ISA</i>) and receive her vocabulary words. Different skill building strategies are also tackled as language arts progresses. She might be asked to review the skill of using context clues (<i>ISA</i>) or the skill of the proper way to use a dictionary (<i>ISA</i>).

10:30-11:00	Grammar time. Jane’s world becomes subjects, predicates, sentence combining and adverbs.
11:00-11:45	Math time. Jane is taught various skills and strategies to solve the hardest to the easiest problems.
11:45-12:30	Lunch.
12:30-1:15	Writing time. Jane is asked to put her wonderful ideas on paper. She’s quiet as she focuses and begins to write. (<i>ISA</i>) Usually Mondays are a “stormy day” because Mondays are when topics are introduced and students brain “storm” their ideas.
1:15-2:00	Social Studies time. Jane visits unknown and known worlds, from ancient ruins to modern buildings in Manhattan.
2:00-2:30	Recess.
2:30-3:30	Art time. Monday is the day for art. Jane learns how to bring her ideas to paint and easel (<i>ISA</i>).
3:30-4:00	Preparing to go home. Jane copies her homework assignments and packs up her books.

Typical Days for Icahn Charter School Elementary Teachers

K, 1st, & 2nd Grade Social Studies Teacher

8:30 AM –	8:45 AM Assist with Kindergarten
8:45 AM –	9:30 AM Professional Period
9:30 AM –	10:15 AM KG
10:15 AM –	11:00 AM KG
11:00 AM –	11:45 AM First Grade
11:45 AM –	12:30 PM Lunch Duty
12:30 PM –	1:15 PM Lunch
1:15 PM –	2:00 PM First Grade
2:00 PM –	2:45 PM 2nd Grade
3:00 PM –	3:45 PM 2nd Grade
3:45 PM –	4:00 PM Pick up Bus Children/Dismissal

Clusters will collaborate with classroom teachers for scheduling a common planning period.

3rd, 4th & 5th Grade Social Studies Teacher

8:30AM –	8:45 AM	Assist with entrance
8:45AM –	9:30AM	Professional Period
9:30AM –	10:15AM	3rd Grade
10:15AM –	11:00AM	3rd Grade
11:00AM –	11:45AM	4th Grade
11:45AM –	12:30PM	Lunch
12:30PM –	1:15PM	Lunch Duty
1:15PM –	2:00PM	4th Grade
2:00PM –	2:45PM	5th Grade
2:45PM –	3:30PM	4th Grade
3:45PM –	4:00PM	Pick Up Bus Children/Dismissal

usters will collaborate with classroom teachers for scheduling a common planning period.

(i) Kindergarten Teacher

8:30AM –	8:45AM	Arrival
8:45AM –	9:15AM	Morning Meeting
9:15AM –	9:30 AM	Story Time
9:30AM –	10:00AM	Response/Writing
10:00AM –	10:15AM	Songs/Fingerplays
10:15AM –	11:00AM	Prep
11:00AM –	11:15AM	Phonics
11:15AM –	11:45AM	Literacy Centers
11:45AM –	12:00PM	Prep for Lunch
12:00PM –	12:45PM	Lunch
12:45PM –	1:00PM	Quiet Time
1:00PM –	2:00PM	Math
2:00PM –	2:45PM	Art or Science
2:45PM –	3:15PM	Snack Time
3:15PM –	3:45PM	Recess
3:45PM –	4:00PM	Prepare for dismissal

1st Grade Teacher

8:30 AM –	8:50 AM Morning Warm-up
8:50 AM –	9:00 AM Reading Rug
9:00 AM –	9:25 AM Phonics
9:25 AM –	9:50 AM Spelling
9:50 AM –	10:25 AM Grammar & Writing
10:25 AM –	11:00 AM Reading
11:00 AM –	11:45 AM Math
11:45 AM –	12:30 PM Lunch
12:30 PM –	1:15 PM Mon. & Wed. – Arts & Crafts Tues. & Thurs. – Science Friday – Music
1:15 PM –	2:00 PM Social Studies
2:00 PM –	2:30 PM Recess
2:30 PM –	2:45 PM Silent Reading
2:45 PM –	3:00 PM Journal Writing
3:00 PM –	3:15 PM Snack Time
3:15 PM –	3:45 PM Centers
3:45 PM –	4:00 PM Mon., Wed., & Fri. – Literacy Checkout Pack-up & Dismissal

2nd Grade Teacher

8:30 AM -	9:30 AM Journal/Problem of the Day, Morning Meeting
9:30 AM -	11:00 AM Reading, Writing, Language Arts
11:00 AM -	11:45 AM Reading/Writing Workshop
11:45 AM -	12:30 PM Lunch
12:30 PM -	12:45 PM Read Aloud
12:45 PM -	1:30 PM Math
1:30 PM –	2:00 PM Recess
2:00 PM –	2:45 PM Social Studies
2:45 PM –	3:00 PM Review/Assign H.W., Snack
3:00 PM –	3:45 PM Science/Art/Music
3:45 PM –	4:00 PM Reflections, and Dismissal

3rd Grade Teacher

Monday	8:30AM – 8:45 AM	Daily Morning Preparation-sharpening pencils, homework collection	
	8:45AM – 9:10AM	Skills groups: Reading Comprehension	
	9:10AM – 9:20AM	Morning Meeting-Pledge of Allegiance, weather report	
	9:20AM – 10:30AM	Language Arts-Spelling, Vocabulary, Reading Comprehension	
	10:30AM – 11:00AM	Grammar	
	11:00AM – 11:45AM	Mathematics	
	11:45AM – 12:30PM	Lunch	
	12:30PM – 1:15PM	Composition	
	1:15PM – 2:00PM	Social Studies	
	2:00PM – 2:30PM	Recess	
	2:30PM – 3:30PM	Music	
	3:30PM – 4:00PM	Daily Wrap-up and Dismissal	
	Tuesday	8:30AM – 8:45AM	Daily Morning Preparation
		8:45AM – 9:00AM	Journal Writing
9:00AM – 9:10AM		Morning Meeting	
9:10AM – 10:30AM		Language Arts-Grammar, Reading	
10:30AM – 11:00AM		Grammar	
11:00AM – 11:45AM		Mathematics	
11:45AM – 12:30PM		Lunch	
12:30PM – 1:15PM		Composition	
1:15PM – 2:00PM		Read Aloud/Composition	
2:00PM – 2:30PM		Recess	
2:30PM – 3:30PM		Art	
3:30PM – 4:00PM		Daily Wrap-up and Dismissal	
Wednesday		8:30AM – 8:45AM	Daily Morning Preparation
		8:45AM – 9:10AM	Skills Group
	9:10AM – 9:20AM	Morning Meeting	
	9:20AM – 10:30AM	Language Arts	
	10:30AM – 11:00AM	Grammar	

	11:00AM – 11:45AM	Math Development
	11:45AM – 12:30PM	Lunch
	12:30PM – 1:15PM	Composition
	1:15PM – 2:00PM	Social Studies
	2:00PM – 2:30PM	Recess
	2:30PM – 3:30PM	Science
	3:30PM – 4:00PM	Daily Wrap-up and Dismissal
Thursday	8:30AM – 8:45AM	Daily Morning Preparation
	8:45AM – 9:00AM	Journal Writing
	9:00AM – 9:10AM	Morning Meeting
	9:10AM – 10:30AM	Language Arts
	10:30AM – 11:00AM	Grammar
	11:00AM – 11:45AM	Mathematics
	11:45AM – 12:30PM	Lunch
	12:30PM – 1:15PM	Composition
	1:15PM – 2:00PM	Social Studies
	2:00PM – 2:30PM	Recess
	2:30PM – 3:30PM	Science
	3:30PM – 4:00PM	Daily Wrap-up and Dismissal
Friday	8:30AM – 8:45AM	Daily Morning Preparation
	8:45AM – 9:10AM	Skills Groups
	9:10AM – 9:20AM	Morning Meeting
	9:20AM – 10:30AM	Language Arts
	10:30AM – 11:00AM	Grammar
	11:00AM – 11:45AM	Mathematics
	11:45AM – 12:30PM	Lunch
	12:30PM – 1:15PM	Composition
	1:15PM – 2:30PM	Social Studies
	2:30PM – 3:30PM	Art
	3:30PM – 4:00PM	Daily Wrap-up and Dismissal

4th Grade Teacher

8:30AM –	8:45AM	Preparation for the day
8:45AM –	9:25AM	Problem of the day
9:25AM –	9:30AM	Pledge of Allegiance
9:30AM –	10:30AM	Reading/Spelling, Listening, Comprehension
10:30AM –	11:30AM	Math
11:30AM –	12:30PM	Language Arts, Sentence Structure, and Punctuation
12:30PM –	1:15PM	Lunch
1:15PM –	1:45PM	Recess
1:45PM –	2:00PM	Read Aloud W/F
2:00PM –	2:45PM	Math Review/F
2:45PM –	3:30PM	Science M/W/F
2:45PM –	3:30PM	Writing
2:00PM –	2:45PM	Social Studies
2:45PM –	3:45PM	Recess
3:45PM –	4:00PM	Homework Prep/Dismissal

Targeted Assistance Teacher (Mathematics and ELA)

8:45AM –	9:30AM	Group 1
9:30AM –	10:15AM	Group 2
10:15AM –	11:00AM	Prep
11:00AM –	11:45AM	Lunch
11:45AM –	12:30PM	Group 3
12:30PM –	1:15PM	Lunch Duty
1:15PM –	2:00PM	Group 4
2:00PM –	2:45PM	Group 5
2:45PM –	3:30PM	Group 6
3:30PM –	4:00PM	Articulation/One on One/Mentoring

DETAILS OF EDUCATE LLC, one of the requested Professional Development programs, to show the type of program that Icahn Schools use to enable students to pass state tests

SEPTEMBER

Teacher	Subject	Description of Event	Teacher Interaction	Hrs.
31-Aug-09		Set up Response(Senteo) System on Computer Lab Smartboard.		
Schoolwide 2-Sep-09	Curriculum Planning	Worked on training presentation on Senteo System to be given on Wednesday to Middle School Staff. Set up Senteo to verify hardware.		7
Schoolwide 3-Sep-09	Teacher Training	Professional development on using Senteo Response System.	Follow up with email about how to download at home.i	4
Schoolwide 11-Sep-09	Technology	Went through lower school resetting up and verifying Smartboard interactivity. Inventoried projectors and airliners.	Emailed principal material about projectors for him to use in demonstration on Tuesday.	3
Schoolwide	Technology	Faculty computer hard drive filled, teaches not able to use. Deleted some files and updated system.		0.75
White Name removed	Teacher Training	Set up AirLiner. Basic tutorial on use. Loaded Notebook Software. Set up center computers.		0.75
Sierra	Technology	Set up center computers. Loaded notebook software. Tutorial on using inking and saving. Teacher's computer not join domain. Switched with classroom computer. Loaded Notebook Software. Went through tutorial on Smartboard		1.5
Name removed				2

		setup.	
Schoolwide 14-Sep-09	Technology	Whole system at 1525 Brook Avenue slow. This includes bringing up applications as well. Logged in a number for Network Outsource to come out and look at the problem.	1
Forbes	Teacher Training	Loaded Notebook Software on computer. Set up document camera. Gave tutorial on how to use document camera. Printer not working. Print a file then not allow any more printing. Found that printer's firmware not working so computer kept waiting for printer to tell it print job was completed. Put in another printer	1.5
Name removed	Technology	Loaded Notebook Software on computer. Discussed setting up Knowledge box and Success Maker on class computers. Discussed getting a tutorial on using Powerpoint on the Smartboard.	0.75
Fullam	Technology	sent her email about information on training and use of airliner	1.5
White		Sent her, first, second, third, fourth grade teachers information on how to download Notebook Software at home.	0.5
Dargan	Teacher Training		0.5
			Principal wants to use google site as repository to work on files at school and at home.
Schoolwide 18-Sep-09	Teacher Training	Worked with Danny Name removed to set up Google Sites	0.75
Name removed	Curriculum Planning	Set up time at 11:00 on Monday to start to set up Response (Senteo)	0.25
Sierra	Technology	Needs new keyboard.	0.25

Starks	Teacher Training	Went over using video streaming with QT as download. Also reviewed how to troubleshoot if sound is not working.	Teacher downloaded and used video with class. Already is utilizing document camera. Will be sharing use with Ms Fullam next week.	0.5
Forbes	Technology	Document camera	Set up google images along with Notebook software to create visuals with words on ways children come to school.	0.25
Dargan	Teacher Training	Put in call to get her computer on the school domain.	Teacher set up so inking disappears with next touch of screen after putting down pen.	0.75
Name removed Christiano	Teacher Training Technology	Went over the different uses of inking on the Smartboard. Set up Notebook Software on her computer. Needed to check Notebook software in Name removed's class. Name removed White could not run her Notebook files on the computer.		0.25 0.75
White	Technology		Teacher has been using Knowledge Box at home to create assignments.	0.75
Fullam	Teacher Training	Went over how to set up new class on Knowledge Box Called into Network Outsource for update on slowness of computers. Tagged for work on a computer not on the domain. Worked with Name removed to correct PDF problem under Safari. Emailed Mr. Name removed about solution.		0.75
Schoolwide	Technology	Went over problem of individual logins storing data with Name removed. Downloaded Notebook		2

Software missing on 2 computers.

Schoolwide 21-Sep-09	Technology	Forward email to Name removed and Name removed on possible solution to pdf files not being read when in Safari.	0.25
Tsyarkin	Teacher Training	Discussed using the document camera to replace overhead projector. Will meet with her for training on Friday at 2:20.	0.75
Name removed	Curriculum Planning	Went through events listed below and then had her do the procedure on her own. Reviewed procedures to use Response (Senteo Clickers). I spent time getting school student listing to add ids so Mr. Name removed can create his classes.	1.25
Name removed	Teacher Training	Download notebook software. Gave a training session on using inking properties in Word documents.	0.75
Cook	Teacher Training		0.75

Name removed went through individual login, downloading from United Streaming with the right video format, saving in her downloads on the server, logging in to another computer, setting screen to show her desktop, and showing video to class.

		The individual login not going to server. Called Network Outsource. Problem that his login mapped to \User instead of to server\homedrives. Network outsource corrected problem for Name removed and said would check all other users to make sure they don't have the save problem.	1
Name removed	Technology		
Silfen	Technology	Downloading Response Software	1
Phillips	Teacher Training	Discussed use of Document Camera to replace overhead projector. Will meet Friday and 1:30 with Name removed for training.	0.75
		For Senteos to be used, first step is teacher creating Gradebook with classes. Completed administrative task to create excell formatted classes for teachers to import into their gradebooks for the Response (Senteo) system.	
Schoolwide	Teacher Training		1
			Discussed with Name removed to try out Document Camera being used by Name removed . Discussed possible advantages for her.
Starks	Technology	Download Notebook Software	0.75
25-Sep-09			
Schoolwide	Curriculum Planning	Identified location of Successmaker and placed bookmarks on lower school computers. Verified site working. Need to get log in info.	2
		Excel document would not save. Could not get to save, printed sheets with most recent entries and restarted so only most recent entries lost.	
Phillips	Technology	Loaded up Notebook Software on her Smartboard	0.75
Phillips	Technology		0.75
Phillips	Teacher Training	Tutorial on using Document Camera	0.75

Name removed	Curriculum Planning Teacher Training	Setup of computer center in class.		0.75
Tsyarkin	Training	Tutorial on use of Document Camera.		0.75
Silfen	Curriculum Planning	Senteo Resonse System	Reviewed procedures to use Senteos. Started to create test for use with Senteos.	0.75

OCTOBER

Teacher	Subject	Description of Event	Teacher Interaction	Hrs.
2-Oct-09	Curriculum Planning	Forwarded info on Jason Project - on line science site.		0.25
WWGF9B7B	Technology	Communicated possible solution for slow computers (more memory)		0.25
Carl Icahn	Curriculum Planning	SuccessMaker not active in school. Communicated with Pearson to get administrative rights to program. Found only teachers in system, no students. Reset teachers with new password. Created an CSV file of students from K to 4, which created passwords/login and registered them into their teacher's classroom	Started to work with teachers to set up initial parameters so children could begin using the program	7
Carl Icahn 5-Oct-09	Curriculum Planning	Successmaker - update on status of use. Teacher are now able to use.		0.5
Carl Icahn 9-Oct-09	Teacher Training	Set up all teachers to use Success Maker with their classes. Went through 1 - 4 classes to verify Success Maker is running on their classroom computers. Ran Java updates on PCs so Success Maker would work. Not able to get working with old G4 Mac in Fullam's class or Media Media PC in Sierra's class. Still need to complete K classes.		7.5
	Technology	Tutorial on Notebook Software Tools. Based on math lesson where children explored using pattern blocks to learn terminology and put together a flower, I modeled for teacher how to use software tools of shapes, color fill, cloning, to create shapes and had students come up to Smartboard to create flower with shapes. Based on spelling lesson, I modeled writing letters,		1.5

changing to text, and creating infinite clones, and had students come up to Smartboard to spell words dictated to them.

16-Oct-09	Teacher Training	Tutorial on setting up students into Successmaker, modifying information on children, and placing into grouping and creating the initial reading assignment.		0.75
	Curriculum Planning	Met with Name removed and Ms during common planning time and worked with them to find resources for next week's lessons. Also worked on updating Notebook drivers and software for the Smartboard.		1
	Teacher Training	Fall study. Worked with Name removed on capturing pages and comments from a downstreamed video into Notebook Software. Used captured pages to review main points of the video.		1.5
	Teacher Training	Following video, used writing in Notebook and converting into text instructions and examples for sentence writing assignment on what they learned from the video		0.75
	Teacher Training	Computer lost connection to network printer. Tutorial on how to reconnect.		1.5
	Teacher Training	Successmaker program freezing. Updated all computers. Set up Successmaker on minilab computers. Notebook lesson using objects to create interactive activity on counting and identifying numbers to 10.	Teacher conducted lesson with class. Next week will create own interactive activity.	1.5
	Teacher Training		Teacher developed study on introduction to muscle groups that included downloading and playing video from United Streaming. Also teacher learned how to add students	1.5
	Curriculum Planning	Incorporating media into science lesson on muscles.		1.5

			and modify logins of students.	
19-Oct-09	Curriculum Planning	Smartboard display needed adjustment. Set up Successmaker on minilabs, pc needed updates.	Teacher learned how to modify class logins.	1.5
	Teacher Training	Successmaker When print to office printer and problem, the computer goes into pause and can only be resumed with an administrative password ok. Called into Network Outsource for possible solution. Waiting to hear back. The also occurs with Ms. Name removed.	Went over what to do when Successmaker freezes. Reviewed how to add/update student list.	0.75
	Technology	Computer freezing, java not working, not able to read pdf files. Uninstalled and reinstalled Notebook drivers, software, and gallery collections. Installed latest version Java. Removed pdf add on to Safari and set up pdf files to be read by Preview.		0.75
	Technology	Successmaker - Reports		1.5
	Curriculum Planning	Looked into how to generate reports. Email staff on findings		1.5
23-Oct-09	Teacher Training	Successmaker	Reviewed how to update/edit student lists in Successmaker.	0.75

	Curriculum Planning	Conferenced with both Name removed and Fullum about their comfort with using the SmartBoard and next steps.	It was decided to start finding SmartBoard Lessons on the internet and to get used to using the premade lessons. Also I set up flash activities in ela, math, and science that they can start using to set up simple Notebook Lessons.	2
	Teacher Training	Successmaker	Went over what to do if program freezes. We co-supervised getting children on to Successmaker and directing their actions for completing activities.	0.75
WWGF9B7B	Teacher Training	Successmaker - Reporting	Went over with Name removed the reporting system with Successmaker. Name removed and Name removed were able to create reports on their own. Will touch base with all teachers on Monday about reports.	1
	Language Arts Technology Technology	Successmaker Successmaker - completed updates for Mac to run Successmaker Finalized setup of minilab by recabling and moving setups.	Name removed and I walked through the program to find out what mousing skills were needed and to develop strategies on introductory training for children. Discussed what to do when program freezes.	0.75 0.75 0.75

30-Oct-09

Teacher Training	Successmaker	Reviewed student list and procedures to work around hangups with the program.	0.75
Technology	Teacher computer reconfigured by Network Outsource. Transferred files saved under another login to new login.		0.75
Teacher Training	Samrtboard Activity for Word Families	Teacher used SmartBoard to develop lesson with -am words. Guided her with suggestions to improve presentation.	0.75
Social Studies	"TV" Show on Canada.	Teacher organized a news program that was video taped for both classes.	2

NOVEMBER

	Subject	Description of Event	Teacher Interaction
Teacher 2-Nov-09	Social Studies	Completed video taping of Grade 3 Projects	
	Technology	Successmaker - ran updates on computers to minimize problems with Successmaker.	
	Technology	Ran updates on computers to minimized problems with Successmaker.	
6-Nov-09	Reading	SuccessMaker - Reviewed how to find students in program and find out information about the students.	
	Curriculum Planning	Name removed wanted to send home internet sites for some of her more advanced students to work on. We decided to send out letters about the Portaportal Site.	
	Social Studies	Tutorial on how to create a movie from videos taken in the third grade classes.	Name removed is consistently using video downstreams and Knowledge Box activities in her lessons.
	Teacher Training	Updated drivers, software, and gallery for SmartBoard. Modelled using the SmartBoard for lesson supplement and development.	On Monday will observe teacher using the SmartBoard.
Carl Icahn 9-Nov-09	Technology	Network Outsource looked into slowness of Successmaker. Rebooted servers, still slow. Memory problem on computers.	
Carl Icahn	Curriculum Planning	Populated Portaportal with websites based on monthly curricula plans. I will be working with teachers to start to populate and use this site for their classes.	Name removed is sending this site home to parents.

13-Nov-09	<p>Teacher Training</p>	<p>Successmaker for Minilabs and SmartBoard for lesson development.</p>	<p>Worked with Name removed to use Smartboard for class lessons. Used the board to work on addition sentences. Tutored her on using as Name removed board and created 10 block tables for teaching different ways to add to ten. She worked on creating a review page for different ways to count to ten. I set up a word sort for her to use to review spelling words. We also went over how to find appropriate videos corresponding to science chapter.</p>
	<p>Curriculum Planning</p>	<p>Worked on updating the Portaportal Website. Successmaker freezing on computers. Updated. Tutorial on how to get out of all other applications before running Successmaker.</p>	
20-Nov-09	<p>Technology Teacher Training Technology Teacher Training</p>	<p>Tutored on finding Notebook lessons. Notebook Software not working. Reinstalled. Successmaker - went over strategies to use when Successmaker not working.</p>	
	<p>Technology</p>	<p>Set up printer in room to be shared so computers in room can use common printer.</p>	
	<p>Curriculum Planning</p>	<p>Name removed Name removed, Name removed , and I conferenced on what types of activities to set up for the Smartboard for science (animals + habitats) and math (addition and subtraction with regrouping)</p>	
	<p>Teacher Training</p>	<p>Solar System / Geometry technology sources</p>	<p>Searched for internet and Notebook files.</p>

23-Nov-09	<p>Teacher Training Teacher Training</p>	<p>Notebook Software. Mr. Name removed is using the Smartboard everyday. He relies on Word, internet sites, and media presentations. He wants to start using Notebook software for electronic lesson development and documentation.</p> <p>Introduction to center activities.</p>	<p>Teacher introduced websites for center activities on the SmartBoard</p>
	<p>Technology</p>	<p>Computer not directed to proper place for student login. Tagged with Network Outsource.</p>	
	<p>Teacher Training Teacher Training</p>	<p>United Streaming</p> <p>Went over procedure to add new student to Successmaker</p>	<p>Went over procedures to simplify downloaded and saving videos with United Streaming</p>
	<p>Science</p>	<p>Habitats</p>	<p>Identified downloads from Smart Exchange, websites, and Knowledge Box about habitats.</p>
	<p>Math</p>	<p>Rainforest Maths</p> <p>Teacher absent. Worked with assistant to set up students with Successmaker.</p>	<p>Name removed used Smartboard to develop lesson using web site.</p>
30-Nov-09	<p>Technology</p>	<p>PC hard drive full. Deleting extra files and programs.</p>	
	<p>Reading</p>	<p>The Ginderbread Man</p>	<p>Name removed used the speakaboo web site to develop lesson on the story The Ginderbread Man.</p>
	<p>Math</p>	<p>Multiplication and Factoring</p>	<p>Identified web sites and Smartboard lessons on multiplication facts.</p>
	<p>Math</p>	<p>Tallying up to 10.</p>	<p>Teacher used SmartBoard to develop how to tally up to ten using a grouping of five.</p>

Carl Icahn	Reading Teacher Training	SuccessMaker - print partners Communicated with frances.conroy@pearson.com about procedures to create print partners with SuccessMaker	Worked with Name removed to go through procedure to identify problem skills for individual students and how to generate print partner (worksheet) on specific deficiencies.
	Teacher Training	Teaching the 3 types of nouns	Name removed used Notebook Software to develop the 3 types of nouns with children generating listings. Children then read and identifies nouns in sentences. Name removed used SmartBoard to present a presentation for review using a SoYouWanttobeAMillionaire template.
	Science	Insect Science Review Document Camera. Downloading Notebook Software on a computer not connected to Smartboard in class to be set up as a resource for using document camera to create Notebook files to be used with computer attached to SmartBoard computer on a routine basis.	
	Teacher Training		

DECEMBER

Teacher	Subject	Description of Event	Teacher Interaction	Hrs.
Teacher 4-Dec-09		Saving downloaded files on one computer and transferring to other computers.		0.75
	Teacher Training	Document Camera Setting up photos on computer.		0.75
	Technology	Identified hardware problems for Network Outsource to fix.		0.75
Carl Icahn	Technology	Needed to share printer in room with all computers.		0.75
	Technology	Continued to develop new strategies for SmartBoard use.		0.75
Schoolwide	Teacher Training			0.75
	Administrative	Updated excel spreadsheet for activities at Icahn up to the end of November		0.75
	Teacher Training	Study Island	Set up a trial use of Study Island. Tutored him on how to navigate site. Mr. Name removed used with class on identifying themes in	0.75

short passages.

Teacher Training	<p>Incorporating Reading CD Rom assignments for Treasures into Notebook Software. One student having trouble using Successmaker. Tired program under student login. Problem is student not completely understanding how to use program.</p>	<p>Tutorted Ms. Name removed on how to add pdf assignments for reading to Notebook software. Ms. Name removed added the week's worth of assignments into Notebook for interactive lesson development with the class.</p>	0.75
Reading	<p>Successmaker. Updated third minlab computer (pc) to run</p>	<p>Ms. Name removed will do a one on one with student.</p>	0.75
Technology	<p>Successmaker.</p>		0.75
Technology	<p>Successmaker freezing. Updated computer.</p>		0.75

	Technology	Downloaded pdf files in Safari not working. Emailed suggestions to correct or bypass problem.		0.75
14-Dec-09	Technology	Mac in class lost connection to shared printer in classroom. Reattached computer to shared printer. NO51503		0.75
18-Dec-09	Teacher Training	Successmaker - set up 6 computers in library to run Successmaker. Troubleshoot with Network Outsource on computer that would not join domain.		5
	Teacher Training	SuccessMaker Curriculum planning for project on being green with Ms. Name removed, Ms Name removed, and Ms Name removed.	Tutored on using program for student logins, seeing student progress, and procedures to restart when hangs.	3
21-Dec-09	Curriculum Planning			2.5

	Math	Subtracting by counting backwards.	Went over Notebook tools to develop different strategies for presenting graphic examples of subtraction to go along with number sentences.	0.75
	Technology	Dell computer not boot up. Either bad power supply or bad disk drive. Will follow up with school for next steps.		0.75
Schoolwide	Technology	Successmaker in Middle School. Worked on optimizing program to run. Discussed with Successmaker. They felt problem is that computers need a minimum of 1 gigiram of memory.		3

JANUARY

Teacher	Subject	Description of Event	Teacher Interaction	Hrs.
	4-Jan-10			
Name removedm	Curriculum Planning	Set up Notebook software on computer in minilab so Ms. Name removed can work on setting up sites and files while specials in room.	Found Smartboard files on bar graphs, found internet site on bar graphs. I tutored on how to save on one computer and read on another computer.	1.5
		Bad Mac keyboard. Replaced with spare pc keyboard. Reconfigured printer for minilab.		0.75
	Technology	Check out minilab setup. Needs new print cartridge for printer.		0.75
	Technology	Check out minilab setup		0.75
		Check out minilab. One computer bad hard drive.		0.75
	Technology	Check out minilab. Tutored on how to find files saved on one computer to be used on another computer.		0.75
	Teacher Training			0.75

			Identified science videos on ecology, fraction activities, and sites on 13 colonies	
		Curriculum Planning	To be used by both teachers.	Teachers will use found activities in lesson planning for use on the SmartBoard.
			Set up second computer in classroom.	1.5
		Technology	Set up second computer in class.	0.75
		Math	Emailed about ordering print cartridges.	0.75
	Schoolwide	Technology	One computer in library not logging in. Solved by Network Oursource. Found two computers in computer lab not log in after restart. Called into Network Outsource. Not solved by the end of the day. Will follow up on Friday.	0.25
	Schoolwide	Technology		2
	15-Jan-10			
		Technology	Set up class printer with sharing.	0.75
		Technology	Set up class printer with sharing.	0.75

School	22-Jan-10	Technology	Setup of Projector and Document Camera for school assembly.		1.5
		Curriculum Planning	Identified links and video downloads to incorporate into lesson planning.	Went over sites for review. Tutored on how to keep applications on the dock for use at other times rather than searching for application on hard drive.	0.75
		Teacher Training	Dock on Mac Contacted Network Outsource about computers not able to join the domain.		0.75
Schoolwide		Technology	Projector, computer, pa, and document camera setup for parent workshops on Friday night and Saturday. Put together setup. Printer not working. Restarted computer and printer.	Tutored outside specialist giving workshops on how to use all the resources set up for them.	0.75
Schoolwide		Technology	Computer kept freezing. Updated system.		1.5
		Technology			0.75
		Technology			0.75

			Successmaker not working. Reset computers and ran program to verify working properly.		0.75
		Technology	Computers not joining domain. Worked with Network Outsource.		
	Schoolwide	Technology	Issue not yet resolved. Identified links and video downloads to incorporate into		1.5
		Curriculum Planning	lesson planning.	Went over sites for review. Tutored on how to keep applications on the dock for use at other times rather than searching for application on hard drive.	0.75
		Teacher Training	Dock on Mac		0.75
	25-Jan-10			Reviewed with Mr. Name removed on what is being used in the classroom. He is interested in becoming more familiar with the software, troubleshooting simple problems, and developing his own google sites.	
		Technology	Reviewing use of technology in the school.		0.75

Reading	Successmaker Conferred with Name removed and Name removed about planning for February and meeting with Fordham on Friday to start Green Project.	Tutored Ms. Name removed on using Successmaker with class. Established short term goals of video streaming and Knowledge Box. Will work to set up links for February studies.	0.75
Curriculum Planning		M. Fullum went through creating separate Notebook Files with Graphic Organizers (unlocking and ungrouping) were customized for her lessons. Reviewed using 2 page display in lesson development.	0.75
Teacher Training	Setting up graphic organizers Notebook software not working. Reloading.		0.75
Technology	Successmaker not working. Reset computers and ran		0.75

			program to verify working properly.	
Schoolwide	Technology		Computers not joining domain. Worked with Network Outsource. Issue not yet resolved.	1.5
29-Jan-10				
	Teacher Training		Spent time developing a prototype blog with wordpress.	1.5
	Technology		Reinstalled Notebook software.	0.75
	Teacher Training		SmartBoard setup with Netbook computer. Computer lab Smartboard not working. Bad Panel controller. Reconfigured Projector settings so would work with remote.	0.75
Schoolwide	Technology			0.75
	Teacher Training		Smart Document Camera	0.75
			Tutored Name removed on setting up her personal Netbook computer on the class Smartboard.	
			Tutored Ms. Name removed on using Smart Document Camera. Modeled the use with the class. Teacher spent the rest of the day using it	

with her lessons.

Curriculum Planning	Conferred with Ms. Name removed, Ms. Name removed, Ms. Name removed, and Mr. Name removed about rescheduling the day to meet and arranging common meeting time. Ms. Name removed discussed possible projects and projected time table.	1.5
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FEBRUARY	Subject	Description of Event	Teacher Interaction	Hrs.
Teacher	1-Feb-10			
	Curriculum Planning	Identified geometry sites and added to Portaportal		0.75
	Curriculum Planning	Conferred with Mr. Name removed and Mr. Name removed on areas of the state ELA that need remediation. The main focus for now needs to be identifying details.		0.75
	Technology	Successmaker - Updated OSX to 10.6.8. Updated Safari 4.0.4. Need to check on a Friday if working better.		2
Schoolwide	Technology	Looked into replacing memory in Macs. Wrong memory chip ordered. Need for EMC2124 iMac. Emailed info on apple #661-3867 memory chip.		0.75

	Science	Food Waste and Composting project.	Met with Ms. Name removed, Ms. Name removed, and Ms. Name removed on laying out the framework for the Green project. Went over the blog being developed to trace the project's progress. Added sites to the blog for teachers to use to model identifying details in reading. Discussed getting written responses from children on leading questions to add to the blog.	2.5
	5-Feb-10			
Schoolwide	Administrative	Updated excel summary of tech integration events in January.		0.75
Schoolwide	Technology	Trouble shoot controller panel for Smartboard in computer lab. Needs to be replaced. Will talk with Mr. Santiago on next steps.		0.75

	Teacher Training	Dual screen mode. Tutored on how to set up dual screen display so she can indenpently work on the iMac monitor while children engaged with a Smartboard activity.	Ms. Name removed reviewed procedure on her own using create quicksheet on the procedure.	0.75
		Computer in library not joining domain. Put in call to Network Outsource. Need to follow up on Monday.		0.75
8-Feb-10	Teacher Training	Successmaker	Updated class list	0.75
	Technology	Printer not working correctly. Reloaded software on Mac. All three computers are now attached to the printer. Also reviewed procedure on how to make sure computers are attached to the network.		0.75
	Technology	Followed up with Network Outsource to get computer in library to correctly connect to the network (ccics\)		1.5

Teacher Training	Dual display	Tutored on how to set up two separate displays, 1 for the computer and 1 for the Smartboard.	0.75
Teacher Training	Reviewed with Ms. Name removed the use of the handwriting recognition software. Also tutored on the use of the dual display.		0.75
Curriculum Planning	Met with Ms. Name removed, Ms. Name removed, and Ms. Name removed on the Green Project.	Both Ms. Name removed and Ms. Name removed have used the blog's composting video for discussion. They will be having children take photos of the food situation in the lunchroom as a motivator for writing. Next steps are to trained on the use of the camera and downloading pictures and creating folders for storage of information gathered.	2
Social Studies	Knowledge Box	Tutored Ms. Name removed on how to get on to Knowledge Box at home with her own account to preview and set up activities for use with the	0.75

classes.

	Technology	Set up shared folder with desktop folder directed to Green Project on Name removed and Name removed computers.		0.75
22-Feb-10	Science	Worm Composting Project	Ms. Name removed had prepped students about project by using videos and web sites on the blog. The introduction of the worms was documented by students with Flip Video and Digital camera.	0.75
	Technology	Expanded memory in 6 library computers to 1.25G		0.75
	Science	Worm Composting Project	Ms. Name removed had prepped students about project by using videos and web sites on the blog. The introduction of the worms was documented by students with Flip Video and Digital camera.	0.75

Reading	Successmaker - check out - one computer very slow on network account. Switched to non-network local account student/student	0.75
Technology	Printer not working. Set up in pause. Needed admin account to free up. Resolved.	0.75
Reading	Successmaker - check out	0.75
Reading	Successmaker - check out	0.75
Reading	Successmaker - check out	0.75

MARCH

Teacher

	Subject	Description of Event	Teacher Interaction	Hrs.
1-Mar-10		Upgrading memory computers: Completed rooms Library, Computer Lab, All Classroom teachers in Middle School, Student computers in Ms Phillips' class, student computer Ms Name removed, Ms Aldobot's teacher computer.		6
	Technology	Add 2Gig memory card to digital camera.		0.25
	Technology	Added 2Gig memory card to Digital Camera		0.25
5-Mar-10		Creating Notebook files on reading program.	Went through procedure to capture pfs and put into Notebook files so teacher can modify and use interactively in classroom. Arranged to meet at 10:00 on Monday for inclass online tutorial on using the Smartboard as an interactive Name	0.75
	Teacher Training			

removedboard.

Schoolwide	Administrative	Midyear Review Successmaker Reports.	Tutored on how to interpret reports in Successmaker in terms of gains and usage time.	1.5
	Curriculum Planning	Added memory to all Macs in lower school.		0.75
Schoolwide 8. Mar. 2010	Technology		Tutored Mr. Name removed on how to go into administrative page to view usage / progress reports for classes and students. (admin/admin) (cumulative performance report, teach, reading group).	4
	Curriculum Planning	Successmaker	Tutored on setup and use of document camera. Ms. Name removed created a Notebook file with paper copies of activities she had created for reading unit.	0.75
	Teacher Training	Document Camera		0.75

	Technology	<p>Inventoried rooms and created draft of inventory for Ms. Name removed and I to work out through email this week. Downloading Flip video and Camera Pics into shared folder. Created folders, had to set up add on to quicktime to read flip videos (use quicktime to read video format, needed xvid, xvid addon from quicktime online help, put into library/quicktime). Created quicksheet on how to download and save in shared folder.</p>		0.75
	Teacher Training	<p>Excel update on Educatelle's database up to March 5</p>	Teacher had pictures and videos. Tutored on how to download using iPhoto, saving in iPhoto, and then moving to shared folders.	1.25
Schoolwide	Administrative	Emailed		0.75

		<p>Downloading Flip video and Camera Pics into shared folder. Created folders, had to set up add on to quicktime to read flip videos (use quicktime to read video format, needed xvid, xvid addon from quicktime online help, put into library/quicktime). Created quicksheet on how to download and save in shared folder.</p>	<p>Tutored Ms. Name removed on downloading and saving to shared folder.</p>	<p>1</p>
	03/12/10	<p>Teacher Training</p>	<p>Reviewed use of Successmaker in class. Targeted 5 children in class.</p>	<p>0.75</p>
		<p>Teacher Training</p>	<p>Succesmaker</p>	<p>0.75</p>
		<p>Teacher Training</p>	<p>Tutored Ms. Name removed on how to get around using Adobe for pdf files on the Mac.</p>	<p>0.75</p>
Schoolwide		<p>Technology</p>	<p>Completed adding memory to Macs.</p>	<p>4</p>
		<p>Technology</p>	<p>Set up latest version of Notebook Software</p>	<p>Ms Name removed will be working with Mr. Myers on how to incorporate Notebook files into math</p> <p>0.75</p>

lessons.

15. Mar. 2010 **Teacher Training**
Tutored on how to get around using Adobe for pdf files and use preview instead. **0.75**

Successmaker - all day event, received professional training with Francis Conroy. School is switching versions which means all student data needs to be reentered and manually set at placement. When over data and determined placement of children. Trained on how to set up placements. Created guided worksheet on procedure. Updated K - 4 student listings for new Successmaker server. **7**

Schoolwide Administrative
 18. Mar. 2010

Schoolwide	Teacher Training	Professional Development Session for TIIPD at Fordham University	2.5
19. Mar. 2010			
	Math	Measurements in Length and Capacity	0.75
		<p>Downloaded Notebook Files for Mr. Name removed to use in math lessons on Monday. The intent is to have him use the files as a resource for me to model the use of Notebook Toolbar. Tutored Name removed on how to gather performance data on children working in her pull out groups for reading. Then went over how to read the data to interpret how the child is progressing in the program. Showed her Tech Support page in MyBookMarks as reference reminder of what we went over.</p>	
	Teacher Training	Successmaker	0.75

Schoolwide	Technology	<p>Replace PC in lower school faculty room. Transferred info from old computer to new computer. Ran software updates. Downloaded and installed print driver for attached printer. Mac in class would not recognize domain. Called into Network Outsource. After 3 hours still not resolved. Will follow up on Monday.</p>		2.5
	Technology		Ms. Name removed conducted class lesson using the Notebook Software with modeling by me on using different tools.	0.5
	Teacher Training	<p>Lesson development using Notebook Software for "Name removedboard" activities. Printer not working. Not able to download and print pdf files from the internet. Printer problem resolved. Removed adobe plugin from Safari and set Preview as default reader for pdf files.</p>		0.75
	Technology			0.75

22. Mar. 2010

Math	Knowledge Box	Ms Name removed identified activities from Knowledge Box to use in class instruction. Exposed Ms. Name removed to some of the available tools she could use to enhance lesson development. Reviewed class's progress on Successmaker and determined where to reset reading levels. Tested on 2 students.	1.25
Curriculum Planning	Successmaker		0.75
Teacher Training	Continued exposing Ms Name removed to other tools in the Notebook Software		0.75
Teacher Training	Tutored on tools to use to increase interactivity when using Smartboard as a Name removedboard.		1
Teacher Training	Notebook software	Tutored on how to find Notebook files related to curriculum	0.75
Teacher Training	Tutored on how to get printer out of pause by using different login.		0.25

Schoolwide	Technology	Set up Word compatibility mode in teacher's lounge computer, so people can read Word 2007 with Word 2003 program.	0.5
26. Mar. 2010	Technology	Follow up on computer not binding to domain. Finally resolved.	0.75
Schoolwide	Curriculum Planning	Successmaker Based on reports reassigned all lower school children to higher reading levels in the program.	3.5

APRIL

Teacher	Subject	Description of Event	Teacher Interaction	Hrs.
8-Apr-10				
Name removed	Teacher Training	Inking with Word.	<p>Modeled how to embed writing into Word documents. Reviewed how to set up with Smartboard drivers (allow inking for Word with Notebook driver, not allow inking in OS10 preferences but allow word recognition, in WORD 2008 make sure under preferences/insert object on top of text, andmake sure saving of objects/words visible). Teacher immediately followed up by using on his own.</p> <p>Modeled how to capture documents into Notebook Software and incorporate notebook tools in lesson development. Ms Name removed then used on her own.</p>	0.75
Name removed	Teacher Training	Document Camera		0.75

Schoolwide	Teacher Training	VLC player. Downloaded VLC player on Mr. Name removed's office computer for viewing videos. He also gave me some automatic update software for MACs to run at the school. I'll need to look into how to set up.	0.75
Name removed	Technology	PC power supply problem. Not resolved. Ticketed to Network Outsource.	0.75
Name removed	Teacher Training	Inking within Word.	0.75
Name removed	Technology	Notebook Software unexpectedly shutting down. Removed and reloaded software.	0.75
		Modeled how to embed writing into Word documents. Reviewed how to set up with Smartboard drivers (allow inking for Word with Notebook driver, not allow inking in OS10 preferences but allow word recognition, make sure saving of objects/words visible).	

Name removed	Technology	No internet access. Problem resolved.	0.75
Name removedJ 12-Apr-10	Technology	PC not power up. Unresolved. Ticketed to Network Outsource.	0.75
Schoolwide	Administrative	Apple Remote Desktop 3. I looked online to for use of this software. Emailed Mr. Name removed with questions about its use.	0.75
Name removed	Teacher Training	Documents in Shared Folder	Tutored on how to save files so she can use any computer at the school to access her files (public shared folder). 0.75

Name removed	Curriculum Planning	Composting/Recycling/Planting Project	Ms. Kahn and I spent a large part of the day reviewing with Ms. Name removed and Ms. Name removed their progress in the project. They have independently collected writing responses to questions on the blog and have collected videos on personal food preferences, setting up the composting, discussions/observations on the compost bins, and observations/responses to setting up the herb garden. Writing responses were selected for publishing into the blog. Videos were reviewed and selected for uploading to blog (videos are being uploaded to schooltube.com and links are being placed in the blog.	4
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Name removed-ICS 16-Apr-10	Curriculum Planning	Sites for monthly lesson planning	Discussed how to incorporate the Smartboard more in her lesson planning. She is using the computer centers and Smartboard on a daily basis.	0.75
Phillips	Technology	Projector not working after lamp replacement. Problem resolved.		0.5
Name removed	Teacher Training	Developed procedures for uploading flip videos into schooltube.com and inserting videos into CCICSgrade3 blog/pages and adding blogs into site as well. Need to present procedures to teachers to use independently.		1.5
Schoolwide	Technology	Verifying new setup in computer lab. Downloaded Notebook drivers/Notebook/Response software to new computer (need mini dvi adaptor)		1

Schoolwide 19-Apr-10	Technology	<p>Successmaker not allowing logins. Needed to get access to virtual server for Successmaker (on ccics-dc02). Brian Network Outsource set Successmaker tech on (Next time call Network Outsource and they will communicate with Successmaker). Resolved by end of day.</p>	2.5
Name removed	Teacher Training	<p>Created videos on how to download flip videos to computer and how to upload videos from computer to http://www.schooltube.com. Placed on third grade blog space.</p>	<p>Showed Ms. Name removed how to find and play tutorials. 1.5</p>

Carl Icahn	Technology	<p>Smartboard in Computer Lab - attached new connector from mac to Smartboard. verified smartboard operating correctly. Checked out rest of computers in lab setup. Planned distribution of original computers in computer lab to lower school.</p>	2
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Name removed	Technology	<p>Ms. Name removed absent. Ms. Kahn supervised lesson on growing herbs. We both supervised children creating interview videos. I also tutored children on how to download videos into the computer.</p>	0.75
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Name removed	Science	Herb Planting	<p>Ms Name removed supervised class on creating planters for herbs. Students conducted video interviews. I modeled for children on how to add comments to grade 3 site.</p>	0.75
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23-Apr-10	Technology	Network Outsource replace Ms. Aldobot's computer. I verified that Smartboard setup with replaced software working.	0.75
	Technology	Smartboard turning purple. Emailed Mr. Santiago about lamp replacement. Emailed Mr Name removed about re-seating connections.	0.5
	Technology	Mac in class not printing. Resolved. Replace printer cartridge.	0.75

After conferring with Network Outsource about computers being put on the domain with the same name, set up local accounts on Macs from middle school (Successmaker) and with Sharon's assistance modified centers in classrooms. Name removed went from 3 pc center to 1 pc and 3 mac center, Name removed went from 1 mac center to 3 mac center; Dargan, Name removed, Name removed, Name removed, and Name removed went from 2 mac centers to 3 mac centers, Name removed went from 2 mac center to 3 mac and 1 pc center. Left to do are Name removed and Name removed which both need furniture configuration changes. Also as a temporary measure, some mac airported. Arranged with Mr Santiago to get more switches and ethernet cables so all centers will be hard wired. After all setups hardwired, Network Outsource will come in and unbind and rebind Macs to lower school server.

Schoolwide Technology
26-Apr-10

7

	Technology	Reconfigured minilab to have 1 pc and 3 Macs.	0.75
	Teacher Training	VoiceThread	Tutored on VoiceThread. Set up her own account. Will work on a project to send a Mother's Day message to class' teacher on maternity leave. 0.75
Schoolwide	Administrative	Updated Excel Spreadsheet on activities for month of April.	0.75
	Teacher Training	VoiceThread	Tutored Ms. Name removed on the use of VoiceThread. Set up her own account. Brainstormed ideas for a Mother's Day Project. Tutored Ms. Name removed on VoiceThread. Set up her own account. Brainstormed ideas for a Mother's Day Project. 0.75
	Teacher Training	VoiceThread	Ms. Name removed downloaded a Powerpoint Presentation on Digestion. Tutored her on navigating and saving inking comments 0.75
	Teacher Training	Power Point on Digestion	0.75

			into presentation.	
30-Apr-10	Technology	Reconfigured minilab adding Macs. Now minilab 3 macs and 1 pc.	Tutored Ms. Name removed on logging in to Macs and getting to Successmaker and Knowledge Box.	0.75
Schoolwide	Technology	Internet access slow in Lower School. Working with Network Outsource. As of end of day still not resolved. Case # cas-450878-H9G8. Claimin cci- imac52 through cci-exchange problem		2.5
	Technology	Headphones on two setups not working. Resolved.		0.25
	Curriculum Planning	Year end slide show for Kindergarten Graduation	Mentored Ms Dargan downloading and saving pictures from her camera into the MAC.	0.75
	Technology	Keyboard key stuck. Resolved.		0.25

Science	Blogging	Classroom working on various planting activities. I worked with and taught children in the class how to enter information into their Recycling Site.	1
Science	Plants.	Classroom working on various planting activities. I worked with and taught children in the class how to enter information into their Recycling Site.	1

MAY

Teacher	Subject	Description of Event	Teacher Interaction	Hrs.
	3-May-10			
Name removed	Curriculum Planning	Ms. Name removed conferred with Ms. Name removed and Ms Name removed about creating a project to use a blog site as a "pen pal" with HCZ since they are also doing worm composting. Ms. Name removed and I set up a page in Wordpress for the project.		3
School Wide	Technology	Entire lower school set up with ethernet wiring by adding new switches and/or updating old switches to the new Macs in classes.		4.5
	7-May-10			
School Wide	Technology	Network printer in lower school not working. Resolved.		0.75

Name removed	Science	<p>Modeled on Smartboard how and what to add to blog space.</p> <p>Ms Name removed modeled on Smartboard about blogpal. A space for children from Icahn and HCZ to blogpal. This was repeated with Ms. Name removed class as well.</p>	<p>Teacher worked with students to enter blogs into blog spaces.</p> <p>Ms. Name removed downloaded pictures, and I mentored her using iPhoto to put photos together for color printouts on color network printer.</p>	1.5
Name removed	Language Arts	<p>Mother's Day cards.</p>	<p>Tutored Ms. Name removed on using photobooth to collect pictures of children, adding children to voicethread, and recording children's personal videos.</p>	0.75
Name removedJ	Language Arts	<p>Voicethread - Mother's Day card to maternity leave teacher in Grade 2.</p>		1.5

School Wide 10-May-10	Technology	Monitored Network Outsource reconfiguring computers in lower school to join lower school domain. Also had them work on speed issues with local computer programs being slow when Macs are on the domain.		2
Hilberger	Technology	Slow internet access, not resolved.		0.75
Name removed	Curriculum Planning	Smart Tech Exchange	Ms. Name removed looked for lessons for the Smart Notebook Software. Tutored on using Smartboard and tools. Found slow when logged into domain, set up local access.	0.75
Name removed	Teacher Training	Smartboard Went over renaming and adding to domain by Network Outsource in all the elementary classes. Set up bookmarks to Successmaker and Knowledge Box. Moved over documents from old		1
School Wide	Survey			4

logins to new logins.

14-May-10

Name removed

Technology

Printer not working in class, needed to rejoin because of name change for computer. This needed to be done for Ms. Name removed, Ms. Name removed, and Ms Name removed. ELA and math lessons. Set up her computer without joining domain because running too slow.

As teacher developed lessons, I mentored her on the use of the Smartboard using its tools and downloaded notebook files. Tutoring Ms. Name removed on how to use Voicethread. She is putting together a voicethread of the children sending a message to their teacher.

Name removed

Teacher Training

Name removed

Language Arts

Voicethread

<p>School Wide 17-May-10</p>	<p>Technology</p>	<p>Identified computers that need servicing by Network Outsource. Sent message to helpdesk and asked for reply. Need to follow up since they never responded.</p>	<p>Worked with Ms Name removed to model and co teach using Spelling City with grade 1 class. Ms. Name removed then used vocabulary with other first grade and the 2 third grades.</p>	<p>0.75</p>
<p>Name removed</p>	<p>Social Studies</p>	<p>Vocabulary Review Set up computer in class used under her login to print to computer in class and office in the lower school.</p>		
<p>Name removed</p>	<p>Technology</p>			<p>0.75</p>
<p>Name removed</p>	<p>Curriculum Planning</p>	<p>Google Earth</p>	<p>Tutored Ms Name removed on some of the features of Google Earth that she could incorporate with lessons on the continents. She plans to download at home</p>	<p>0.75</p>

and create a lesson on Friday for me to observe.

Mentored Ms Name removed completing the Voicethread Project. She added children absent on Friday and supervised the children recording their voices on the site.

Name removed	Language Arts	Voicethread Project Notebook Software would not run. Had to reinstall after removing Notebook Script from user-shared-library-preferences.	0.75
Name removed	Technology		0.75

Name removed	Teacher Training	Spelling City	Ms Name removed and Ms Name removed signed up for Spelling City (mName removedicahn, IName removed, bluegrass. Ms Name removed created word list for Grade1 and Grade 3 social studies. Ms Name removed created word list for grade 1 spelling words for the week.	1.25
Name removed 21-May-10	Language Arts	Spelling City.	Ms Name removed and I co-taught to familiarize her with using Spelling City.	0.75
School Wide	Technology	Server in middle school. Set up Network Outsource to fix remotely through computer in library. Resolved.		1.5
School Wide	Technology	Inventoried middle school hardware problems.		0.75

JUNE

Teacher	Subject	Description of Event	Teacher Interaction	Hrs.
4-Jun-10				
school wide	Technology	Worked with Network Outsource to fix problems placed in their troubleshooting file.		3
	Curriculum Planning	Math Fair	Ms Name removed worked on identifying interactive math sites to be a part of the math fair on the computers in the classroom.	0.75
7-Jun-10				
	Technology	Smartboard in library missing hardware connection from computer to projector. Resolved. Smartboard in computer lab not projecting. Remote battery down. Resolved.		1
	Technology	Teacher's computer could not join domain. Called in to Network Outsource. Resolved.		0.5

			Laptop cart of Macs were set up for local access to allow internet use for pd on Thursday. Went through initial registration of computers, and set up links to eChalk and CCICS's eChalk page. Student computer not log on to domain (ccils-rm121-02). As a temporary fix set up local account so children could use Successmaker.		
School Wide	Technology				3
	Technology		THIPD survey by children in class. Repeated with Ms. Name removed.		0.5
	Survey	10-Jun-10			0.75
School Wide	Teacher Training	14-Jun-10	eChalk professional development		7
	Teacher Training		eChalk review Training.	Mentored through steps to create a new class and edit profile.	0.75
	Teacher Training		Creating Graduation Flyer for Kindergarten Graduation	Worked together to create 4 page flyer. Text for pages 2,3, and 4 completed. Ms. Name removed will be	1.5

		adding pictures to flyer for completion.	
Teacher Training	Reviewed and set up procedure to create movie of kindergarten students talking about their favorite thing about kindergarten for Ms Name removed and Ms Name removed.	Ms Name removed used photo booth to collect videos of the children. Ms. Name removed will follow up by Friday. On Friday I will create movie. Reviewed math flash activities for possible math project for students to use Smartboard. Ms. Name removed decided to create a money game using the flash spinner.	1.5
Math	Math Fair Project on Smartboard Set up all the computers in classroom to print to color printer in office for Math Fair next week.		0.75
Technology			0.5

18-Jun-10	Science	For both Name removed and Name removed, downloading latest flip videos and camera pictures since Fordham University plans to pick up the hardware.		0.75
	Technology	Classroom printer not working. Reinstalled driver. Problem resolved.		0.75
21-Jun-10	Teacher Training	Kindergarten Movie for Graduation	Tutored Ms Name removed on how to use photo booth on the computer to record children telling about their favorite part of kindergarten.	1.25
	Teacher Training	Set up airliner to charge up for tutorial on Monday	Mentored her through the steps.	0.75
	Teacher Training	eChalk site	Mentored Ms Name removed modifying her eChalk site.	0.75
	Technology	Printer Problems. Printing intermittently.		0.75

		Removed all printer drivers and reloaded.	
	Teacher Training	Airliner	Tutored on the use and care of the Airliner Tablet 0.75
	Curriculum Planning	Photo Booth	Ms Name removed finished up other students for Kindergarten Graduation 0.75
	Curriculum Planning	Collected photos from Ms. Dargan's and Ms. Name removed's computer for slide show presentation.	Ms Name removed will add more photos for slide show presentation. I will be putting together a slide show and iMovie presentation 0.75
	Teacher Training	Flash Actitivities	Reviewed how to set up flash spinner for Math Fair tomorrow. 0.75
	Technology Administrative	Set up downloads to allow "Minute to Win It" video as motivator for Math Fair tomorrow. Year End Review	0.75 1.5
24-Jun-10	Teacher Training	Fordham University TIIPD professional workshop.	4

WWGF9B7B	Teacher Training	<p>Worked on creating quicktime movie for graduation ceremony. Also created quicktime movie for a slide presentation. Supervised Kindergarten teachers on generating material for graduation booklets.</p>	6
	Teacher Training Technology Technology	<p>Final Edit of Quicktime movie for kindergarten graduation Update software Update Software</p>	2 0.75 0.75

Budget Narrative

Budget Narrative

Attachment 1:

Title: **Budget Narrative** Pages: **0** Uploaded File: **csp usdoe f budget narrative.doc**

BUDGET NARRATIVE:

The grant money will be used to plan and design Icahn Charter Schools' program for expansion grades and for replication of the Icahn Charter School. The original Icahn Charter School 1 has expanded and replicated successfully. We intend to continue the growth of our high quality charter schools. To that end, we will use the funds to cover salaries for the Organizational Team of the Icahn Charter Schools to introduce the program to the new grades and new school and to continuously analyze the materials and program of the current schools and for professional development of the teachers and staff. While the current Icahn Charter Schools are successful, it is very important to keep programs vibrant. For the new school, Icahn Charter School 5, the funds will be used to purchase equipment and materials and supplies and for development of the curriculum for the new teachers.

Salaries: In order to expand and replicate Icahn Charter Schools, it is critical that the Organizational Team be in place to train and oversee the new Principal, Business Manager and staff. The Organizational Team at Icahn Charter Schools will consist of Jeffrey Litt, Richard Santiago, Steven Sorokin, an Instructional Supervisor and an administrative secretary. Jeffrey Litt, who was the principal of the first Icahn Charter School, ICS 1, is now Superintendent of all the Icahn Charter Schools; Richard Santiago, who was the Business Manager of ICS 1, is now Director of Operations for all the Icahn Charter Schools; Steven Sorokin, who was the first Staff Developer at ICS 1, is now Director of Assessment. These people know ICS 1 intimately. (Their resumes are attached.) Mssrs. Litt and Santiago opened the first charter school. They implemented the charter and created manuals—Mr. Litt created the Core Knowledge Curriculum for ICS 1, which is used by all the Icahn Charter Schools; the Student Handbook; the Monthly Syllabi that go home to families; the Student Report. Mr. Santiago created the Accounting

Practices Handbook for the school. When Mr. Sorokin became Director of Assessment, he developed myriad programs to support that data-driven program, from tracking down published tests that prepared students for the New York State tests to creating in-house assessments to guide each student's academic program and to assess individual teachers' strengths and weaknesses. The advantages of replicating the Icahn Charter Schools is that we have the expertise from the people involved in ICS 1 and the new schools do not have to spend the time that the first school had to spend to create all the foundational materials.

As the network grows, it will be beneficial to hire an Instructional Supervisor, who will ensure that the assessments are strictly used to drive instruction at each school. Currently, the newer schools have an assessment coordinator—a teacher who spends a portion of the day overseeing instruction at each school. As each school enlarges and as the whole network enlarges, it makes sense to have one person to direct the articulation throughout the schools. The Instructional Supervisor would work with each school's Targeted Assistance teacher and classroom teachers using the results of the ITBS and the practice tests. This person would also drive the Core Knowledge program throughout the schools. The person will be an experienced school administrator with successful experience in implementing the Core Knowledge Curriculum as approved by Dr. Hirsch. The candidate will also have demonstrated experience in using data driven instruction and various assessment tools.

There will also be a need for an Administrative Secretary.

The grant request budget assumes coverage of 75% their salaries for the following years: FY11 at 287,132, FY12 at 292,875; FY13 at 298,732; FY14 at 304,707 AND FY15 at 310,801

and over the 5 years of the budget an expense of \$1,494,248. The 100% amount of the salaries would be \$1,992,330.

Salaries Shared FY 11	ICS 2	ICS 3	ICS 4	ICS 5	Total
Superintendent	56,434	47,028	37,623		141,085
Dir. of Operation	30,925	25,771	20,617		77,313
Dir. of Assessment	26136	21780	17424		65,340
Instructional Supervision	26136	21780	17424		65,340
Administrative Secretary	13506	11255	9004		33,765
	153,137	127,614	102,092	-	382,843
Salaries Shared FY 12					
Superintendent	47,969	41,116	34,264	20,558	143,907
Dir. of Operation	26,286	22,531	18,776	11,266	78,859
Dir. of Assessment	22,216	19,042	15,868	9,521	66,647
Instructional Supervision	22,216	19,042	15,868	9,521	66,647
Administrative Secretary	11,480	9,840	8,200	4,920	34,440
	130,167	111,571	92,976	55,786	390,500
Salaries Shared FY 13					
Superintendent	46,971	41,100	35,228	23,486	146,785
Dir. of Operation	25,740	22,522	19,305	12,870	80,436
Dir. of Assessment	21,754	19,034	16,315	10,877	67,980
Instructional Supervision	21,754	19,034	16,315	10,877	67,980
Administrative Secretary	11,241	9,836	8,431	5,621	35,129
	127,459	111,527	95,594	63,730	398,310
Salaries Shared FY 14					
Superintendent	46,465	41,302	36,139	25,814	149,721
Dir. of Operation	25,462	22,633	19,804	14,146	82,045
Dir. of Assessment	19,502	19,502	17,335	13,001	69,339
Instructional Supervision	19,502	19,502	17,335	13,001	69,339
Administrative Secretary	10,078	10,078	8,958	6,718	35,832
	121,008	113,016	99,571	72,680	406,276
Salaries Shared FY 15					
Superintendent	42,951	42,951	38,179	28,634	152,715
Dir. of Operation	23,537	23,537	20,922	15,691	83,686
Dir. of Assessment	19,892	19,892	17,682	13,261	70,726
Instructional Supervision	19,892	19,892	17,682	13,261	70,726
Administrative Secretary	10,279	10,279	9,137	6,853	36,548
	116,550	116,550	103,600	77,700	414,402
Salary Expense	ICS 2	ICS 3	ICS 4	ICS 5	Total
FY 11	153,137	127,614	102,092	-	382,843
FY 12	130,167	111,571	92,976	55,786	390,500
FY 13	127,459	111,527	95,594	63,730	398,310
FY 14	121,008	113,016	99,571	72,680	406,276
FY 15	116,550	116,550	103,600	77,700	414,402
	648,322	580,279	493,834	269,896	1,992,330
Salary at 75% level	ICS 2	ICS 3	ICS 4	ICS 5	TOTAL
FY 11	114,853	95,711	76,569	-	287,132
FY 12	97,625	83,679	69,732	41,839	292,875
FY 13	95,594	83,645	71,696	47,797	298,732

FY 14	90,756	84,762	74,678	54,510	304,707
FY 15	87,413	87,413	77,700	58,275	310,801
Total	486,241	435,209	370,375	202,422	1,494,248

In order to ensure that all teachers know how to teach the Core Knowledge Program and understand the Icahn Charter School methods and culture, there will be Professional Development before the opening of school and afterschool, and may include Saturdays. Teachers will be paid a Stipend. The stipends for FY11 would be \$30,000; FY12 would be \$40,600; FY13 would be \$41,412; FY14 would be \$42,240; FY15 would be \$43,085. Total stipends for each of the five years would be \$197,337. 75% would be \$148,003.

Stipends at 100%	ICS 2	ICS 3	ICS 4	ICS 5	TOTAL
FY 11	10,000	10,000	10,000		30,000
FY 12	10,200	10,200	10,200	10,000	40,600
FY 13	10,404	10,404	10,404	10,200	41,412
FY 14	10,612	10,612	10,612	10,404	42,240
FY 15	10,824	10,824	10,824	10,612	43,085
	52,040	52,040	52,040	41,216	197,337

Stipends at 75% level	ICS 2	ICS 3	ICS 4	ICS 5	TOTAL
FY 11	7,500	7,500	7,500	-	22,500
FY 12	7,650	7,650	7,650	7,500	30,450
FY 13	7,803	7,803	7,803	7,650	31,059
FY 14	7,959	7,959	7,959	7,803	31,680
FY 15	8,118	8,118	8,118	7,959	32,314
Total	39,030	39,030	39,030	30,912	148,003

During the school year, there will be approximately seventeen Saturday Academies. Saturday Academies are for students who score below Level 3 on the practice tests or "soft threes", for any hold-over children, for students identified by their teachers using practice tests, class work, etc, as well as those students whose practice test results are in question, all Targeted Assistance students, and those students whose promotion is in doubt. By giving these students the extra hours of Saturday Academy, their achievement level will be at the appropriate level. The salaries for the FY11 of Saturday Academies will be \$30,600; FY12 would be \$51,000;

FY13 would be \$71,400; FY14 would be \$86,700; FY15 would be \$102,000. The total would be \$341,700. 75% would be \$256,275.

Saturday Academy Salaries	ICS 2	ICS 3	ICS 4	ICS 5	Total
FY 11	15,300	10,200	5,100	-	30,600
FY 12	20,400	15,300	10,200	5,100	51,000
FY 13	25,500	20,400	15,300	10,200	71,400
FY 14	25,500	25,500	20,400	15,300	86,700
FY 15	25,500	30,600	25,500	20,400	102,000
	112,200	102,000	76,500	51,000	341,700

Saturday Academy Salaries @ 75%					Total
FY 11	11,475	7,650	3,825	-	22,950
FY 12	15,300	11,475	7,650	3,825	38,250
FY 13	19,125	15,300	11,475	7,650	53,550
FY 14	19,125	19,125	15,300	11,475	65,025
FY 15	19,125	22,950	19,125	15,300	76,500
Total	84,150	76,500	57,375	38,250	256,275

The benefits for the salaries described above for FY11 would be \$88,440; FY12 would be \$101,036; FY13 would be \$108,252; FY14 would be \$115,643; FY15 would be \$119,548. The total would be \$532,920. 75% would be \$399,690. These rates are calculated at 20% of salary expense.

We are requesting funding for assorted Professional Development programs, which are broken down and described below. The cost of Professional Development for FY11 would be \$549,000; FY12 would be \$742,980; FY13 would be \$757,840; FY14 would be \$189,771; FY15 would be \$193,566. The total cost for all years would be \$2,433,157. 75% would be \$1,824,868

Professional Development Annually					
Teaching Matters	31,000	31,000	31,000	31,000	124,000
LEAP	10,000	10,000	10,000	10,000	40,000
Educate	20,000	20,000	20,000	20,000	80,000
Lehman College	40,000	40,000	40,000	40,000	160,000
Echalk	3,200	3,200	3,200	3,200	12,800
Professional Conferences	10,000	10,000	10,000	10,000	40,000
100 Book Challenge	6,000	6,000	6,000	6,000	24,000
Arts	25,000	25,000	25,000	25,000	100,000
Misc. PD Supplies	2,000	2,000	2,000	2,000	8,000
Extended Yr transportation	32,000	32,000	32,000	32,000	128,000

Pearson Education	3,800	3,800	3,800	3,800	15,200
	183,000	183,000	183,000	183,000	732,000

Professional Development all yrs	ICS 2	ICS 3	ICS 4	ICS 5	TOTAL
FY 11	183,000	183,000	183,000		549,000
FY 12	186,660	186,660	186,660	183,000	742,980
FY 13	190,393	190,393	190,393	186,660	757,840
FY 14	71,397	47,598	39,665	31,110	189,771
FY 15	72,825	48,550	40,459	31,732	193,566
	704,276	656,202	640,177	432,502	2,433,157

Professional Development at 75% level	ICS 2	ICS 3	ICS 4	ICS 5	TOTAL
FY 11	137,250	137,250	137,250	-	411,750
FY 12	139,995	139,995	139,995	137,250	557,235
FY 13	142,795	142,795	142,795	139,995	568,380
FY 14	53,548	35,699	29,749	23,333	142,328
FY 15	54,619	36,413	30,344	23,799	145,175
Total	528,207	492,151	480,133	324,377	1,824,868

The specific Professional Development programs in the funding include **Teaching Matters/Reading Matters**. Writing Matters provides teachers with a technological approach to improve student outcomes in writing. Drawing from extensive research, Writing Matters is grounded in best practice in writing instruction. They work with an upper elementary and middle school writing curriculum consisting of a series of four to six week units, addressing specific genres, original content, interactive technology and comprehensive professional development. Assessment and curriculum are closely aligned to national and NYS Learning Standards

Comprehensive training is at the core of **Writing Matters**, incorporating off-site institutes and on-site coaching. The coaching cycle covers needs assessment and instructional planning; while the in-class focus is on instructional strategy, classroom management and assessment strategies, including assessment of student work relative to desired outcomes. Online, students share and discuss their work collaboratively, accessing their online classroom from school or home. Using targeted, ongoing performance data, teachers offer just-in-time

online feedback and track student progress. At the end of each unit, students log on and become online published writers, ready to master another genre. The cost per school of the Writing Matters/Teaching Matters program is \$31,000. The total is \$124,000.

Another Professional Development program is **LEAP**, a program committed to assisting schools improves the quality of education through a hands-on, arts-based approach to teaching the academic curriculum. LEAP empowers students as well as teachers to reach their full potential by developing the academic through any one of the art forms. LEAP brings teaching artists and experts from artists to zoologists into the classroom to work with teachers and students. For example, classes work with an archeologist to conduct actual digs in their studies of American history. Research has proved that hands-on learning is an extremely effective method of helping children absorb information to which they are exposed. Educationally disadvantaged children particularly benefit from the multi-tiered exposure to knowledge. The cost per school of LEAP is \$10,000. The total would be \$40,000.

Educate LLC is a technology program. Today's elementary school students have grown up surrounded by computers and technology. Technology excites children. It reflects how children learn and can be a key factor in engaging students and motivating them to succeed. Educate will partner with the school communities to help teachers to become comfortable using technology in teaching their core curriculum subjects. In the 21st century, technology should be an integral teaching tool, not a separate program. Educate helps achieve the goal of a seamless integration of technology with the teaching and learning process by providing the schools with a robust, well integrated technology program that facilitates and supports the teacher's use of technology in teaching core curriculum subjects; and develops, enhances and maximizes the technology resources of the school. An attachment delineating the details of the implementation

of Educate LLC is attached to this application. The cost per school of Educate is \$20,000. The total would be \$80,000.

Lehman College's New York City Mathematics Project (NYCMP) is a nationally-recognized professional development program of the Institute for Literacy Studies at Lehman College, CUNY that provides support in mathematics education to our school and teachers. Professional development done with the teaching staff brings about improved outcomes for students: greater achievement in conceptualization and reasoning, increased appreciation for the power and usefulness of mathematics, increased ability to communicate mathematically, increased self-confidence, and an overall improvement in attitude toward learning. The New York City Mathematics Project offers professional development in mathematics education that is based on three mutually-reinforcing principles: 1) instruction-focused professional development for teachers in the form of site-based seminars or study groups; 2) guided practice for teachers through on-site coaching and mentoring; 3) support for instructional leadership development. Their work follows a balanced approach to mathematics, incorporating skill development, conceptual understanding, and problem solving. The NYCMP staff includes highly experienced mathematics instructors, authors and college professors. They will model and observe classroom math lessons in all grades. All Professional Development days include a significant portion of mathematics for all teachers, grouped by grade. NYCMP will also, as needed, provide small group instruction to those children having difficulty with a math concept. The cost per school of NYCMP is \$40,000. The total cost would be \$160,000.

eChalk provides a common technology based platform or hub where a school's leaders can be collaborative, teachers can be empowered, students can be engaged and parents can be involved. Everyone in the school community involved with learning is connected. eChalk will

help the school excel by providing an online environment that supports leadership, teaching, and learning. eChalk's educator-ready design, comprehensive suite of communication tools and professional learning services help achieve buy-in and the pedagogical benefit of an online learning environment. eChalk's professional learning includes a mix of formal instructional programs or classes (both on and off site), meaningful and sustained opportunities for teachers to collaborate with colleagues, and convenient access to informational materials and resources. eChalk offers workshops and training courses such as Getting Started with eChalk, Train-the-Trainer, and Using eChalk to Develop Effective Class Web Pages. All courses and programs include access to professional materials and resources like eChalk's Online Help, the eChalk Support Center, and the eChalk Academy. The cost per school for eChalk is \$3,200. The total cost would be \$12,800.

Professional conferences offer staff the opportunity to learn from leaders in the field and from their national peers. The anticipated conferences include: the annual conference of ASCD (formerly the Association for Supervision and Curriculum Development). ASCD is a membership organization that develops programs, and services essential to the way educators learn, teach, and lead; National Alliance for Public Charter Schools, which develops sound, coherent policies that support high-quality public education options for families who need them the most. Key priorities include lifting arbitrary "caps" on charter growth, closing the finance gap between charters and other public schools, and updating the federal Charter Schools Program to spur a new era of charter achievement; the National Core Knowledge Conference and professional development events provide an opportunity to share ideas and to network with teachers, administrators, and parents from other Core Knowledge schools around similar successes and challenges. For professional conferences, we have submitted for \$10,000 per

school for Professional Conferences. The total cost would be \$40,000.

The 100 Book Challenge is a research-based system that connects independent reading practice to local, state, and national standards. It combines access to great books, a leveling system, reading at school, reading at home, accountability and on-going professional development to involve the entire school community in achieving measurable results in raising reading test scores. The Professional Development for 100 Book Challenge is conducted by the company's coaches who work with teachers in their own classrooms and meet with the leadership of the school to keep students on track to meet 100 Book Challenge targets. A typical module of support might have any one or more of the following: Classroom Support Visits in the form of One-on-One or Fishbowl; Family Workshops; Leadership and/or Teacher training workshops. For the 100 Book Challenge, we have submitted for \$6,000 per school. The total cost would be \$24,000.

For the **Arts**, the funding works within and supplements the school's program. For example, as part of the English Language Arts curriculum, the students learn various Shakespeare plays. As a culminating activity, the students perform the plays that they have read in class, such as *Midsummer Night's Dream* and *Romeo and Juliet*. This program has been used in ICS 1, where it reinforced classroom learning with cultural acclimatization, preparing educationally disadvantaged children to be fully educated as global citizens. Because it has been so successful in promoting student learning and cultural well-being at ICS 1, we intend to replicate it in the other schools. For example, the funding will enable children to participate with the city-wide step team on the national circuit. It will also support a drum and bugle corps. The funding will specifically go for instructors and needed equipment. Because the children in our schools come from homes where there is not money for activities like this, these programs build

self-confidence and introduce children to activities that would otherwise be foreign to them. Helping our educationally disadvantaged children become comfortable with the myriad parts of a fully lived life improves the quality of their lives and the quality of our school. **We** have submitted \$25,000 per school for the Arts. The total cost would be \$100,000.

We are submitting for \$2,000 per school for Miscellaneous Professional Development Supplies (such as ink cartridges, paper, etc). The total cost would be \$8,000.

Because we are an extended year operation, we will have to pay for transportation for our students when the DOE schools are closed. The additional days of school are critical to the learning curve of our educationally disadvantaged population. (Please see “Summer Effect” in Project Narrative section, p. 40.) We are submitting for \$32,000 per school for transportation. The total cost would be \$128,000.

We also intend to use grant funding for **Pearson Professional Development**. Pearson’s consultant coach will help establish an infrastructure of turn-key leadership and ongoing professional development at our schools that will enable our teachers to refine their teaching and produce better student results. Pearson's Consultant Coaching Teams (LT) program will help the teachers effectively use job-embedded professional learning to improve teaching, learning and achievement (i.e. Successmaker, Knowledge Box). SuccessMaker is a Computer-Assisted Software Program that offers teachers and students over 3,000 hours of one-on-one instruction for students in grade kindergarten through eight covering the following content areas: English Language Arts, Mathematics, Science, and Social Studies. It affords the school community the opportunity to service all students with academic rigor at their individual ability level. After several sessions of a student using the program, the software assesses the student’s ability within

that particular content area and begins to give the student work at his\her ability level--making this program meaningful for the at-risk student, the gifted student, the English Language learner, and the Special Needs student. Since the program is individualized, every child has his\her own password. This individualization option allows a student to access his work from any computer in the school and/or from home as long as there is availability to a computer and the internet.

We are submitting for \$3800 per school for Pearson Education. The total cost would be \$15,200.

For Code 45, we are requesting funding for necessary educational materials including testing materials, classroom supplies, cultural trips, state exams, library materials and software. Also included are Parent Involvement costs. Icahn Charter Schools firmly believe that parents are critical stakeholders in the education of their children. Following the policy of having a transparent organization, parents receive a monthly syllabus by grade to allow them to discuss their child's instructional program at home.

The 100 Book Challenge holds monthly evening programs in which parents receive training in reading at home with their child and what actually defines reading, Whereas most parents will say that their child reads at home, too often that means their child is sounding out words. It is our goal to further the parents understanding as to the various skills involved in reading. We intend to continue parent workshops in this regard. A measure of the success of parent training is the rate of parents who return for continued training.

The new eChalk initiative is another element of parent involvement, which will provide parents with a daily view of what their child is learning, foster ongoing communication with teachers, monitor their child's progress, check on attendance and know recent test grades. This requires ongoing training for the use of the eChalk program. This will include all parents in the schools.

The Superintendent holds regular meetings with Parent/Guardian Association presidents.

The per year cost is \$304,000. The total cost would be \$1,522,000. 75% would be \$1,141,500.

Code 45	ICS 2	ICS 3	ICS 4	ICS 5	TOTAL
Testing materials	26,000	24,000	22,000	20,000	92,000
Classroom Supplies	26,000	24,000	22,000	20,000	92,000
Cultural Trips	20,000	20,000	20,000	20,000	80,000
State Exams	3,600	3,600	3,600	3,600	14,400
Library	35,000	35,000	35,000	35,000	140,000
Parent involvement	7,500	7,500	7,500	7,500	30,000
Software	10,000	10,000	10,000	10,000	40,000
	76,100	76,100	76,100	76,100	304,400
Code 45	ICS 2	ICS 3	ICS 4	ICS 5	TOTAL
FY 11	76,100	76,100	76,100	76,100	304,400
FY 12	76,100	76,100	76,100	76,100	304,400
FY 13	76,100	76,100	76,100	76,100	304,400
FY 14	76,100	76,100	76,100	76,100	304,400
FY 15	76,100	76,100	76,100	76,100	304,400
	380,500	380,500	380,500	380,500	1,522,000

Code 45 at 75% level	ICS 2	ICS 3	ICS 4	ICS 5	TOTAL
FY 11	57,075	57,075	57,075	57,075	228,300
FY 12	57,075	57,075	57,075	57,075	228,300
FY 13	57,075	57,075	57,075	57,075	228,300
FY 14	57,075	57,075	57,075	57,075	228,300
FY 15	57,075	57,075	57,075	57,075	228,300
	285,375	285,375	285,375	285,375	1,141,500

The cost of the required annual Washington DC Conference for this grant divided among the schools for FY11 would be \$3,498; FY12 would be \$4,757; FY13 would be \$4,852; FY14 would be \$4,949; FY15 would be \$5,048. The total cost would be \$23,106. 75% would be \$17,329.

Washington DC Conference @100%	ICS 2	ICS 3	ICS 4	ICS 5	TOTAL
FY 11	1,166	1,166	1,166		3,498
FY 12	1,189	1,189	1,189	1,189	4,757
FY 13	1,213	1,213	1,213	1,213	4,852
FY 14	1,237	1,237	1,237	1,237	4,949
FY 15	1,262	1,262	1,262	1,262	5,048
	6,068	6,068	6,068	4,902	23,106

Travel at 75% level	ICS 2	ICS 3	ICS 4	ICS 5	TOTAL
FY 11	875	875	875	-	2,624

FY 12	892	892	892	892	3,568
FY 13	910	910	910	910	3,639
FY 14	928	928	928	928	3,712
FY 15	947	947	947	947	3,786
Total	4,551	4,551	4,551	3,676	17,329

In order to support teachers for their professional development and instructional needs, and to develop curriculum materials (each teacher is expected to supplement to the Core Knowledge Curriculum materials which is part of what makes Core Knowledge more interesting to the teachers and the students), the cost of laptops for teachers is included in the grant request. The cost of computers for teachers for FY11 is \$42,000; FY12 \$14,000; FY13 \$8,000; FY13 \$8000; FY14 \$8,000. The total cost would be \$80,000.

There will also be a need for computers in the Computer Lab for training before the opening of school and for ongoing training. The cost of those computers in FY11 would be \$30,000; FY12 would be \$60,000; FY13 would be \$30,000. The total would be \$120,000.

The Code 20 costs for FY11 would be \$72,000; FY12 would be \$74,000; FY13 would be \$38,000; FY14 would be \$8,000; FY15 would be \$8,000. The total cost would be \$200,000. 75% would be \$150,000.

Laptops for teachers	ICS 2	ICS 3	ICS 4	ICS 5	TOTAL
FY 11	16,000	14,000	12,000	-	42,000
FY 12	2,000	2,000	2,000	8,000	14,000
FY 13	2,000	2,000	2,000	2,000	8,000
FY 14	2,000	2,000	2,000	2,000	8,000
FY 15	2,000	2,000	2,000	2,000	8,000
Total	24,000	22,000	20,000	14,000	80,000

Computer Lab	ICS 2	ICS 3	ICS 4	ICS 5	TOTAL
FY 11	30,000	0	0	0	30,000
FY 12	0	30,000	30,000	0	60,000
FY 13	0	0	0	30,000	30,000
FY 14	0	0	0	0	0
FY 15	0	0	0	0	0
Total	30,000	30,000	30,000	30,000	120,000

Code 20					
FY 11	46,000	14,000	12,000	-	72,000
FY 12	2,000	32,000	32,000	8,000	74,000
FY 13	2,000	2,000	2,000	32,000	38,000

FY 14	2,000	2,000	2,000	2,000	8,000
FY 15	2,000	2,000	2,000	2,000	8,000
Total	54,000	52,000	50,000	44,000	200,000

Code 20 @ 75%					
FY 11	34,500	10,500	9,000	-	54,000
FY 12	1,500	24,000	24,000	6,000	55,500
FY 13	1,500	1,500	1,500	24,000	28,500
FY 14	1,500	1,500	1,500	1,500	6,000
FY 15	1,500	1,500	1,500	1,500	6,000
Total	40,500	39,000	37,500	33,000	150,000

The total amount requested is \$5,431,912, which is 75% of the total amount needed of \$7,242,550. The money will be used to provide leaders/mentors who are experienced and proven effective in the Icahn Schools; to train the staff in our proven, unique, demanding, assessment-driven program for our added grades and new school; to purchase instructional tools (hardware and software, classroom materials, library materials) that have proven effective at our current schools and that will add depth and breadth to those tools.