

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

Charter School Program Non-SEA Planning, Program Design, and Implementation

CFDA # 84.282B

PR/Award # U282B110087

Grants.gov Tracking#: GRANT10951643

OMB No. , Expiration Date:

Closing Date: Aug 24, 2011

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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

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="08/24/2011"/>	4. Applicant Identifier: <input type="text"/>
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5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text" value="NA"/>
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State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
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8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Spirit Preparatory Charter School"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="45-0919527"/>	* c. Organizational DUNS: <input type="text" value="9689159540000"/>

d. Address:

* Street1: <input type="text" value="512 Hussa Street"/>
Street2: <input type="text"/>
* City: <input type="text" value="Linden"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="NJ: New Jersey"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="07036-2812"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
---------------------------------------	-------------------------------------

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Mr ."/>	* First Name: <input type="text" value="Patrick"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Byrne"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Founding Director"/>

Organizational Affiliation: <input type="text" value="Spirit Preparatory Charter School"/>
--

* Telephone Number: <input type="text" value="201-723-4965"/>	Fax Number: <input type="text" value="201-998-6046"/>
---	---

* Email: <input type="text" value="patrick@cityprepacademies.com"/>

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

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:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-072511-001

* Title:

Office of Innovation and Improvement (OII): Charter Schools Program (CSP): Planning, Program Design, and Initial Implementation Grants CFDA Number 84.282B

13. Competition Identification Number:

84-282B2011-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Spirit Prep Charter School a blended learning model of project-based learning, face-to-face learning, and online instruction

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="518,287.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="518,287.00"/>

*** 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 in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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)**

** 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:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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

OMB Control Number: 1890-0018

Expiration Date: 02/28/2011

* Name of Institution/Organization

Spirit Preparatory Charter School

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						
2. Fringe Benefits						
3. Travel	3,305.00	3,425.00	3,591.00			10,321.00
4. Equipment	154,957.00	145,950.00	122,300.00			423,207.00
5. Supplies						
6. Contractual	28,300.00	28,300.00	28,300.00			84,900.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	186,562.00	177,675.00	154,191.00			518,428.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	186,562.00	177,675.00	154,191.00			518,428.00

***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):

(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)?

<p>* Name of Institution/Organization</p> <p>Spirit Preparatory Charter School</p>	<p>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.</p>	
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**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						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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 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 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.

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 subagreements.
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 (Clean Air) Implementation Plans under Section 176(c) of the Clean 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. §§1271 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 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.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Patrick Byrne</p>	<p>* TITLE</p> <p>Founding Director</p>
<p>* APPLICANT ORGANIZATION</p> <p>Spirit Preparatory Charter School</p>	<p>* DATE SUBMITTED</p> <p>08/24/2011</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: Spirit Preparatory Charter School

* Street 1: 28 Laurel Ave * Street 2: _____

* City: Kearny * State: NJ: New Jersey * Zip: 070321708

Congressional District, if known: _____

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: USDOE	7. * Federal Program Name/Description: Charter Schools
	CFDA Number, if applicable: 84.282

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
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10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name: none Middle Name: _____

* Last Name: none Suffix: _____

* Street 1: _____ * Street 2: _____

* City: _____ * State: _____ * Zip: _____

b. Individual Performing Services (including address if different from No. 10a)

Prefix _____ * First Name: none Middle Name: _____

* Last Name: none Suffix: _____

* Street 1: _____ * Street 2: _____

* City: _____ * State: _____ * Zip: _____

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 the 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.

* Signature: Patrick Byrne

* Name: Prefix _____ * First Name: Patrick Middle Name: _____
* Last Name: Byrne Suffix: _____

Title: Founding Director Telephone No.: 201-723-4965 Date: 08/24/2011

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # U282B110087

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.

Optional - You may attach 1 file to this page.

Spirit Prep GEPA Statement FINAL.pdf

Add Attachment

Delete Attachment

View Attachment

**SPIRIT PREPARATORY CHARTER SCHOOL
CHARTER SCHOOL PROGRAM GRANT**

NARRATIVE ADDRESSING

GENERAL EDUCATION PROVISIONS ACT (GEPA) SECTION 427

The Spirit Preparatory Charter School is taking several steps to ensure that the school will be accessible to students, teachers, parents, and other beneficiaries regardless of gender, race, socio-economic background, national origin, color, disability, or age. The founders are especially mindful of the risk factors associated with high school students living in urban locations such as Irvington and East Orange, plagued as these areas are with ever growing drug use, violence, and gang membership. The founders are committed to providing access to those students whose geographic location alone puts them at greater risk for academic failure. That being said, the entire Spirit Prep program is built on an inclusive model for At-risk, ELL and Special Education students. These steps are:

1. Admissions Process. Spirit Prep Charter School shall not discriminate against any student based on race, ethnicity, national origin, gender, artistic talent, or disability or for any other basis that would be unlawful for a public school. Spirit Prep Charter School shall be open on a space available basis to any East Orange, Irvington, and Newark child who is eligible under the laws of New Jersey for admission to a public school, and the school shall ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and New Jersey Education Law, governing admission to a charter school. New students will be admitted each year without regard to prior measures of achievement or aptitude, athletic ability, mental or physical disability, ethnicity, race, creed, gender, national origin, religion, or ancestry.

No admission policy will be used to reflect the mission and goals of the school and no criteria will be used to bar or discourage any applicant. The School will attempt to enroll a group

Spirit Preparatory Charter School: A Blended Model of Project-Based Learning, Face-to-Face Learning, and Online Instruction

**SPIRIT PREPARATORY CHARTER SCHOOL
CHARTER SCHOOL PROGRAM GRANT**

of children representative of diversity in the region, though the application process will ensure that race, religion, gender, academic ability, etc. are never considered as part of the admission process. Despite the school's focus on music, there will be no audition or selective process to assess musical skill. Any music assessment conducted prior to the start of school will only be for diagnostic purposes and used to refine curriculum and plan student groups.

Spirit Prep Charter School will launch a program using the following strategies, among others, designed to recruit a cross-section of students:

- Conduct Information Sessions at varied locations
- Mail publicity materials to residents of the school district
- Post flyers and community notices in local newspapers, and area businesses, churches, community centers, housing complexes, and supermarkets
- Conduct door-to-door campaigns to inform district residents
- Post Information Session and lottery announcements on school website
- Provide community based organizations a schedule of Information Sessions and lottery announcements to post
- Visit local youth organizations including but not limited to sports teams
- Launch a Web site

All publicity material will be translated primarily into Spanish, Portuguese, Haitian Creole. The Founders will conduct a more research to determine if there are any other dominant languages in the region. Translation services will be provided on an as-needed basis.

2. Advisory Program for All Students. To ensure that students are actively engaged and have access to all of the services that the school and community have available to them, a robust Advisory program will be developed to foster school engagement for all students. The Advisory

Spirit Preparatory Charter School: A Blended Model of Project-Based Learning, Face-to-Face Learning, and Online Instruction

**SPIRIT PREPARATORY CHARTER SCHOOL
CHARTER SCHOOL PROGRAM GRANT**

Program plays a key role in the school's student retention strategy. Academic classes are augmented by a four-year Advisory sequence organized around the themes of character education and college readiness. The Spirit Prep advisory program pairs student groups of no more than twelve with a single faculty advocate and mentor, who serves as their Advisor throughout the academic year. The Advisor is responsible for supporting their students' academic progress, and is the critical link across classes and grades, but also between the school and the household. An advisor knows his/her students well, and is responsible for addressing both the micro (daily incidents, time management) and macro (long-term academic or social issues) aspects of student performance. The advisor is responsible for marshalling school and community resources, and engaging parents and families, to create a powerful support network for each student, as they work to fulfill their goals and aspirations.

3. Mechanisms to Identify and Tailor Learning Experiences for At-Risk Students.

Teachers, administrator and learning specialists will be trained to identify at-risk students and develop individual educational plans to address student challenges. In addition to evaluating diagnostic test data, previous school records, interviews with parents or caregivers, and observations by classroom teachers will also be used to assess students. In-service and other professional development trainings will impart best practices research to help teachers design programs to overcome a myriad of challenges evident in the lives of at-risk students. The School Leader will offer parents and caregivers opportunities to participate in workshops that address at-risk issues. They will meet with classroom teachers during regularly scheduled conferences and will receive periodic progress reports from their children's teachers. Counseling and referrals for other services will be available as needed for children and families in crisis. At-risk children and those children in at-risk situations will be included in all regular classroom activities, with support as needed. Furthermore, these students will have access to the services for extended periods of time, the longer school day and *Spirit Preparatory Charter School: A Blended Model of Project-Based Learning, Face-to-Face Learning, and Online Instruction*

**SPIRIT PREPARATORY CHARTER SCHOOL
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year being a design element that acts as a deterrent to reduce opportunities for children to become involved in dangerous and unhealthy situations during hours when their parents are at work.

4. Stakeholders in the Education Program of Students with Disabilities. All students attending Spirit Prep Charter School will have access to the same rigorous curriculum. Spirit Prep Charter School will maintain a model of inclusion. Spirit Prep Charter School students will excel in the 21st century by being taught to be independent thinkers and to work productively within a diverse group of learners —students with disabilities will be expected and supported to participate in, and receive credit for, academic, nonacademic, extracurricular and ancillary programs and activities with all other students to the extent allowed by the IEP. Students with disabilities will receive all notices concerning school-sponsored programs, activities, and services. Spirit Prep Charter School will comply with the provisions of Chapter 48 of the New Jersey Statutes concerning the provision of services to handicapped students. As mandated by law, Spirit Prep Charter School will accommodate students with disabilities within the framework of the school and will comply with the Charter School Program Act regarding provision of services to handicapped students.

The Spirit Prep Charter School Child Study Team will include: a Learning Disabilities Teacher Consultant (LDTC), School Psychologist and a Social Worker. The Child Study Team will evaluate each disabled student to determine the school’s ability to accommodate that student safely and legally. The Study Team will review the status of all previously classified students and develop an Individualized Educational Plan for each student. Parents or legal guardians will agree to and authorize any programmatic changes from the child’s previous IEP. The Child Study Team will make recommendations for children’s placement in either the Spirit Prep Charter School or private day or residential school as appropriate. Spirit Prep Charter School is

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committed to the implementation of structures that maximize student inclusion in regular classrooms.

The School offers all classified students an inclusive and holistic learning environment that provides ongoing support, remediation, modifications, and consultation services. The online learning approach is designed to ensure that students have access to the curriculum even if they are not physically present at school. Additionally, the frequent data collected afforded by the online system lets teachers and administrators identify students academically at risk in enough time to intervene before a student fails a course. An Intervention and Referral Service Team (Team) consisting of the Child Study Team, an administrator, and the student's teacher(s) with full input from parent/caregivers will review all cases where students are not achieving the goals identified in the IEP. The Team will share ideas, teaching strategies and classroom modifications and strategies to improve student outcomes. The Team will share written documentation of recommended interventions and their effects with the children's parents. If the Team agrees that all appropriate interventions and resources available in the school have been exhausted, they will refer the student for a comprehensive Child Study Team evaluation.

The school will comply with federal and state law that ensures that students with disabilities will be provided with an appropriate, if non-traditional, approach to special education. The school will adhere to IDEA and all related New Jersey laws and regulations. It will guarantee an appropriate education and related services designed to meet the unique needs of all children and youth with disabilities. Education will be based on a complete individual evaluation and assessment with nondiscriminatory evaluation and placement procedures. An Individualized Education Program (IEP) will be provided for each child being served in special

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education. Children will be educated in regular classes with appropriate supplementary aids and services to the maximum extent appropriate.

The school will use an outside consultant or hire part-time staff as needed to assist in setting up evaluation teams, procedures, and financial reimbursements. To the extent possible, the school will form cooperative relationships with other area charter schools for the provision of special education services. The school will strive to be consistent in the delivery of educational services for all students and be innovative in special education also.

5. Stakeholders in the Education Program of ESL Students. Upon enrollment, students whose native language is determined to not be English, will be subject to a screening process to be developed/employed to determine if they need to be tested regarding their English proficiency. Should the results of the testing determine that a student is in need of language support a bilingual language program will be implemented. The scope of the program will be determined by the number of students identified as in need of support and meets the requirements of N.J.A.C. 6A:15 including developing appropriate programs for a total population of less than 10 identified students, 10 or more or 20 or more LEP students. The result of all efforts will be to improve the English language proficiency of all LEP students and ensure that they have equal access to all educational and after school activities as English proficient students. The Founders of Spirit Prep Charter School recognize that Limited English Proficiency (LEP) students are entitled to the same educational opportunities as any English proficient student: a free and appropriate public school education. The school will work to ensure that all students including LEP students are provided the support they might need to be successful.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
Spirit Preparatory Charter School	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Mr.	* First Name: Patrick Middle Name:
* Last Name: Byrne	Suffix:
* Title: Founding Director	
* SIGNATURE: Patrick Byrne	* DATE: 08/24/2011

Close Form

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

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

Address:

* Street1:
 Street2:
 * City:
 County:
 * State:
 * Zip Code:
 * Country:

* Phone Number (give area code) Fax Number (give area code)

Email Address:

2. Applicant Experience:

Novice Applicant Yes No Not applicable to this program

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:

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EXEMPT RESEARCH DOCUMENT

This project involves human subjects in activities found in Exemption Category #2 making the project exempt from regulations for the protection of human subjects. Exemption #2 exempts “research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (a) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (b) any disclosure of the human subjects’ responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects’ financial standing, employability, or reputation. If the subjects are children, exemption 2 applies only to research involving educational tests and observations of public behavior when the investigator(s) do not participate in the activities being observed. Exemption 2 does not apply if children are surveyed or interviewed or if the research involves observation of public behavior and the investigator(s) participate in the activities being observed....”

In determining whether the school’s delivery of a tailored instructional program, combining the best elements of online and traditional instruction and infused with instrumental music, has given students the content knowledge and skills they need to compete and create in the 21st century global marketplace, the results of all standardized assessment tests including the HSPA and any school employed testing will be analyzed and reported in terms of subgroup performance, rather than data about individual students. Individual student responses and scores will not be identified. Likewise, when stakeholders (students, parents, teachers, and community leaders) are surveyed to determine if the second primary objective has been met i.e. increased student

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engagement in school as a result of immersion in a structured music program, the extent of their satisfaction will be aggregated and reported for all stakeholders rather than individuals.

Investigators will not be involved in the survey process.

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Spirit Preparatory Charter School: A Blended Model of Project-Based Learning, Face-to-Face Learning, and Online Instruction

ABSTRACT

“Spirit Prep Charter School” is a “Blended Model” Charter School Program in New Jersey. The project director and contact person for this project is Mr. Patrick Byrne, Spirit Prep founding director (201-723-4965 patrick@cityprepacademies.com). The State Educational Agency is the New Jersey Department of Education, P.O. Box 500, Trenton, NJ, 08625-0500. Spirit Prep Charter School is founded on the principle that the blended learning model of project-based learning, face-to-face learning, and online instruction with an integration of instrumental music will serve as a catalyst for the academic, career and social success of all students. The program will nurture and inspire a passion for learning, collaboration and arts in students who might not otherwise have an opportunity to develop their artistic skills.

Spirit Prep will provide a new educational option for up to 600 grade 9-12 students in the Irvington, East Orange, and Newark areas, each of which has limited quality high school options and art programs but increasing challenges with drug use, violence and gang involvement among its youth. At Spirit Prep Charter School the focus is always on student achievement. As the research in our charter application illustrates, students who participate in the Arts perform higher than their peers who do not. Immersion in an arts program coupled with a rigorous academic program can only increase the potential for academic gains. In Newark and East Orange, only a small percentage of students can benefit from this type of immersion. In Irvington, 0% of students have this option.

The founders understand that students need multiple pathways to success and the guidance of well-trained and caring adults. With those principles in mind, the school has identified two primary objectives:

- To demonstrate how delivering a tailored instructional program, combining the best elements of online and traditional instruction and infused with instrumental music, gives students the content knowledge, critical thinking skills, and confidence to compete and create in the 21st century global marketplace.
- To provide an alternative to gang activity. Students at Spirit Prep will have the opportunity to join performance groups, such as a drum corps or jazz band. The teamwork, discipline, and camaraderie fostered in these groups satisfy the need for belonging and excitement that many young people crave. Developing technical skills in instrumental music and learning about careers in music also broadens their thinking about their future.

This project supports the purposes of the Charter School Program by:

- increasing national understanding of a unique charter school model which with potential to be replicated;
- enabling a high quality charter school of this type to offer a highly effective individualized public school education choice to grade 9-12 students; and
- providing the opportunity to evaluate the effects of this charter school model on students, student academic achievement, staff and parents.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

To add more Project Narrative File attachments, please use the attachment buttons below.

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PART III. PROGRAM NARRATIVE

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1. COMPETITIVE PRIORITIES

a. COMPETITIVE PRIORITY ONE: IMPROVING ACHIEVEMENT AND HIGH SCHOOL GRADUATION RATES

Spirit Preparatory Charter School is designed to meet five of the six priorities identified as “high priority” for Charter School Program funding: accelerating learning and helping to improve high school graduation rates for students with disabilities, English Language Learners, high-need students, high-poverty schools as well as to improve college enrollment rates for all our students in an inclusive manner ensuring that the specific needs of high-need students are addressed. The school will serve urban, high-poverty students—providing them with a challenging and enriching academic program, a pathway to success, and an alternative to influences such as gang activity which are so prevalent in their area. At Spirit Prep, a robust Advisory program will be developed to foster school engagement for all students, not just those at risk. Advisory plays a key role in the school’s student retention strategy. Academic classes are augmented by a four-year Advisory sequence organized around the themes of character education and college readiness. The Spirit Prep advisory program pairs student groups of no more than twelve with a single faculty advocate and mentor, who serves as their Advisor throughout the academic year. The Advisor is responsible for supporting their students’ academic progress, and is the critical link across classes and grades, but also between the school and the household. An advisor knows his/her students well, and is responsible for addressing both the micro (daily incidents, time management) and macro (long-term academic or social issues) aspects of student performance. The advisor is responsible for marshalling school and community resources, and engaging parents and families, to create a powerful support network for each student, as they mentor will always be available to support students in their efforts.

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b. COMPETITIVE PRIORITY TWO: PROMOTING DIVERSITY

The Spirit Preparatory Charter School is taking several steps to promote diversity among its students. The founders are especially mindful of the risk factors associated with high school students living in urban locations such as Irvington and East Orange, plagued as these areas are with ever growing drug use, violence, and gang membership. The founders are committed to providing access to those students whose geographic location alone puts them at greater risk for academic failure. That being said, the entire Spirit Prep program is built on an inclusive model for all students. These steps are:

Spirit Prep Charter School shall not discriminate against any student based on race, ethnicity, national origin, gender, artistic talent, or disability or for any other basis that would be unlawful for a public school. Spirit Prep Charter School shall be open on a space available basis to any East Orange, Irvington, and Newark child who is eligible under the laws of New Jersey for admission to a public school, and the school shall ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and New Jersey Education Law, governing admission to a charter school. New students will be admitted each year without regard to prior measures of achievement or aptitude, athletic ability, mental or physical disability, ethnicity, race, creed, gender, national origin, religion, or ancestry.

No admission policy will be used to reflect the mission and goals of the school and no criteria will be used to bar or discourage any applicant. The School will attempt to enroll a group of children representative of diversity in the region, though the application process will ensure that race, religion, gender, academic ability, etc. are never considered as part of the admission process. Despite the school's focus on music, there will be no audition or selective process to

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assess musical skill. Any music assessment conducted prior to the start of school will only be for diagnostic purposes and used to refine curriculum and plan student groups.

Spirit Prep Charter School will launch a program using the several strategies designed to recruit a cross-section of students. These strategies are listed in the response to *Application Requirement ix* below.

c. COMPETITIVE PRIORITY THREE: IMPROVING PRODUCTIVITY

The blended learning education model proposed by Spirit Prep charter meets Competitive Priority Three: Improving Productivity.

BLENDED LEARNING PROMOTES TIME MANAGEMENT AND PERSONAL ACCOUNTABILITY

Blended learning is already a major driver for education and training beyond the K-12 continuum. Blended learning environments encourage students to develop the important life skills or time management and productivity. The collaborative project-based assignments and collaborative online technology tools allow students to coordinate and communicate within groups to delegate tasks and meet deadlines.

BLENDED LEARNING PROMOTES TECHNOLOGICAL LITERACY

In order to effectively use the online learning tools, they are required to master the technology. Students will be able to hone their 21st century technology skills as part of their everyday learning. “Online learning affords unprecedented opportunities for students to complete their work using applications that are common to today’s workers, such as web-based conferencing, project management, or digital media and communications tools.”

BLENDED LEARNING TEACHES PROBLEM-SOLVING SKILLS

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Through project-based learning modules, students will learn to think analytically and solve problems. These collaborative group projects will mimic the real world of work where team and group thinking is increasingly becoming the norm. Teachers will design project-based learning experiences where students apply their learning in real-life situations. For example, in Geometry class, students might be asked to choose a location in their neighborhood where they can build a new playground. The assignment requires them to make decisions about the best location, how much space can be used, where to place the equipment, and make decisions about the height or slope of certain pieces of equipment.

INVITATIONAL PRIORITY: TURNING AROUND PERSISTENTLY LOW-PERFORMING SCHOOLS

Spirit Preparatory Charter School cannot meet the invitational priority of turning around persistently performing schools.

2. APPLICATION REQUIREMENTS

(i) Describe the educational program to be implemented by the proposed charter school, including how the program will enable all students to meet challenging State student academic achievement standards, the grade levels or ages of children to be served, and the curriculum and instructional practices to be used;

Spirit Prep Charter School is founded on the principle that the blended learning model of project-based learning, face-to-face learning, and online instruction integrated with instrumental music will serve as a catalyst for academic, career and social success for all students. The

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program will nurture and inspire a passion for learning, collaboration and arts in students who might not otherwise have an opportunity to develop their artistic skills.

At Spirit Prep Charter School, the focus will always be on student achievement. We understand that students need multiple pathways to success and the guidance of well-trained and caring adults. The delivery of a tailored instructional program, infused with instrumental music, gives students the content knowledge, critical thinking skills, and confidence to compete and create in the 21st century global marketplace.

The school will open its doors to 150 9th graders from Newark, East Orange, and Irvington in September 2012, growing one grade level each year to full capacity serving 600 grades 9-12 students in 2015. It's a full time high school instructional model that combines the best of online education with the best of brick and mortar school instruction to meet the needs of a variety of students who can benefit from self-paced, individualized instruction, whether they need more challenge or are behind in credits. It includes:

- support from onsite credentialed teachers and other educators in small groups and in one-on-one interactions;
- greatly increased course offerings;
- standards-based online and hands-on curriculum and instructional materials;
- interactive technology;
- significant differentiation to meet the needs of different kinds of learners;
- onsite academic and social support from skilled teachers and learning coaches;
- community, collaboration, and socialization including extracurricular sports and activities;
- powerful assessment tools; and

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- a state of the art learning management system to monitor student achievement and improve student performance.

The Founders believe creating a high-quality regional school is a critical need in these three communities. Currently, only Arts High School in Newark and Cicely Tyson in East Orange are available to students who are interested in performing arts. Irvington has no school dedicated to this area. Several studies have confirmed that music directly enhances learning through increased spatial development. Achievement in math and reading is improved by learning rhythms, decoding notes and symbols. Specifically, arts participation and SAT scores co-vary—that is, they tend to increase linearly: the more arts classes, the higher the scores. Every student who attends Spirit Preparatory Charter School will have this same opportunity to experience increased academic gains as a result of their participation in the school’s music program. The curriculum will be delivered using a blended learning approach, a combination of the best of face-to-face classroom learning, online instruction, and real-world experiences. The Founders believe that this instructional approach is the best approach to reach students who have so much promise but are plagued by the common urban problems of crime, poverty, drugs, gang recruitment, and other social problems. We are reaching students at a critical time – high school – when important decisions are made about whether to continue in the school system or find alternatives to education.

Students at Spirit Prep Charter School will follow a traditional course of study with instrumental music woven into courses. Additionally, each student will take a series of Music Theory courses and be required to choose an Instrument Major on which they will focus mastering by the end of their 4 years at Spirit Prep. Students who show a natural talent for music and excel in their music theory courses will be enrolled in AP Music Theory in 12th grade. In

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addition to the cross-curricular use of the NJCCCS, music will be used to supplement discussion and provide illustrative examples of topics being discussed. As examples:

- Science -- an examination of the physics of sound: how sound waves are produced and manipulated, instrumental construction, acoustics,
- Social Studies -- an examination of how the music of a people reflects their social, political, economic and cultural environment.
- Language Arts Literacy will discuss:
 - o the similarities between expressing thoughts, moods, and descriptions in writing and in music.
 - o the relationship between form and structure in writing and in music
 - o the relationship between poetry and music, as reflected in mood, structure and meter
- Mathematics -- the grouping of sounds into beats, measures, and rhythm can be used to teach basic arithmetic, as well as more advanced concepts such as fractions

Spirit Prep will initially offer two major tracks for students to follow during their four years at the school. As demand, resources, budgets, and partnerships increase, the school will expand its instrumental music offerings. The tracks will focus on instrumental ensembles. Participation in an ensemble reinforces the teamwork and collaboration skills students will be learning in class during cooperative group work and project-based learning.

Students will enter the school with varying levels of musical skill, so students' music skills will be assessed on their individual development. Similar to traditional academic classes, teachers will employ differentiated learning techniques.

Problem/Project-Based Learning: In addition to online learning modules for skill acquisition and practice, students will be taught using a problem/project-based approach to

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teaching and learning. The problem-based method is similar to the case study method of learning, which is the hallmark of the Harvard University Business School MBA program as well as other top business programs. It immerses students in real-world problems rather than have them rely on rote memorization.

College-Level Coursework: The intense focus on skill building using multiple instructional modalities will pave the way for advanced coursework such as AP courses and college courses. The frequent and reliable data generated from the online course management system, lets administrators and teachers know when students are ready for advanced course work. It won't be a guessing game that might set students up for failure. Both teacher and student will know that he or she is ready for the challenge. Spirit Prep will develop partnerships with local colleges to provide college-level coursework, in addition to utilizing the online resources available to deliver advanced coursework.

Internships: All Spirit Prep students will be required to complete 120 Hours of internship experience in order to graduate. Internship experiences will be coordinated by Spirit Prep staff and be aligned with students' interests and academic learning. Partnerships will be developed with local businesses and organizations. Sites will be chosen based on their learning potential and alignment with the school's mission. Students will be observed in the field and will regularly debrief and reflect on the internship experience with their advisor in school and adult mentor at the internship site. The internship experience will culminate in a Senior Seminar project that includes an exhibition and assessment.

Service-Learning: What often gets overlooked in Service-Learning programs is the "learning." At Spirit Prep, *service* and *learning* are inextricably linked. The school will facilitate high-impact Service learning opportunities that will turn students into civic leaders. As students

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grow in the school, they will be expected to independently identify community needs, research potential solutions and design their own high-impact service learning experiences. An advisor or outside Mentors and advisors for Internship and Service Learning experiences will be properly screened and vetted. Screening will include background checks, personal recommendations, and a meeting between student, family, and the proposed mentee.

Community Circle: One distinguishing characteristic of other high-performing charter schools is a strong school culture that includes daily rituals, motivational stories, and shared accountability. *Community Circle* is a community building activity that takes place during Spirit Prep's morning activities. *Community Circle* provides an opportunity to make school announcements, to give recognition to community member (students, teachers, and friends of the school) and to address any pressing community issues. At first, teachers and school leaders will lead *Community Circle*, modeling expectations for students. Eventually, this will be a ritual that is student-led, with planning assistance provided by the school leader. Planning and executing *Community Circle* gives students an opportunity to practice the public speaking, collaboration and project management skills they learn in class. Students will be encouraged to share knowledge and information learned in class with other students, adding an additional layer of informal assessment to our assessment program.

Advisory Program: At Spirit Prep, a robust Advisory program will be developed to foster school engagement for all students, not just those at risk. Advisory plays a key role in the school's student retention strategy. Academic classes are augmented by a four-year Advisory sequence organized around the themes of character education and college readiness. The Spirit Prep advisory program pairs student groups of no more than twelve with a single faculty advocate and mentor, who serves as their Advisor throughout the academic year. The Advisor is

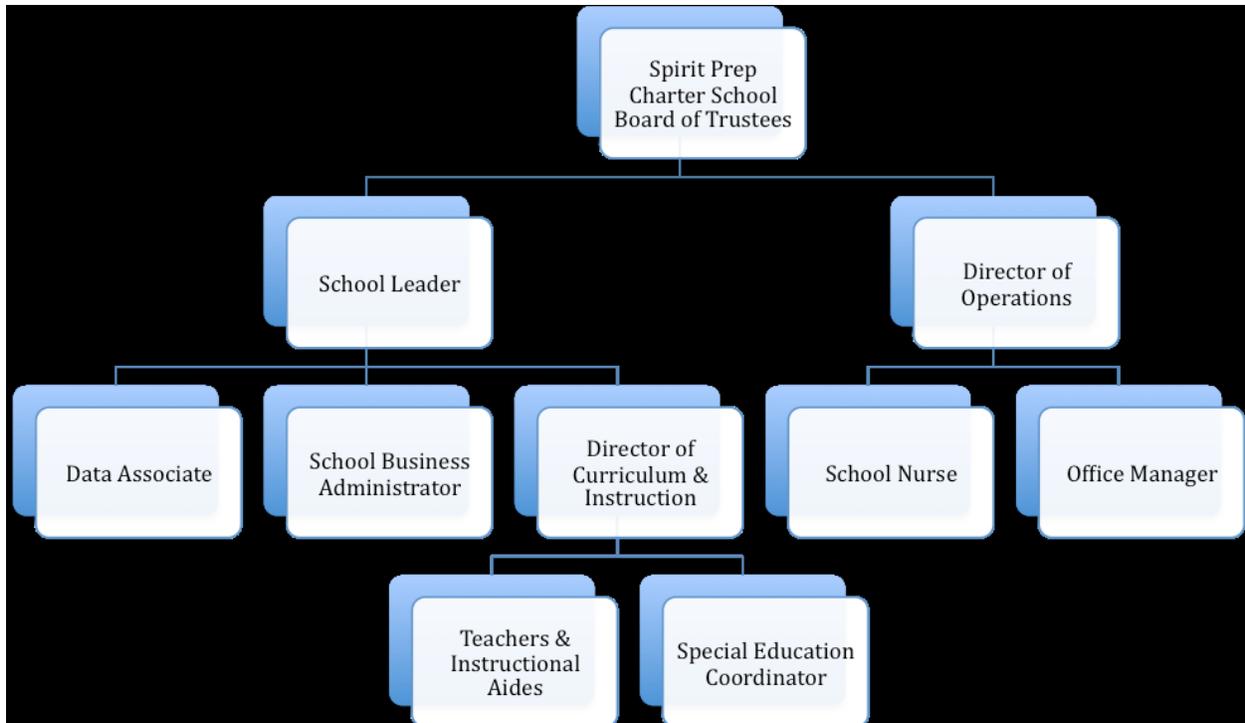
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responsible for supporting their students' academic progress, and is the critical link across classes and grades, but also between the school and the household. An advisor knows his/her students well, and is responsible for addressing both the micro (daily incidents, time management) and macro (long-term academic or social issues) aspects of student performance. The advisor is responsible for marshalling school and community resources, and engaging parents and families, to create a powerful support network for each student, as they mentor will always be available to support students in their efforts.

(ii) Describe how the charter school will be managed;

The Board of Trustees will govern the school, ensure that the school executes on the mission, remains financially viable, and fulfills the terms of the charter. It shall delegate management to the School Leader, whom the Board will hire, set compensation for, and evaluate. Seven Spirit Preparatory Charter School administrative staff, including the School Leader, Director of Curriculum and Instruction, Director of Operations, School Business Administrator, Data Associate, School Nurse, and Office Manager will manage the school, handling administrative, academic, and operational issues. They are expected to demonstrate expertise in administration, curriculum, instruction, assessment, finance, facilities, business management, and health depending on their positions. The administrative staff has been structured based on the school's education program and projected enrollment.

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Job descriptions for the School Leader, Director of Curriculum and Instruction, and Teachers follow:

SCHOOL LEADER

RESPONSIBILITIES

- Create, monitor and sustain a school culture of academic rigor through the consistent implementation of systems and structures to maximize student learning.
- Oversee the implementation of the school’s discipline code to ensure an orderly, safe school environment.
- Inspire the faculty, staff and scholars of the school to maintain continual progress in fulfilling the school’s mission.
- Achieve consistent improvement in student academic performance.
- Lead community meetings and school-wide assemblies for scholars.
- Lead faculty and administrative meetings.

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- Manage the *Director of Curriculum and Instruction, School Business Administrator, and Office Manager*, as well as all other staff including representatives of all outsourced business functions.
- Prepare or oversee the preparation and submission of timely reports, evaluations, and data to all external agencies and funding sources.
- Lead professional development sessions, and assign Director of Curriculum and Instruction to do the same.
- Serve as an *ex-officio* member of the Board of Trustees and on all Board committees, providing the essential data, relevant reports and information necessary to effectively and efficiently govern the school.
- Control the recruitment, hiring and retention of all staff, including the provision of salaries and contracts, as well as job orientation, training and evaluation.
- Communicate as the school's primary spokesperson to all external audiences including media, community partners, parents, and local, state and national leaders.
- Coordinate the lottery, admissions, enrollment and waitlist process.
- Establish and implement personnel and discipline policies and standards of conduct for students and staff, in conjunction with administrative staff.
- Supervise and maintain ongoing awareness of the day-to-day accounting processes of the school, including general ledger, accounts payable and receivable, cash receipts and disbursements, payroll, benefits and taxes.
- Manage and allocate the school's finances, and ensure the accuracy of all financial documents in conjunction with the School Business Administrator.
- Work with the Board and the Development Director to marshal resources for instructional, extracurricular and enrichment programs.

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- Set a strategic plan for the school to embark on a capital campaign in order to secure resources for a permanent facility.

QUALIFICATIONS AND REQUIRED CERTIFICATION

- Firm commitment and belief in the blended learning model of instruction.
- New Jersey school leader certification.
- A minimum of 5 years of urban classroom experience with proven, measurable, significant academic student growth.
- Excellent verbal and written communication skills.
- Experience managing adults.
- Experience managing assessment data and using it to drive instruction.
- Knowledge of education laws, school finance, governance and fundraising.
- Knowledge of budgetary planning and accounting principles.
- Demonstrated ability to multitask effectively and prioritize strategically.
- Open to feedback, willing to take personal responsibility and remain unwavering in pursuit of excellence in the face of significant challenges.

DIRECTOR OF CURRICULUM AND INSTRUCTION

RESPONSIBILITIES

- Ensures that curricular design and implementation are of the highest “college-ready” rigor for all scholars
- Manages the design of academic curricula (scopes and sequences, unit plans, lesson plans, and assessments) for all subjects and grades that meet and exceed New Jersey State Standards
- Managed the development of interim assessments
- Coordinates State and non-mandated testing

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- Ensures that unit plans are backwards-designed with enduring understandings, critical thinking questions, and “end of unit” goals
- Monitors grade-level progress against scope and sequence benchmarks
- Communicates with the principal regularly to assess and monitor student achievement
- Observes and coaches teachers daily
- Runs weekly ELA and Mathematics data meetings, fostering teacher involvement, incorporating teacher feedback and data results, and ensuring high rigor
- Contributes to the principal’s evaluation of school staff
- Trains and orients staff members on Spirit Prep’s curriculum and instructional methodologies during the summer and on-going throughout the course of the academic year
- Works with the principal to develop summer and on-going staff professional development
- Collaborates with teachers, learning specialists, and the Special Education Coordinator to develop instructional and intervention strategies that elevate achievement among struggling students
- Collaborates with the principal to ensure effective implementation of curriculum, lesson plan creation, and delivery of lessons
- Performs other related duties as required and assigned

QUALIFICATIONS

Candidates for the position of Director of Curriculum and Instruction will have at least the following experiences and qualifications:

- At least four (4) full years of demonstrated performance results in an urban school
- Familiarity with data-driven instruction and online learning
- Experience designing and implementing an instructional program

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- Experience leading a group of teachers towards quantifiable results
- Master’s degree in a relevant area of study
- Possess at least a NJ Supervisor of Curriculum and Instruction Certificate

TEACHERS

All teachers will be compliant with *NCLB* requirements.

RESPONSIBILITIES

- Adhere to Spirit Prep Charter School mission and educational philosophy, blended learning instructional model, and all NJCCCS
- Participate in ongoing professional development
- Maintain and enrich their expertise
- Plan with specialty teachers and after-school enrichment staff (if any) to ensure student achievement
- Differentiate instruction to best meet the needs of all students
- Provide direct and indirect instruction
- Develop long and short-term planning addressing the needs of individual students
- Develop and use a variety of assessments (e.g., quizzes, rubrics, written work, performances) that frequently measure student’s progress
- Prepare students adequately for all required assessments
- Evaluate students’ progress on an ongoing basis
- Keep all student records, updating as needed
- Communicate with parents on an ongoing basis to provide information, learn more about students, and share student successes
- Respond to parent concerns effectively and in a timely manner

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- Encourage students' positive interactions with other students and adults
- Value and promote peaceful conflict resolution
- Maintain and communicate high academic and personal expectations for all students with families, support staff, specialty teachers, and administrators
- Prepare written progress reports and hold family conferences
- Stay current with regard to education literature
- Participate in staff development programs
- Participate in developing and meeting the goals of an individualized professional development plan
- Perform other duties to support the ongoing development of Spirit Prep Charter School, as deemed appropriate

QUALIFICATIONS

- Teachers shall possess valid New Jersey Teaching Certification in content area hired to teach (ideally with two years experience minimum)
- Demonstrated expertise, as evidenced by personal skills and knowledge, an undergraduate and (if possible) graduate degree in the subject they will teach, or direct subject-area teaching experience
- Demonstrated oral and written communication skills
- Demonstrated ability to engage the interest of young people
- Demonstrated ability to work with a diverse group of students
- Demonstrated ability to work well with parents
- Demonstrated ability to work effectively as a team member
- Demonstrated willingness to be held accountable for student results

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(iii) Describe the objectives of the charter school and the methods by which the charter school will determine its progress toward achieving those objectives;

The school has identified two primary objectives:

- To demonstrate how delivering a tailored instructional program, combining the best elements of online and traditional instruction and infused with instrumental music, gives students the content knowledge, critical thinking skills, and confidence to compete and create in the 21st century global marketplace.
- To provide an alternative to gang activity. Students at Spirit Prep will have the opportunity to join performance groups, such as a drum corps or jazz band. The teamwork, discipline, and camaraderie fostered in these groups satisfy the need for belonging and excitement that many young people crave. Developing technical skills in instrumental music and learning about careers in music also broadens their thinking about their future.

The activities funded with the Charter School Program grant will help us meet those objectives.

We will cooperate with the USDOE Secretary of Education in evaluating the CSP grant project and will provide the Secretary with the needed information to determine how the grant funds assisted in that effort.

The school also has academic and nonacademic goals.

Academic Goals

Goal 1: *Students will master rigorous grade-level appropriate material in all of the New Jersey Core Curriculum Content Standards (NJCCCS) and use acquired skills and knowledge across the curriculum.*

Objectives & Measurable Outcomes

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The students will demonstrate mastery of the grade appropriate strands and progress indicators delineated in the NJCCCS.

1. Students will show continuous improvement on school administered standardized test
2. At least 85% of students will attain scores of proficient and advanced on the NJASK assessments.
3. Ninety percent (90%) of students will attain grades of "C" or better each marking period as recorded by teachers in subject matter tests, quizzes and class work.

Goal 2: *Students will, in addition to mastering material based upon the New Jersey Core Curriculum Content Standards pertaining to the Visual and Performing Arts, develop a comprehensive and integrated approach to the skills and knowledge in music and music performance through a curriculum interwoven with music education content.*

Objectives & Measurable Outcomes

1. All students will participate in a school instrumental program
2. At least 75% of students will be eligible to participate in a competitive or traveling band or corp.
3. At least 85% of students will be able to read music upon completion of high school.

Goal 3: *Teachers will track student progress through a blend of traditional and authentic learning experiences.*

Objectives & Measurable Outcomes

1. All students will complete a standardized achievement test upon enrollment in order to establish a proficiency baseline.
2. All students will participate in community outreach programs and understand the relationship between skills acquisition and practical application.

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3. Each student will take a learning styles inventory that will be used to develop their Individual Learning Plans and design relevant assessments.

Goal 4: *All students will graduate with the 21st Century Skills needed to pursue higher education, achieve sustained employment, and function effectively in the global society.*

Objectives & Measurable Outcomes

1. Students will develop curiosity about the world around them.
2. Students will use a variety of resources to find out what they need to know.
3. Students will apply the scientific method in solving problems.
4. Students will learn to think in depth and conceptually explore all options in solving problems.
5. Students will develop initiative and independence, as well as cooperative skills, by completing individual and group projects.

Goal 5: *The school will be demonstrably effective in identifying and helping students who are considered to be in Special Populations.*

Objectives and Measurable Outcomes

1. Students who are at-risk of failure will be identified early in the school year and provided adequate supports to keep them on track to graduate successfully.
2. At least 75% of classified students will show continuous academic improvement in accordance with their IEP.
3. Classroom instruction will be differentiated to meet the individual needs of students.

Goal 6: *Teachers will be highly trained to create dynamic learning environments that maximize the potential of all students.*

Objectives and Measurable Outcomes

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1. All teachers will participate in two weeks of summer training that will include analyzing student assessment data, curriculum development and curriculum revisions.
2. Teachers will plan instruction to address diverse student needs.
3. All teachers will be trained to adapt their pedagogy to meet different students needs (e.g., direct instruction, online technology, cooperative learning, small groups).
4. All teachers will use the blended learning model to deliver instructional units that will motivate and engage students.
5. A comprehensive professional development program will be systematically implemented in order to address individual teacher and school-wide goals.

Nonacademic Goals

Goal 1: *Students will celebrate diversity and develop knowledge of and respect for cultures and the accomplishments of people of different ethnic, racial, cultural, socio-economic and ability backgrounds.*

Objectives & Measurable Outcomes

1. Students will learn to work cooperatively and respectfully with peers of different ethnic, racial, cultural, socio- economic, and ability backgrounds and multiple intelligences.
2. Students will learn the history, dress, food and arts of the different cultures in their community.
3. Students will develop, learn and use conflict-resolution strategies and techniques.
4. Students will gain exposure and knowledge to music of different cultures and learn to correlate the music with various historical time periods.

Goal 2: *All stakeholders will consistently be satisfied with the school environment.*

Objectives and Measurable Outcomes

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1. On Mid-Year and End-of-Year Surveys, all teachers and students will indicate feeling safe within the school building.
2. 75% of students who started the school in 9th grade will remain until graduation.
3. Staff turnover will remain lower than the region of residence.
4. A 95% rate of daily student attendance will be maintained.
5. A 95% rate of staff daily attendance will be maintained.

(iv) Describe the administrative relationship between the charter school and the authorized public chartering agency;

Spirit Preparatory Charter School is authorized by the New Jersey Department of Education (NJDOE), which has ultimate oversight over the charter school's fulfillment of its objectives and compliance with the terms of its charter. The Spirit Prep Charter School Project Developer enjoys a good working relationship with the staff of the NJDOE Office of Charter Schools. The Office of Charter Schools has been notified by phone of the submission of this application on August 24, 2011. They informed us that we should not send them a copy of this application at this time.

(v) Describe how parents and other members of the community will be involved in the planning, program design, and implementation of the charter school;

The dream for creating this school came out of many discussions with parent about the dearth of alternative quality high school options for students in the East Orange, Newark, and Irvington region. Parents, educators, and community volunteers have shaped the mission, vision, and goals of this charter.

Parent-Founders will be eligible to become members of the Board of Trustees. As board members, they will implement plans to open the school; participate in the outreach/public

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awareness process; give presentations to local church and civic groups through the speakers bureau; hire the Director and approve the hiring of teachers and other school staff; develop policies, and ensure that the timelines for developing the school are met.

One voting position on the Board of Trustees will be reserved for a parent representative. The role and responsibilities of parents on the Board of Trustees will be identical to the role and responsibilities of other members of the Board of Trustees. Parents serving on the Spirit Prep Charter School Board of Trustees will be part of the collective that is responsible for ensuring that the school shows organizational, academic and fiduciary viability and adheres to provisions of the charter. Regardless of the success of recruiting a voting parent trustee, the parents shall elect a non-voting Ex-Officio member. Parents will be encouraged to attend and where appropriate participate in meetings.

Spirit Prep Charter School will seek out partnerships in the Newark area that can offer critical support to the academic and instrumental music programs.

- **New Jersey Performing Arts Center (NJPAC)** – Spirit Prep will work with other charter schools to form a consortium partnership with NJPAC. This will allow the school to fulfill the requirements of partnership status and take full advantage of the partnerships larger districts enjoy. If Spirit Prep is unable to bring together this consortium, we will explore other avenues to gaining access to the quality programs available at NJPAC.

Every effort will be made to have our students participate in the Arts Training school year and summer programs.

- **Rutgers University Institute for Jazz Studies** – The Institute is the largest and most comprehensive archive of jazz and jazz related materials in the world. The Founders want to develop a partnership with the Institute to provide access to the research facility, so

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students can explore primary sources of jazz history. The Institute can also provide expert instruction, specifically to those students who choose the Jazz Band Ensemble track.

- **Nu City Corporation** – The Founders have developed a partnership with Nu City Corporation, which has agreed to rent musical equipment to Spirit Prep Charter School for a nominal fee. Nu City volunteers will also volunteer with the school’s Marching Band to provide technical support for performances.

(vi) Describe how the authorized public chartering agency will provide for continued operation of the charter school once the Federal grant has expired, if that agency determines that the charter school has met its objectives as described in paragraph (iii);

In developing its budget, Spirit Preparatory Charter School has used conservative assumptions in revenue and expense projections. Once the federal Charter School Program grant has expired, other grants will be sought. However, Spirit Prep is prepared to operate the school in a fiscally responsible manner with the standard per pupil revenue for public charter schools in the state of New Jersey. As a public charter school in New Jersey, Spirit Prep is eligible to receive federal and state entitlement funding including: (1) a base state allocation (per pupil allotment); (2) small school supplement funding; (3) Title I; (4) Supplemental General State Aid; (5) facilities supplement; and (6) English Language Learner allocation.

It is expected that the demographics of the Spirit Prep student population will remain the same after the three-year Charter School Program grant has expired. It is likewise assumed that the entitlement funding will continue, after the three-year Charter School Program grant has expired, based on those demographics. Since the Spirit Prep enrollment has been capped at 600 Grade 9-12 students, and will, therefore, remain the same each year of the grant, it is also assumed that some of the initial startup costs (e.g., online and educational technology teacher

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professional development, initial classroom technology tools and resources, etc.) will be reduced or eliminated after three years of planning and implementing.

Financial Plan: Spirit Preparatory Charter School will demonstrate high student achievement and academic performance with 90% of the financial resources of traditional public schools, based on current charter funding levels in our state. Our budget model and financial plan ensure that our core educational program will be able to operate exclusively with public funds. Conservative budgeting will allow us to maintain financial stability in our operating budget, even without the benefit of the state start-up grant. This will ensure that the school will be fiscally viable without the inclusion of additional fundraising revenue sources. The following describes all funding sources, which will finance the planning period and supplement the first year expenses of The Spirit Preparatory Charter School, covering the period January, 2011 to June 2011:

1. It was our understanding that, at the time of filing the charter application, there will be no Charter School Aid Grant for planning and implementation and so all planning and start up expenses will be funded from fundraising donations and loan proceeds totaling \$200,000.
2. The school will receive revenue sources and amounts, based on specific funding formulas of anticipated enrollment that have been provided by the NJ Department of Education:
 - a. Equalization/Local Levy Aid - Local Share = \$315,616 (line 11)
 - b. Equalization/Local Levy Aid - State Share = \$1,353,170 (line 12)
 - c. Categorical Aid: Special Education and Security Aid = \$151,742 (line 17)
3. Upon the approval of the charter, the school will apply for a short term loan (less than 1 year) from City National Bank, or similar bank funding source, for \$200,000 to supply start up cash flow needs and to fill in any gaps in working capital not covered by grants and/or fundraising.

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This loan is for cash flow purposes only and is not considered an additional source of funds for the operating budget of the charter school. The loan will be repaid in full by June 2012. Interest is estimated at 6.5%, and is embedded in the total loan amount noted. These funds are reflected as a receipt on the line titled “Loans” in the receipts section of the Cash Flow Schedule, and also reflected as an expenditure on the line titled “Loan Payback” at the bottom of the Cash Flow Schedule.

Fund Development Plan: The founding committee of The Spirit Preparatory Charter School, along with its project team, has analyzed the historical expense patterns of previously approved charter schools to determine an appropriate fund development plan. The founding committee and Board of Trustees will establish a fund development initiative, to serve additional needs of the school not funded through the budget. This plan will assist with both start-up and ongoing costs, but will not be relied upon for basic operating expenses. The plan will identify public and private organizations and foundations to serve as resources to help the school grow and fulfill its mission and vision. The founding committee has begun reaching out to potential resources in the community and has received encouraging responses thus far. Parents and community volunteers will also be assisted by the Board of Trustees to develop, initiate, and perform fundraising activities and/or events. The school will set up restricted fund accounts to manage funds in accordance with rules and regulations established by the Board of Trustees. No revenues raised through this fund development plan will be used to balance the operational budget of the school. Fundraising through these additional means will only provide monies to support the planning period and to supplement the charter school’s programs.

(vii) If the charter school desires the Secretary to consider waivers under the authority of the CSP, include a request and justification for waivers of any Federal statutory or regulatory

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provisions that the applicant believes are necessary for the successful operation of the charter school, and a description of any State or local rules, generally applicable to public schools, that will be waived for, or otherwise not apply to, the school;

Spirit Preparatory Charter School is not requesting any waivers from Federal statutory or regulatory provisions which are under the authority of the Charter School Program. Neither are we requesting waivers or equivalencies of regulations (not statutes) which the charter school may request through the New Jersey Department of Education's "Regulatory Equivalency and Waiver Process." The Charter School Program Act of 1995 (*N.J.S.A. 18A:36A*) specifically exempts charter schools from public school facility regulations except those pertaining to the health and safety of the students. The act also provides that the board of trustees of the charter school may request, from the Commissioner, waivers from other state regulations concerning public schools, except those pertaining to assessment, testing, civil rights, special education, and student health and safety. Please also see to the answer **(ii) Selection Criteria**.

(viii) Describe how the grant funds will be used, as appropriate, will be used, including a description of how these funds will be used in conjunction with other Federal programs administered by the Secretary;

This is the first request for Charter School Program grant funds on behalf of the Spirit Preparatory Charter School. Spirit Prep will use the grant funds to plan and implement a charter school in accordance with the Charter Schools Program. The Spirit Preparatory Charter School (Spirit Prep) will be an innovative charter high school in the state of New Jersey utilizing a new and innovative blended model of public instruction, a mixture of online and traditional instruction, to improve student achievement. Spirit Prep is founded on the principle that the blended learning model of project-based learning, face-to-face learning, and online instruction

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integrated with instrumental music will serve as a catalyst for academic, career and social success for all students. The program will nurture and inspire a passion for learning, collaboration and arts in students who might not otherwise have an opportunity to develop their artistic skills. At Spirit Prep Charter School, the focus will always be on student achievement. We understand that students need multiple pathways to success and the guidance of well-trained and caring adults. The delivery of a tailored instructional program, infused with instrumental music, gives students the content knowledge, critical thinking skills, and confidence to compete and create in the 21st century global marketplace. The funds requested in this grant application will be directed towards strengthening the governance and management of our school and refinement of our instructional model with extensive professional development and the acquisition of necessary technology through:

- development of the Board;
- onsite staff development addressing online teaching, student communication, student engagement, individualized learning, and online tools and resources;
- onsite staff development addressing online curriculum, online communication tools, and engaging online resources to motivate and develop individualized student learning for all students;
- onsite staff development addressing teacher and student use of classroom technology tools to demonstrate key concepts and engaging students in the exploration of curricular standards;
- classroom technology tools including laptop computers for teachers and students, laptop storage and charging carts for each classroom, interactive whiteboards and projectors for

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each classroom, portable speakers for each classroom, shared digital cameras, shared digital microscopes, and 25 digital keyboards with USB MIDI computer connectivity;

- assistive technology tools including document cameras, screen readers, wide screen monitors, speech recognition software, Inspiration visual thinking and learning software, and student response clickers; and
- participation in the annual Charter Schools Program Directors' Conference with USDOE.

As a technology-driven school, Spirit Prep will be innovating in both its online learning and high-tech classroom instructional practices. In order to maximize this opportunity, Spirit Prep seeks to create a robust technology infrastructure at our school, as well as having the IT backbone to support a web-based community. To this end, the school seeks to use significant proceeds from this grant towards the purchase of these major technology pieces: laptop computers for all teachers and students, laptop storage and charging carts for each classroom, an Interactive Whiteboard and projector for each of the classrooms, portable speakers for each classroom, 25 digital keyboards with USB MIDI computer connectivity, digital cameras and digital microscopes to be shared among classrooms and assistive technology tools to be used in the classroom with special needs students such as document cameras, speech recognition software, screen readers, visual mapping software, and student response clickers. The laptop carts will make every classroom in Spirit Prep an online, comprehensive learning center—particularly for writing, science and testing. The cart gives a class the capability of simultaneously working on either the same or individual projects. An entire class could be working on the same writing assignment, science experiment, or test. Or, students could be working on different collaborative group or individual research projects. Interactive Whiteboards bring group lessons to life, blending audio and visual stimulation to boost students'

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retention and motivation. Teacher laptops will also be an economical and efficient way to provide teacher professional development online.

Implementing Board Development Training

In Years 1, 2, & 3 Spirit Preparatory Charter School Board members and school leaders will create a solid governance model with strong policies and procedures for the Board and school. The following activity is planned in order to reach this objective. All school Board members and the Head of School (HOS) will attend a three-day Board development retreat with board development expert trainer, Brian Carpenter, in January 2012. The board will focus on ideas that are critical to its success.

Staff Professional Development (Teaching in the Blended School)

In Years 1, 2 and 3, Spirit Prep Head of School, school leadership team, and teachers will participate in a two-day on-site training addressing online teaching, classroom communications, student engagement, individualized learning, and online tools and resources. This training will prepare teachers to provide individualized learning for all students with specific support for at risk students. The training will be led by K12 Inc.'s ("K¹²") Academic Services division. According to the International Association for K–12 Online Learning (iNACOL) and *Education Week*, K¹² is the nation's leader in preparing teachers to teach with digital resources. K¹²'s professional development programs are designed to enable teachers to better utilize technology for instruction, because the emphasis is on the use of data, individualization, and how best to use the tools to engage students, training helps teachers dramatically improve their craft in general.

All teachers and other staff will be expected to continuously build their technology skills, which are critical to a blended school. Twice each year the staff will participate in hands-on

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training focused on using technology to deliver instruction and maintain a student information system in the blended environment—online and in the classroom.

We expect staff to embrace data driven decision making, and be proficient in the use of technology as an instructional tool. These professional development programs enable teachers to better utilize technology for instruction.

Staff Development (Online Virtual Teacher Training)

Teaching staff will also receive extensive professional development about online teaching from K¹²'s Academic Services division. Teachers will learn the school's instructional model and how to deliver online curriculum in a face-to-face setting. The instructional model includes a variety of methods, tools/resources, and expectations for delivering and assessing quality instruction and learning for students. Additionally, the teachers will receive ongoing training on how to work with a diverse student body in order to provide the most appropriate academic and social development support to all students. For example, teachers will learn how to implement non-academic needs assessments and design appropriate and related interventions per individual student needs.

Staff Development (Integrating Interactive Whiteboard Tools and Resources in the Curriculum)

Staff will participate in a two-day training to learn how to integrate interactive whiteboard ("IWB") tools in the curriculum. An IWB trainer will train teachers in the instructional use of IWBs within the classroom curriculum. Staff will develop skills and processes to integrate interactive whiteboard technology in the classroom setting. The training will consist of a series of related workshops, one-on-one training and coaching sessions designed for a targeted group of teachers. Each component will build on knowledge and skills gained

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through prior sessions while project-based activities between sessions will enable teachers to implement newly acquired skills and concepts for technology integration in their classrooms. All modules will be conducted over a two-day period, and will be custom-tailored to meet the specific goals and objectives of the school.

In each year of the grant project, the grant Project Director and the business manager will attend the Charter Schools Program Project Directors' Meeting, presented by the USDOE, in Washington, D.C.

In no case would monies from this grant supplant services to be rendered under any other federal program.

(ix) Describe how students in the community will be informed about the charter school and be given an equal opportunity to attend the charter school;

Spirit Prep Charter School will launch a program using the following strategies, among others, designed to recruit a cross-section of students:

- Conduct Information Sessions at varied locations, a key component of the recruitment strategy to be facilitated on an ongoing basis during January. The Founders know this face-to-face time with families will be a valuable recruitment strategy that will yield positive results. During the sessions, Intent to Enroll forms will be handed out that will ask for parent contact information. This information will be used during our outreach periods prior to Open Enrollment.
- Mail publicity materials to residents of the school district
- Post flyers and community notices in local newspapers, and area businesses, churches, community centers, housing complexes, and supermarkets
- Conduct door-to-door campaigns to inform district residents

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- Post Information Session and lottery announcements on school website
- Provide community based organizations a schedule of Information Sessions and lottery announcements to post
- Visit local youth organizations including but not limited to sports teams
- Launch a Web site

All publicity material will be translated primarily into Spanish, Portuguese, Haitian Creole. The Founders will conduct a more research to determine if there are any other dominant languages in the region. Translation services will be provided on an as-needed basis.

Spirit Preparatory Charter School is taking several steps to ensure that students in the community will have an equal opportunity to attend the school. These steps include:

Spirit Prep Charter School shall not discriminate against any student based on race, ethnicity, national origin, gender, artistic talent, or disability or for any other basis that would be unlawful for a public school. Spirit Prep Charter School shall be open on a space available basis to any East Orange, Irvington, and Newark child who is eligible under the laws of New Jersey for admission to a public school, and the school shall ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and New Jersey Education Law, governing admission to a charter school. New students will be admitted each year without regard to prior measures of achievement or aptitude, athletic ability, mental or physical disability, ethnicity, race, creed, gender, national origin, religion, or ancestry.

No admission policy will be used to reflect the mission and goals of the school and no criteria will be used to bar or discourage any applicant. The School will attempt to enroll a group of children representative of diversity in the region, though the application process will ensure that race, religion, gender, academic ability, etc. are never considered as part of the admission

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process. Despite the school's focus on music, there will be no audition or selective process to assess musical skill. Any music assessment conducted prior to the start of school will only be for diagnostic purposes and used to refine curriculum and plan student groups.

The School Leader or designee will verify each applicant's eligibility for admission to school. Parents must provide evidence of residence at the time of admission. Proof of residence includes the legal home address of the parent or guardian and/or other appropriate documentation. Residency may be periodically re-evaluated.

If there are more applicants than available spaces, the students will be selected by a lottery drawing to be held in accordance with N.J.A.C. 6A:11-4.4. The school will allow any student who was enrolled in the school in the immediately preceding school year to enroll in the charter school in the appropriate grade. In accordance with N.J.S.A. 18A:36A-8 c, Spirit Prep will also give enrollment priority to a sibling of a student enrolled in the charter school or siblings in families seeking admission for more than one child. A sibling is defined as a child who has at least one parent/guardian in common with another child.

Students from other school districts may attend the Spirit Prep Charter School provided there are unfilled spaces at the scheduled lottery date.

(x) Describe how a charter school that is considered an LEA under State law, or an LEA in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act (IDEA);

A charter school in New Jersey is a local education agency (LEA) only for the purpose of applying for federal entitlement and discretionary funds per N.J.A.C. 6A:11-4.1. The entire Spirit Prep program is built on an inclusive model for At-risk, ELL and Special Education students. The need to express and communicate transcends most disabilities. Children with

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Limited English Proficiency and Learning Disabilities find the arts as stimulating as students without special needs. The arts involve these students in activities that awaken other talents and strengths not tapped in a traditional curriculum. Participation in the arts also leads to greater self-confidence and empowerment that can only boost the students' achievement in all areas.

As a public school, Spirit Prep Charter School will provide the necessary supports for at-risk students, students eligible for special education and related services, students eligible for services under Section 504 of *The Rehabilitation Act of 1973*, and students who are English language learners.

All staff members including the School Leader will be held accountable for taking part in professional development that assists teachers in adapting the school's curriculum to meet student's individual needs, and creating a school environment where students are welcome and thriving academically and socially while allowing for students' specific learning differences.

Spirit Prep Charter School will file with the New Jersey Department of Education written assurances of compliance with N.J.A.C. 6A:14-1.2. Spirit Prep Charter School will comply with Chapter 48 of the NJ Statutes and the Charter School Program Act regarding the provision of services to students with disabilities; applicable State and federal anti-discrimination statutes; federal and state law that ensures that students with disabilities will be provided with appropriate special education; IDEA and all related New Jersey laws and regulations. The school will guarantee that all students with disabilities receive an appropriate education and all related services deemed necessary to meet the students' unique needs, by creating and following IEPs, based upon complete individual assessments with nondiscriminatory evaluation and placement procedures for each special education student.

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All students attending Spirit Prep Charter School will have access to the same, rigorous curriculum. Spirit Prep Charter School will maintain a model of inclusion.

Spirit Prep Charter School students will excel in the 21st century by being taught to be independent thinkers and to work productively within a diverse group of learners —students with disabilities will be expected and supported to participate in, and receive credit for, academic, nonacademic, extracurricular and ancillary programs and activities with all other students to the extent allowed by the IEP. Students with disabilities will receive all notices concerning school-sponsored programs, activities, and services.

Spirit Prep Charter School will comply with the provisions of Chapter 48 of the New Jersey Statutes concerning the provision of services to handicapped students. As mandated by law, Spirit Prep Charter School will accommodate students with disabilities within the framework of the school and will comply with the Charter School Program Act regarding provision of services to handicapped students. Fiscal responsibility for any student currently enrolled in or determined to require a private day or residential school shall remain with the district of residence. Spirit Prep Charter School will comply with applicable State and federal anti-discrimination statutes.

The school will comply with federal and state law that ensures that students with disabilities will be provided with an appropriate, if non-traditional, approach to special education. The school will adhere to IDEA and all related New Jersey laws and regulations. It will guarantee an appropriate education and related services designed to meet the unique needs of all children and youth with disabilities. Education will be based on a complete individual evaluation and assessment with nondiscriminatory evaluation and placement procedures. An Individualized Education Program (IEP) will be provided for each child being served in special

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education. Children will be educated in regular classes with appropriate supplementary aids and services to the maximum extent appropriate.

The school will use an outside consultant or hire part-time staff as needed to assist in setting up evaluation teams, procedures, and financial reimbursements. To the extent possible, the school will form cooperative relationships with other area charter schools for the provision of special education services. The school will strive to be consistent in the delivery of educational services for all students and be innovative in special education also.

ENGLISH LANGUAGE LEARNERS: Upon enrollment, students whose native language is determined to not be English, will be subject to a screening process to be developed/employed to determine if they need to be tested regarding their English proficiency. Should the results of the testing determine that a student is in need of language support a bilingual language program will be implemented. The scope of the program will be determined by the number of students identified as in need of support and meets the requirements of N.J.A.C. 6A:15 including developing appropriate programs for a total population of less than 10 identified students, 10 or more or 20 or more LEP students. The result of all efforts will be to improve the English language proficiency of all LEP students and ensure that they have equal access to all educational and after school activities as English proficient students.

STUDENTS ELIGIBLE FOR SERVICES UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973: Students with disabilities who are not eligible for special education/IDEA services will be assessed based on Section 504 of the Rehabilitation Act of 1973 through the Intervention and Referral Services (I&RS) Team. The team will advise teachers through the students' 504 Plan of needed modifications to lesson plans, peer supports, test formats and test environments, physical location of the student in the classroom and any other

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needed adaptations to support the learning opportunities of the student. Additional items may include the use of computers or keyboards and assignment of a peer buddy.

(xi) If the eligible applicant desires to use grant funds for dissemination activities under section 20 U.S.C 7221a (c)(2)(C), describe those activities and how those activities will involve charter schools and other public schools, LEAs, developers, and potential developers;

This question is not applicable since Spirit Preparatory Academy is not applying for dissemination activities funding.

3. SELECTION CRITERIA

(i) Quality of the proposed curriculum and instructional practices (20 U.S.C 7221c(b))

Please refer to answer *(i) Application Requirements*.

(ii) The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school (20 U.S.C 7221c(b))

The Charter School Program Act of 1995 (*N.J.S.A. 18A:36A*) specifically exempts charter schools from public school facility regulations except those pertaining to the health and safety of the students. The act also provides that the board of trustees of the charter school may request, from the Commissioner, waivers from other state regulations concerning public schools, except those pertaining to assessment, testing, civil rights, special education, and student health and safety.

The New Jersey Commissioner of Education has met with the representatives of the charter schools approved for opening in September 2012. He has expressed a willingness to provide for the growth of charters, as well as a commitment to eliminating unnecessary red tape.

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Commissioner Cerf has conducted listening sessions to understand the difficulties facing New Jersey charters and has offered waivers where possible.

(iii) The extent of community support for the application (20 U.S.C 7221c(b))

Please refer to **answer (v) Application Requirements**.

(iv) The quality of the strategy for assessing achievement of the charter school's objectives (20 U.S.C 7221c(b))

Please refer to **answer (iii) Application Requirements**. School leaders will collect, analyze, chart and assess individual, cohort and aggregate student assessment data. In accordance with the No Child Left Behind Act, these data will also be disaggregated by grade level, cohort, and by race and ethnicity, gender and socio-economic status, language proficiency and by special needs. The school will maintain a computerized assessment database to catalogue and publish required data as required by the act, shared with the New Jersey Department of Education. The school will undergo a process of data analysis to determine trends of strength and identify areas for individual student, cohorts and school improvement. The results will be included in the school's academic improvement plan. This information will also be reviewed as part of professional development sessions, with the goal of staff collaboration to create strategies to insure that all individual students, cohorts and subgroups and the school as a whole make adequate yearly progress.

With input from Board of Trustees, administrative staff, teaching staff, parents, and students the School Leader will lead the development of the self-evaluation tool. The self-evaluation will assess the organizational structure, governance, policies, and operational effectiveness of the Spirit Prep Charter School. Evaluation results will be included in the School Leader's annual report to the Board.

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The evaluation will include facility, financial and programmatic audits and will assess student outcomes, student assessment, staff success, parent involvement, community partnerships, and cost efficiency. In response to self-evaluation results, the Spirit Prep Charter School will develop a plan for improvement that is consistent with the school's mission and goals.

The Board of Trustees has specific responsibility for establishing and reviewing the overall institutional and educational policies of Spirit Prep Charter School. The Finance Committee has oversight of the budget, cash management and audit. The Educational Accountability Committee has oversight of assessment and performance measures of Spirit Prep Charter School, the maintenance of school records and public documents, and the publication of Spirit Prep Charter School's annual report.

Board members will be asked to conduct self-evaluations annually. Spirit Prep Charter School will use a self-assessment tool that asks Trustees to review their own performance as well as the performance of the Board as a whole, based on the Trustee and Board Job Descriptions. The responsible Board committee will review these documents, identify areas of weakness and create a plan to improve the Board's performance.

Families and staff satisfaction will be assessed using annual surveys. Spirit Prep Charter School will strive to have 100 percent satisfaction with both families and staff but will set the goal of having 90% of all families and staff indicating "satisfied" or "extremely satisfied" as an overall rating of Spirit Prep Charter School. Spirit Prep Charter School Staff will design and implement the Family Satisfaction and Staff Satisfaction Survey annually. Spirit Prep Charter School will have the additional goal that parent and staff satisfaction will increase over the first five years and then stabilize at 95%.

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The evaluation and improvement plans will be submitted to the Board of Trustees for review and approval and then to the New Jersey Commissioner of Education, the Essex County School Superintendent, and the Newark, East Orange, and Irvington School Superintendents.

Spirit Prep Charter School's Board of Trustees, along with the school leader, will take the lead role in the self-evaluation and accountability of the school. The Board of Trustees will also use a clearly-defined instruments similar to tools available at www.uscharterschools.org.

The School Leader will work in collaboration with the Board of Trustees to facilitate the system-wide self-evaluation process. He/She will be responsible for the submission of a report containing aggregate statistics of student achievement. The data will provide useful information to evaluate the efficacy of the academic program. The School Leader will also compile the annual report in collaboration with the Director of Operations. In Year 1, the School Leader will lead the effort to complete the annual report, as a Director of Operations won't be hired until Year 2.

Teaching staff will provide input on student assessment data and all measures of student outcomes. Teaching staff will collaborate with the School Leader to compile relevant data for the school's annual report. Teaching staff will also be the gatekeepers of student satisfaction as the school representative the students interact with each day. As such, they will provide anecdotal evidence about student and parent satisfaction and be expected to monitor this on an informal basis. If there are any issues regarding parent or student satisfaction, the teacher will provide input to the School Leader about how to manage the issue.

Parent satisfaction surveys will be administered annually to parents/guardians. This data will be analyzed to gauge the satisfaction of parents with the school's instructional program and culture.

(v) Existence of a charter or performance contract between the charter school and its authorized public chartering agency (Consolidated Appropriations Act, 2010, Division D, Title

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III, Pub. L 111-117; Department of Defense and Full-Year Continuing Appropriations Act, 2011, Division B, Title VIII, Public Law 112-10)

The State of New Jersey Department of Education sent a letter approving the charter application of Spirit Preparatory Charter School on January 18, 2011. This is the procedure followed in the State of New Jersey rather than executing a contract. A copy of the approval letter is provided as an attachment to this grant application.

(vi) The extent to which the proposed project encourages parental and community involvement (20 U.S.C 7221c(b))

Please refer to answer (v) Application Requirements.

(vii) Quality of the personnel

Mr. Patrick Byrne, a highly experienced educator for more than thirty years, will be the Project Director for this Charter School Program grant. Mr. Byrne is currently Director of New School Development for City Prep Academies. He is a lifelong educator who is committed to improving the quality of public education with innovative programs that meet the needs of each student. He believes in building collaborative partnerships that include parents, teachers, students, and administrators.

Mr. Byrne has successfully managed all aspects of the process which resulted in the charter approval for Spirit Prep. He has worked in program development for nonprofit organizations. As principal of two urban elementary schools, he has turned them around in terms of enrollment, test scores, graduation rates, financial self-sustainability, service to special needs students, and accreditation.

Mr. Byrne holds a B.A. in Education from St. Mary's College and M.A. in Education from Seton Hall University. In addition, he has earned graduate certificates in Urban Education

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and Theology/Religious Education. He taught for 20 years in schools in Louisiana and New Jersey. Ms. Hayes was Principal of Our Lady of All Souls (Maywood, NJ) and Our Lady of All Souls School in Newark, NJ followed by filling the position of Director of Program Development for Unified-Vailsburg Services Organization. His resume is included as an attachment to this application.

Spirit Preparatory Charter School will advertise available positions in all relevant newspapers in order to ensure staff characteristics consistent with the school's population. No person will be denied employment based on ethnicity, race, age, gender, or national origin. The Board will approve staff contracts and salaries after considering the recommendation of the School Leader.

The School Leader will design a system for hiring that is comprehensive and intensive. As much as possible we want to mitigate the possibility of hiring someone who is not a mission fit. The Founders have devised a rubric, based on research of other high performing charter schools and school district, that we believe includes all the metrics that are essential when making decisions about who to hire.

(viii) Quality of the management plan (34 CFR 75.210)

Because of the unique blended learning model, and the need for resources beyond the board capacity, Spirit Prep Charter School Board of Trustees will be vetting management organizations through the NJDOE required RFP process. Management organizations with experience in virtual learning necessary to deliver the school's model, as well as a history of excellence in product, delivery, and accountability will be considered. The Board's strategic plan calls for the management organization to be in place by November 1, 2011.

(ix) The extent to which the proposed project will assist educationally disadvantaged students in meeting State academic content standards and State student academic achievement standards (20 U.S.C. 7221c(a))

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The proposed educational program of Spirit Prep Charter School will assist all of its students, including the educationally disadvantaged, to meet the New Jersey Common Core Standards. Spirit Prep Charter School’s instructional delivery model and school environment have mechanisms in place to identify at-risk students and tailor learning experiences that help them realize both personal and academic success.

Teachers, administrator and learning specialists will be trained to identify at-risk students and develop individual educational plans to address student challenges. In addition to evaluating diagnostic test data, previous school records, interviews with parents or caregivers, and observations by classroom teachers will also be used to assess students. In-service and other professional development trainings will impart best practices research to help teachers design programs to overcome a myriad of challenges evident in the lives of at-risk students. The School Leader will offer parents and caregivers opportunities to participate in workshops that address at-risk issues. They will meet with classroom teachers during regularly scheduled conferences and will receive periodic progress reports from their children’s teachers. Counseling and referrals for other services will be available as needed for children and families in crisis. At-risk students and those students in at-risk situations will be included in all regular classroom activities, with support as needed.

The longer school day and year is a design element that acts as a deterrent to reduce opportunities for students to become involved in dangerous and unhealthy situations during hours when their parents are at work. A targeted intervention that is a key component of our school design is the Advisory Program. While all students will participate in an Advisory, we believe that students considered to be at risk will receive added benefits from the program.

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In a 1995 study of the use of adult advocates who worked intensively with high-risk disabled Latino students in one junior high school, the results showed that students who participated in the treatment group earned more credits toward graduation, demonstrated reduced absenteeism, and improved their grades relative to those in the control group. At Spirit Prep, a robust Advisory Program will be developed to foster school engagement for all students, not just those at risk. Advisory plays a key role in the school's student retention strategy. Academic classes are augmented by a four-year Advisory sequence organized around the themes of character education and college readiness. The Spirit Prep Advisory Program pairs student groups of no more than twelve with a single faculty advocate and mentor, who serves as their Advisor throughout the academic year. The Advisor is responsible for supporting their students' academic progress, and is the critical link across classes and grades, but also between the school and the household. An advisor knows his/her students well, and is responsible for addressing both the micro (daily incidents, time management) and macro (long-term academic or social issues) aspects of student performance. The advisor is responsible for marshalling school and community resources, and engaging parents and families, to create a powerful support network for each student, as they work to fulfill their goals and aspirations.

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CHARTER SCHOOLS PROGRAM ASSURANCES

NON-SEA APPLICANTS FOR PLANNING, PROGRAM DESIGN, AND IMPLEMENTATION

Pursuant to Section 5202(b) of the ESEA, an applicant for CSP funds that is not a State educational agency (SEA) must provide the following assurances.

As the duly authorized representative of the applicant, I certify that the applicant will submit to the Secretary:

- (a) All items described in the application requirements;
- (b) An assurance that the eligible applicant will annually provide the Secretary such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in section 5203(b)(3)(C)(i) of the ESEA;
- (c) An assurance that the applicant will cooperate with the Secretary in evaluating the program assisted under this subpart;
- (d) A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;
- (e) Proof that the applicant has applied to an authorized public chartering authority to operate a charter school and provided to that authority adequate and timely notice, and a copy, of this application; or an assurance that this application is for a precharter planning grant and the authorized public chartering authority to which a charter school proposal will be submitted has not been determined;
- (f) A copy of proof of applicant's non-profit status;
- (g) The applicants' DUNS and TIN numbers;
- (h) A statement as to whether or not an applicant for planning and implementation funding has previously received funding for this program either through a State subgrant or directly from the Department;
- (i) Such other information and assurances as the Secretary may require;
- (j) An assurance that the eligible applicant will use the funds to plan and implement a charter school in accordance with the Charter Schools Program; and
- (k) Assurances that the State educational agency will (i) grant, or will obtain, waivers of State statutory or regulatory requirements; and (ii) will assist each subgrantee in the State in receiving a waiver under section 5204(e) of the ESEA.

PATRICK BYRNE
NAME OF AUTHORIZED OFFICIAL

Developer
TITLE

Patrick Byrne
SIGNATURE OF AUTHORIZED OFFICIAL

August 22, 2011
DATE

Spirit Prep
APPLICANT ORGANIZATION
Charter School

DATE SUBMITTED

Patrick Byrne



Experience

Director of New School Development **2009-Present**

City Prep Academies (CPA), New York, NY

Successfully managed applications for three New Jersey Department of Education approved Charter schools in January 2011. Managed all aspects of the charter school project from mobilizing community support, identifying Founders, Board development and application construct and delivery according to state protocols, as well as post approval school development.

Procured a Portfolio High School development/management contract with Newark Public Schools.

Procured an Alternative Education High School development/management contract with Newark Public Schools.

Part of the CPA team that was successful in receiving approval for Brooklyn City Prep Charter School.

Represented CPA in discussions regarding the development/management of district/portfolio/magnet/and charter school in discussions with Public school districts in Baltimore (MD), Hartford (CT), New York (NY), Rochester (NY), and throughout the state of New Jersey.

Director of Program Development **2008-2009**

Unified Vailsburg Services Organization (UVSO), Newark, NJ

Served as Development Officer for this Newark non-profit with a 10 million dollar a year budget, helping them build capacity to serve the needs of the city's residents grant writing, relationship building and fundraising.

Developed programs that aligned with UVSO's strategic plan and mission to grow the organization's footprint, such as volunteer programs, neighborhood outreach, benefactor/fundraising group, and charter school.

Principal, Sacred Heart School- Newark, NJ **1990-2008**

Turned around this debt-ridden, "slated to close" urban K-8 elementary school with an enrollment that had fallen below 200 students. Increased enrollment to 900 students and 120 faculty/staff, making it the largest private elementary school in the state of New Jersey. Added a Nursery School for 120 four and five year olds. Increased revenue by 400% and eventually sustaining a 3 million plus annual budget, through tuition collection, and development/fundraising, making the school financially self-sufficient in the first year of administration, while actually lowering tuition. Developed a special education program for the school to serve as many as 30% of the enrollment with IEP's. Increased the number of school days to include a six week summer session. Increased school test scores by 10 points. Each of the schools 1000 plus graduates during 18 year tenure was accepted into at least one private, college-prep high school. Supervised over 50 teachers in the New Jersey Alternate Route Certification Program. Mentored a dozen New Jersey principals for their state administrator's certification requirements. Formed the first Advisory Board in the 110 year history of the school. Brought the school through the prestigious Middle States Association of Colleges and schools accreditation process, achieving Accreditation and renewal. Sacred Heart was the first elementary school in Newark, NJ to receive Accreditation.

Principal, Our Lady of All Souls School- East Orange, NJ **1988-1990**

Increased the enrollment of this urban elementary school by 120 percent in two years. Brought the school to financial self-sustainability in two years.

Teacher, Queen of Peace School-Maywood, NJ **1982-1988**

Taught Language Arts and Social Studies to 100 junior high students in this

suburban, upper-middle class K-8 school. Served as assistant-principal for two years.

Teacher, Saint Joseph High School- Plaquemine, LA

1980-1982

Taught English/Literature and Music at this K-12 school in rural Louisiana to the children of Cajun farmers.

Related Experience

Consultant to Archdiocese of Atlanta, Superintendent of Schools

Consultant to Publishers on text book development

Director of Religious Education for 5 Roman Catholic Parishes

Board Appointments/Service

President, Essex County Principals Association

Superintendents Advisory Council

PBS New York Channel 13 Educational Advisory

Archdiocese of Newark Advisory Board

Newark Association of Irish in America

Newark West Ward Collective

HUGS (Hope Underscores Great Societies)

Education

BA Education, St. Mary's College

MA Education, Seton Hall University

Certificate in Urban Education, CUE Program, Villanova University

Certificate in Theology/Religious Education, BEC Program, Barry College



State of New Jersey

DEPARTMENT OF EDUCATION

PO Box 500

TRENTON, NJ 08625-0500

January 18, 2011

CHRIS CHRISTIE
Governor

KIM GUADAGNO
Lt. Governor

ROCHELLE R. HENDRICKS
Acting Commissioner

Mr. Glen Eng
Spirit Preparatory Charter School
512 Husa Street
Linden, NJ 07036

Dear Mr. Eng:

It is my honor to inform you that the application for Spirit Preparatory Charter, serving the students of East Orange, Irvington, and Newark, is approved with a planning year.

This approval will allow the school to become operational in the 2012-2013 school year and is contingent upon receipt of outstanding documentation not included in your application, successful participation in the preparedness process and compliance with applicable state and federal regulations. Once the preparedness process is successfully completed and all documentation is approved, your charter will be granted in accordance with *N.J.A.C. 6A:11-2.1(i -l)*.

The charter schools initiative in New Jersey represents an exciting opportunity for parents, teachers and others to use their collective creativity in designing new and innovative ways of helping children to reach high levels of academic achievement. I commend you for your interest and commitment to this important movement, and look forward to working with you as you serve the public school students in the state.

If you have any questions, please contact Kenneth Figgs, manager, Office of Charter Schools, at 609-292-5850.

Sincerely,

Rochelle Hendricks
Acting Commissioner

RH/KF/CE/s:2010expeditedapplicationprocess/spiritapproval-2011

- c: Governor Chris Christie
- Senior Staff
- Department Directors
- Executive County Superintendent
- District Superintendents

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**SPIRIT PREPARATORY CHARTER SCHOOL
CHARTER SCHOOL PROGRAM GRANT
BUDGET NARRATIVE
08.24.11**

The Spirit Preparatory Charter School (Spirit Prep) will be an innovative charter high school in the state of New Jersey utilizing a new and innovative blended model of public instruction, a mixture of online and traditional instruction, to improve student achievement. Spirit Prep is founded on the principle that the blended learning model of project-based learning, face-to-face learning, and online instruction integrated with instrumental music will serve as a catalyst for academic, career and social success for all students. The program will nurture and inspire a passion for learning, collaboration and arts in students who might not otherwise have an opportunity to develop their artistic skills. At Spirit Prep Charter School, the focus will always be on student achievement. We understand that students need multiple pathways to success and the guidance of well-trained and caring adults. The delivery of a tailored instructional program, infused with instrumental music, gives students the content knowledge, critical thinking skills, and confidence to compete and create in the 21st century global marketplace. The funds requested in this grant application will be directed towards strengthening the governance and management of our school and refinement of our instructional model with extensive professional development and the acquisition of necessary technology through:

- development of the Board;
- onsite staff development addressing online teaching, student communication, student engagement, individualized learning, and online tools and resources;
- onsite staff development addressing online curriculum, online communication tools, and engaging online resources to motivate and develop individualized student learning for all students;
- onsite staff development addressing teacher and student use of classroom technology tools to demonstrate key concepts and engaging students in the exploration of curricular standards;
- classroom technology tools including laptop computers for teachers and students, laptop storage and charging carts for each classroom, interactive whiteboards and projectors for each classroom, portable speakers for each classroom, shared digital cameras, shared digital microscopes, and 25 digital keyboards with USB MIDI computer connectivity;
- assistive technology tools including document cameras, screen readers, wide screen monitors, speech recognition software, Inspiration visual thinking and learning software, and student response clickers; and
- participation in the annual Charter Schools Program Directors' Conference with USDOE.

Spirit Preparatory Charter School: A Blended Model of Project-Based Learning, Face-to-Face Learning, and Online Instruction

Personnel and Fringe Benefits

No costs

Travel

Year 1 = \$ 3,305

Year 2 = \$ 3,425

Year 3 = \$ 3,591

In each year of the grant project, the grant Project Director and the business manager will attend the Charter Schools Program Project Directors’ Meeting, presented by the USDOE, in Washington, D.C. Each year it is assumed that both persons would be traveling from New Jersey to attend.

Item	Yr 1	Yr 2	Yr 3
Charter School Program Project Directors’ Meeting (USDOE)			
Project Director and Business Manager			
Airfare (2)	800	850	880
Hotel (2 rooms)	1350	1375	1452
Car Rental (3 da.)	555	580	605
Per Diem (food, parking, taxis, etc. (for 2)	600	620	654
TOTAL	3305	3425	3591

Equipment

Year 1 = \$ 154,957

Year 2 = \$ 145,950

Year 3 = \$ 122,300

As a technology-driven school, Spirit Prep will be innovating in both its online learning and high-tech classroom instructional practices. In order to maximize this opportunity, Spirit Prep seeks to create a robust technology infrastructure at our school, as well as having the IT backbone to support a web-based community. To this end, the school seeks to use significant proceeds from this grant towards the purchase of these major technology pieces: laptop computers for all teachers and students (160 in yr 1, 158 in yr 2, and 157 in yr 3), laptop storage and charging carts for each classroom (8 in yr1, 6 in yr 2, and 3 in yr 3), an Interactive Whiteboard and projector for each of the classrooms (8 in yr 1, 6 in yr 2, and 3 in yr 3), , portable speakers for each classroom (8 in yr 1, 6 in yr 2, and 3 in yr 3), 25 digital keyboards with USB MIDI computer connectivity in yr 2, digital cameras (4 in yr 1, 2 in yr 2, and 2 in yr 3) and digital microscopes (2 in yr 1) to be shared among classrooms and assistive technology tools to be used in the classroom with special needs students such as document cameras 1 in yr 1 and 1 in yr 2), screen reader software 5 copies in yr 1 and 2 copies in yr 2), wide screen monitors (2 in yr 1 and 1 in yr

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2), speech recognition software (license in yr 1), visual mapping software (license in yr 1), and student response clickers (1 classroom set in yr 1 and 1 classroom set in yr 2)). The laptop carts will make every classroom in Spirit Prep an online, comprehensive learning center—particularly for writing, science and testing. The cart gives a class the capability of simultaneously working on either the same or individual projects. An entire class could be working on the same writing assignment, science experiment, or test. Or, students could be working on different collaborative group or individual research projects. Interactive Whiteboards bring group lessons to life, blending audio and visual stimulation to boost students’ retention and motivation. Teacher laptops will also be an economical and efficient way to provide teacher professional development online.

Item		Yr 1	Yr 2	Yr 3
Laptop computer for students & teachers	(160,158, 157)	112000	110600	109900
Laptop carts for storage & charging	(8,6,3)	7200	5400	2700
Interactive Whiteboards and Projectors	(8,6,3)	24000	18000	9000
Portable speakers	(8,6,3)	800	600	300
Digital Cameras	(4,2,2)	800	400	400
Digital Microscopes	(2,0,0)	600		
Digital Keyboards with USB MIDI connectivity	(0,25,0)		6250	
Document Camera	(1,1,0)	943	943	
Widescreen monitor	(2,1,0)	314	157	
Student Response clickers	(25,25,0)	3000	3000	
Read & Write Gold mobile screen readers	(5,2,0)	1500	600	
Dragon Naturally Speaking speech recognition software license	(1,0,0)	2800		
Inspiration visual thinking and learning software license	(1,0,0)	1000		
TOTAL		154957	145950	122300

Supplies

No costs

Contractual

Year 1 = \$28,300
 Year 2 = \$28,300
 Year 3 = \$28,300

Implementing Board Development Training

In Years 1, 2, & 3 Spirit Preparatory Charter School Board members and school leaders will create a solid governance model with strong policies and procedures for the Board and school. The following activity is planned in order to reach this objective:

Five school Board members and the Head of School (HOS) will attend a three-day Board development retreat with board development expert trainer, Brian Carpenter, in January 2012. The board will focus on ideas that are critical to its success. We expect, at a minimum, to target:

- whom the board exists to represent
- how to know when the board has spoken
- the fundamental difference between governance and management
- how to tell whether a board agenda topic is really governance
- how to design, implement, and monitor policies
- the three duties that comprise the board's fiduciary responsibility
- three lessons from research about the actions, decisions, and characteristics of failed charter school boards
- the four aspects of school performance every board should understand
- a simple method for structuring a board meeting
- how and when to use committees
- addressing complaints

Staff Professional Development (Teaching in the Blended School)

In Years 1, 2 and 3, Spirit Prep Head of School, school leadership team, and teachers will participate in a two-day on-site training addressing online teaching, classroom communications, student engagement, individualized learning, and online tools and resources. This training will prepare teachers to provide individualized learning for all students with specific support for at risk students. The training will be led by K12 Inc.'s ("K¹²") Academic Services division. According to the International Association for K-12 Online Learning (iNACOL) and *Education Week*, K¹² is the nation's leader in preparing teachers to teach with digital resources. K¹²'s professional development programs are designed to enable teachers to better utilize technology for instruction, because the emphasis is on the use of data, individualization, and how best to use the tools to engage students, training helps teachers dramatically improve their craft in general.

All teachers and other staff will be expected to continuously build their technology skills, which are critical to a blended school. Twice each year the staff will participate in hands-on training focused on using technology to deliver instruction and maintain a student information system in the blended environment—online and in the classroom.

We expect staff to embrace data driven decision making, and be proficient in the use of technology as an instructional tool. These professional development programs enable teachers to better utilize technology for instruction.

Spirit Preparatory Charter School: A Blended Model of Project-Based Learning, Face-to-Face Learning, and Online Instruction

Staff Development (Online Virtual Teacher Training)

Teaching staff will also receive extensive professional development about online teaching from K¹²'s Academic Services division. Teachers will learn the school's instructional model and how to deliver online curriculum in a face-to-face setting. The instructional model includes a variety of methods, tools/resources, and expectations for delivering and assessing quality instruction and learning for students. Additionally, the teachers will receive ongoing training on how to work with a diverse student body in order to provide the most appropriate academic and social development support to all students. For example, teachers will learn how to implement non-academic needs assessments and design appropriate and related interventions per individual student needs.

Teacher training topics include, but not limited to the following:

Session 1:

- The Model
 - Instructional Design
 - Asynchronous Instructions
 - Synchronous Support
- Role of Teacher
 - Support Student Success
 - Monitoring Daily Progress
 - Entering Attendance
 - Communication with students
- Monitoring students during independent activities
- Tour of Tools
 - Online learning system
 - Progress and Activity
 - email
 - Notes and Logs
 - Learning Management System
 - Announcements
 - What's New
 - Gradebook
 - Activity
 - Assessment Performance
- Student Management Strategies

Session 2:

- Helping Students
 - Encouraging Self-Help
 - Reviewing lessons

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- Reading announcements
 - Posting to and reading Raise Your Hand
 - Encouraging Communication
 - Directly with teachers
 - Raise Your Hand
 - e-mail
 - Encouraging Self-Management
 - Using Weekly Schedules
 - Using course/teacher calendars
 - Using personal calendar
 - Using Student Guides
 - Planning to meet due dates and deadlines
 - Using Grading Information
 - Mentor Guides
- Monitoring Students
 - Activity (Log In)
 - Assignments report (Due/Late/Graded)
 - Gradebook, Gradebook Details, and Activity Reports
- Communication
 - e-mail
 - IM
 - Phone
 - Students

Session 3:

- Record Keeping
- Transition into Teaching
 - Discussion on supporting courses directly
- Using the ClassConnect tool with students
- Training and Support
 - Teacher Support Site
 - Virtual New Teacher Training enrollment for use of the digital curriculum tools and resources in the classroom

Initial and ongoing professional development is needed to ensure program success. The training will offer a number of centrally developed ongoing professional development and supports opportunities for teachers. Due to the academic needs of this population, the training will also focus on the *Individualizing the Path Trainings* for staff which include the following:

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- **Individualized Learning Plan (ILP)**
- **Scantron Performance Series**
- **State Testing Intervention**

Additional Teacher Training focused on “At-Risk” Students

In addition to building teacher virtual instruction effectiveness, additional training is needed to improve the teacher’s work with at-risk student populations both on-site and virtually. Suggested training in this area for teachers include (at minimum):

- **“Strategies for Working with At-Risk Students: Managing”**
- **“Motivating At-Risk Students in the On-Line Classroom”**

Staff Development (Integrating Interactive Whiteboard Tools and Resources in the Curriculum)

Staff will participate in a two-day training to learn how to integrate interactive whiteboard (“IWB”) tools in the curriculum. An IWB , trainer will train teachers in the instructional use of IWBs within the classroom curriculum. Staff will develop skills and processes to integrate interactive whiteboard technology in the classroom setting. The training will consist of a series of related workshops, one-on-one training and coaching sessions designed for a targeted group of teachers. Each component will build on knowledge and skills gained through prior sessions while project-based activities between sessions will enable teachers to implement newly acquired skills and concepts for technology integration in their classrooms. All modules will be conducted over a two-day period, and will be custom-tailored to meet the specific goals and objectives of the school.

Item	Yr 1	Yr 2	Yr 3
Board Development training (Brian Carpenter) (3 days)	8500	8500	8500
Teaching in the Blended School Training 1 (2 days)	5500	5500	5500
Teaching in the Blended School Training 2 (2 days)	5500	5500	5500
Virtual Teacher Training (80 online hours)	3600	3600	3600
Integrating Interactive Whiteboard Training (2 day)	5200	5200	5200
TOTAL	28300	28300	28300

Construction

No costs

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Other

No costs

Indirect Costs

No costs

Training stipends

No costs

TOTAL COSTS	Yr 1	Yr 2	Yr 3
	186562	177675	154191

Survey on Ensuring Equal Opportunity For Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Purpose:

The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

Instructions for Submitting the Survey

If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.

Applicant's (Organization) Name:	Spirit Preparatory Charter School
Applicant's DUNS Number:	9689159540000
Federal Program:	Office of Innovation and Improvement (OII): Charter Schools Program (CSP): Planning
CFDA Number:	84.282

1. Has the applicant ever received a grant or contract from the Federal government?

Yes No

2. Is the applicant a faith-based organization?

Yes No

3. Is the applicant a secular organization?

Yes No

4. Does the applicant have 501(c)(3) status?

Yes No

5. Is the applicant a local affiliate of a national organization?

Yes No

6. How many full-time equivalent employees does the applicant have? (Check only one box).

3 or Fewer 15-50

4-5 51-100

6-14 over 100

7. What is the size of the applicant's annual budget? (Check only one box.)

Less Than \$150,000

\$150,000 - \$299,999

\$300,000 - \$499,999

\$500,000 - \$999,999

\$1,000,000 - \$4,999,999

\$5,000,000 or more

Survey Instructions on Ensuring Equal Opportunity for Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Provide the applicant's (organization) name and DUNS number and the grant name and CFDA number.

1. Self-explanatory.
2. Self-identify.
3. Self-identify.
4. 501(c)(3) status is a legal designation provided on application to the Internal Revenue Service by eligible organizations. Some grant programs may require nonprofit applicants to have 501(c)(3) status. Other grant programs do not.
5. Self-explanatory.
6. For example, two part-time employees who each work half-time equal one full-time equivalent employee. If the applicant is a local affiliate of a national organization, the responses to survey questions 2 and 3 should reflect the staff and budget size of the local affiliate.
7. Annual budget means the amount of money your organization spends each year on all of its activities.

Paperwork Burden Statement

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 **1890-0014**. The time required

to complete this information collection is estimated to average five (5) minutes 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: The Agency Contact listed in this grant application package.