

**CONNECTICUT STATE BOARD OF EDUCATION
Hartford**

TO BE PROPOSED:

August 13, 2015

RESOLVED, That the State Board of Education, pursuant to Section 9 of Public Act 15-239, An Act Concerning Charter Schools, approves the material changes to Elm City College Preparatory School's operations, including (a) piloting a new educational model in kindergarten, Grade 5, and Grade 6 for the 2015-16 school year, and (b) the opening of an additional school building at 495 Blake Street, New Haven, with the conditions delineated in the Commissioner's August 13, 2015, memorandum to the Board, "Approval of Material Changes for Elm City College Preparatory School," and directs the Commissioner to take the necessary action.

Approved by a vote of _____, this thirteenth day of August, Two Thousand Fifteen.

Signed: _____

Dianna R. Wentzell, Secretary
State Board of Education

CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO: State Board of Education

FROM: Dr. Dianna R. Wentzell, Commissioner of Education

DATE: August 13, 2015

SUBJECT: Approval of Material Changes to Elm City College Preparatory School Charter

Executive Summary

Introduction

Elm City College Preparatory School (ECCP) is a state charter school located in New Haven serving 705 students in Grades K-12. The school seeks approval to change its educational model in kindergarten, Grade 5, and Grade 6 in the 2015-16 school year. Further, ECCP seeks approval to use an additional school building located in New Haven, which was formerly used by the New Haven Public Schools as swing space, to house the ECCP 5th and 6th grade cohorts. In accordance with Section 9 of Public Act 15-239, An Act Concerning Charter Schools, the Connecticut State Department of Education (CSDE) seeks the State Board's approval of these material changes to the school's operations as provided under state law.

Background/Process

Under Section 9 of Public Act 15-239, a process is established for charter school governing councils to follow when making a material change to their operations. A material change is a change that fundamentally alters the school's mission, organizational structure, or educational program, including:

1. Altering the educational model in a fundamental way.
2. Opening an additional school building.
3. Contracting for or discontinuing a contract for whole school management services with a Charter Management Organization.
4. Renaming a charter school.
5. Changing the charter school's grade configurations.
6. Increasing or decreasing the total student enrollment capacity of the charter school by twenty percent or more.

This Public Act took effect July 1, 2015.

To request a material change in the school's operations, the charter school's governing council must provide to the State Board of Education (SBE) a written request to amend the school's charter. On August 5, 2015, the Commissioner received from Dacia M. Toll, President of Achievement First, a written request on behalf of ECCP to pilot a revised educational model (the Greenfield Model) in kindergarten, Grade 5, and Grade 6 (Attachment A). The Greenfield Model is designed to:

...help develop the best prepared students in the world. Achievement First's Greenfield schools will provide rigorous, high-quality instruction within a nurturing school community focused on developing self-motivated learners, problem-solvers and leaders. Students will benefit from more small group learning, greater access to technology, deep and meaningful enrichment opportunities (such as music, martial arts & STEM inventions), and extended field trips that allow students to go deeper in an area of interest and experience hands-on learning in more authentic and engaging ways. (www.afgreenfieldschools.org/)

Ms. Toll notes in her letter that Achievement First and ECCP have been planning for this new model and have communicated it with the families served and the community-at-large. In addition to hosting input sessions for students and families, large-group information sessions, home visits, and individual conversations with families, Achievement First sent letters to ECCP parents/guardians in the Spring 2015 to inform them of anticipated changes to the program (Attachment B).

Ms. Toll also requests approval to use an additional school building in New Haven to house the Grade 5 and Grade 6 cohorts. ECCP requests the Board's approval of these material changes in the 2015-16 school year. ECCP is hopeful that this model will prove successful and, if so, will request the Board's consideration of expanding it to additional grades at ECCP in the 2016-17 school year. Attached please find Ms. Toll's letter, which explains the ECCP proposal in greater detail and provides some background information on the Greenfield Model.

In addition to reviewing the governance council's written request, Public Act No. 15-236 requires the SBE to solicit and review comments on the request from the local or regional board of education in the district where the charter school is located (New Haven), and vote on the request within 60 days of receiving the request or as part of the charter renewal process. On August 5, 2015, the New Haven Board of Education, in regular session, expressed its support for this proposal. The Board Chair and Superintendent co-signed a letter to this effect, which is also attached (Attachment C).

Recommendation with Conditions

1. The CSDE recommends that the SBE, pursuant to Section 9 of Public Act 15-239, approve ECCP's request to pilot the Greenfield Model in kindergarten, Grade 5, and Grade 6 in the 2015-16 school year. CSDE will monitor the progress of the new model on a regular

basis and will provide an interim report on the success of the model to the State Board of Education in April 2016.

2. Should the model prove effective, ECCP will have the opportunity to formally request SBE approval of an expansion of the Greenfield Model to additional grades commencing in the 2016-17 school year. Otherwise, the model will discontinue upon the conclusion of the 2015-16 school year.
3. The CSDE further recommends that the SBE approve the use of new school building space located at 495 Blake Street, New Haven, to house the Grade 5 and Grade 6 ECCP students. ECCP will be required to obtain and deliver to the Charter School Office all necessary local building, fire, and health permits and a Certificate of Occupancy prior to the first day of the 2015-16 school year.
4. Section 2(d) of Public Act No. 15-239 requires that charter applicants include a plan to share student learning practices and experiences with the local or regional board of education of the town in which the charter school is located. ECCP has agreed to do so as part of its request for a modification to its charter.

Attachment A



August 5, 2015

VIA ELECTRONIC MAIL

Dr. Dianna R. Wentzell
Commissioner of Education
State Department of Education
PO Box 2219
Hartford, CT 06145

Dear Commissioner Wentzell:

I write on behalf of Elm City College Preparatory (“ECCP”) to request approval of material changes to the school’s charter. Specifically, ECCP seeks to pilot a revised educational model (the “Greenfield model”) that enhances and refines many systems and processes previously in place at ECCP. Specifically, we would like to move forward with implementing this design in three grades – kindergarten, 5th grade, and 6th grade. ECCP further seeks approval to use an additional school building, also located in New Haven and formerly used as a swing space by NHPS, to house the 5th and 6th grade cohorts so that we can ensure the new design launches successfully. In response to the Common Core standards and other learning, Achievement First (“AF”) has spent the last 18 months working to develop a revised design to make sure our students are even better prepared for success in college and life. The design focuses on achieving four outcomes: accelerated academics, habits of success, excellence in enrichment, and student, family and staff motivation. We are eager to move forward with this model as we believe its application will benefit our scholars, our school community, and, hopefully, other members of the Connecticut education community as well.

As your office is aware, ECCP has contemplated these changes for more than a year – and has discussed them with the State Department of Education (“SDE”) for nearly as long. On November 19, 2014, the ECCP Board of Directors formally voted to approve the transition to the Greenfield model for certain elementary school and middle school grades, with additional grades being transitioned in the future. For 2015-16, ECCP seeks to use the Greenfield model for approximately 62 kindergarteners, 73 5th graders, and 72 6th graders. [If the design proves as successful as we believe it will be, we would like to expand it to further grades in 2016-17, but we would expect to engage with SDE again – perhaps in conjunction with a site visit – before moving forward.] Given the limited scope of this transition at this time (three out of 13 grades) and the fact that this change has been in motion for a long time, we are not sure if this constitutes a “material” change as defined by SB 1096, which was passed in the final days of the last legislative session. However, we are happy to err on the side of transparency and formality with this request. Given the tight timing, we are all working together in good faith to meet the requirements of the new statute and yet not jeopardize the experience of students and families.

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New Haven, CT 06513
203 773 3223



335 Adams Street, Suite 700
Brooklyn, NY 11201
718 623 2660

We want to assure you that we have invested a lot in making sure this design will be of great benefit to our scholars. AF and ECCP have spent countless hours and significant resources on executing this transition, including revised curricula and other program elements, budgeting, staffing, improving the leased facility, recruiting and enrolling scholars, and more. In addition to discussing such changes with SDE, AF and ECCP took part in a robust discussion with the families we serve, the public at large, and the New Haven Public Schools regarding the Greenfield model (see letters of support attached hereto as Appendix A). ECCP now requests formal approval of these material changes to its charter. Below, I have provided a summary of the Greenfield model and a chart reflecting amendments to various sections of ECCP's charter.

I. Summary of Model

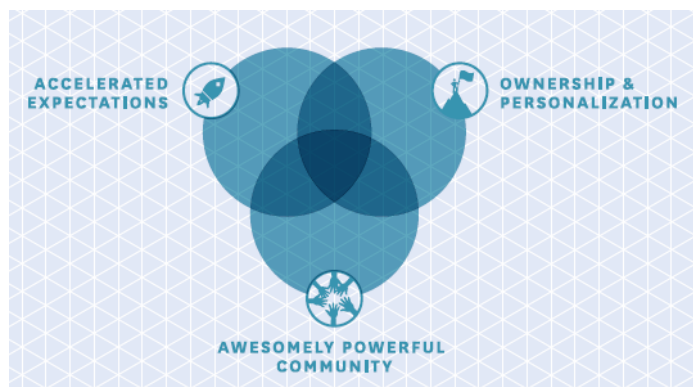
We decided to launch a rethink of our school design based on several factors. First, the Common Core State Standards have challenged us to vastly increase the effectiveness and efficiency of our school day so that our students can master increasingly rigorous academic content. Second, new technologies have presented opportunities to create more personalized student experiences and encourage greater student ownership over learning. Finally and perhaps most importantly, ECCP now has more than 11 years of experience working directly with young people and has learned both from the great success of many of our graduates and the ways in which some have not yet realized their full potential. Specifically, we would like to do more to support our scholars in developing the essential non-cognitive skills they need to be successful in college and in life.

At the core, the Greenfield design still shares a lot with the current ECCP design:

- The very highest expectations for every child
- Individualized supports so that each child can succeed
- A community built on self-respect and responsibility to others

The Greenfield design builds on and enhances these values in clear design anchors.

The Anchors of the Greenfield Design



Accelerating Expectations for What Students are Capable of Achieving

We are committed to pitching our academic expectations to an exceptionally high bar that supports our students to achieve at even higher levels. We will apply this same commitment to accelerated expectations to everything we hope to achieve, from students building habits of success to excellence in enrichment to the motivation and hard work of everyone in the school community.

An Awesomely Powerful Community

We will seek to ensure all students feel a deep sense of belonging and shared purpose so that every member of the school community feels supported, challenged, and responsible for contributing to the success of others. Parents, families, and staff will feel personally invested in the success of the school and will see the critical role they play in students' achievements.

Ownership and Personalization

When students feel ownership over their own learning and agency over their lives, they build the intrinsic motivation needed to sustain hard work over years. Our students' learning paths will be tailored to meet their individualized needs, making learning more efficient and students more motivated to work hard.

In order to translate these “anchors” into meaningful design principles for a school, we identified the following four outcomes for the design:

1. *Accelerated Academics:* We start with the premise that students can and will achieve excellence in academics—the kind of excellence that would manifest in students gaining admission to and graduating from selective universities.
2. *Habits of success:* Our students will thrive when they also develop the habits, mindsets, and life skills that promote productive and joyful lives including personal growth, drive, teamwork, empathy, gratitude and curiosity.
3. *Excellence in Enrichment:* Our students need and deserve the opportunity to pursue excellence outside of traditional academics; therefore, we will offer our students a chance at proficiency in four areas: STEM Inventions, Martial Arts, Dance and Music, and an opportunity to achieve excellence in at least one those.
4. *Student, Family, and Staff Motivation:* Our students, staff and our families will exhibit an unstoppable level of shared commitment and drive — consistently going the extra mile to inspire each other to push on in pursuit of their dreams.

Finally, we asked the most crucial question ‘*what will it take to deliver on these outcomes?*’ The answer is a set of seven interconnected ‘modules,’ which are summarized below.

The Greenfield Modules

While the anchors relate to nearly universal educational values, we know that to make all three happen—for every child, every day—can be a monumental challenge. The vision of the Greenfield design is to create an environment and set of tools to translate these values into a concrete set of learning experiences. We think of these tools as a set of interconnected “modules.” Each module is a set of tools and shared practices that, collectively, cultivate accelerated expectations, powerful community, and personalization.



Module One: Goal Setting & Reflection

A student’s goals and dreams sit at the center of everything we do. The Greenfield design supports the central module of *Goal-Setting and Reflection* by putting students and their goals and dreams at the center of everything we do.

Students start the school year developing a personal narrative as a way to establish a north star (which will naturally evolve) for all of their work and in order to establish deep relationships with running partners and goal teams. Goal teams meet daily to set short-term goals, organize to-dos, reflect on choices and progress and make commitments for the coming days and weeks. More broadly, they are designed to allow students to:

- Develop and reflect on personal narratives and dreams in ways that foster connection and high levels of motivation
- Plan for weekly work cycles and reflect on how individual choices enable progress towards goals
- Feel supported and accountable to quarterly goals and weekly plans
- Deepen their internalization and development of Habits of Success

- Build deep connections and supportive relationships between goal team members and running partner pairs

RUNNING PARTNER is a peer who provides consistent feedback, encouragement and support towards exceeding goals.

GOAL TEAM is a set of three to four running partners.

GOAL COACH is a staff member who guides six to eight students in a Goal Team to achieve and adjust their goals.



Modules Two through Five: Different Modalities for Learning

One of the key results of the design process was to link specific content to specific modalities for learning. While every teacher seeks to differentiate learning based on the content and the needs of the learner, too many educators do not have access to differentiation tools that reflect the latest research. The four learning modules of the Greenfield design will give teachers tools to support learning experiences in each of the following modalities: *Self-Directed Learning*, *Small Group Learning*, *Large Group Learning*, and *Expeditions*.

Self-Directed Learning allows for highly individualized learning, empowering students to choose the pace, sequence, and media that suit them best at school and at home. With the help of an on-line, Personalized Learning Platform (“PLP”), students engage in online curricula, independent, assigned reading, and writing assignments to acquire and practice new skills and prepare for both Small and Large Group settings. Self-Directed Learning time also helps students develop a “major” in Enrichment areas, such as practicing a musical instrument or applying new technology skills. To allow students to make choices without compromising the quality of their learning, the selection of materials available to them is highly curated and aligned to the competency-based progression. Students’ self-directed time is focused on a series of required and choice texts/media, which give them a choice over how to supplement their learning. A lead teacher and supporting instructors are always available to students during these periods to offer guidance and feedback as students practice independently and master objectives. The *Teaching Staff Dashboard* in the PLP allows teachers to access an overview of each student’s progression. They can monitor the work students are doing in real-time and can intervene when they see a lack of progress or focus.

With approximately six to eight students to each group, **Small Group Learning** maximizes direct interaction with teachers and associate teachers, providing highly individualized instruction and real-time feedback. For students, small groups create a safe and trusting environment where they get a lot of attention and connect with peers. Small Group Learning allows for students to accelerate their reading and writing skills and deepen their conceptual math understanding. Every day, students participate in at least one small group math and one small group ELA session. These sessions are typically led by associate teachers (college graduates who are in their first 1-2 years of teaching; similar to AF's current teacher-in-residence program). These associate teachers are equipped to tailor the content to their students' needs, however a lead teacher is always present during Small Group Time to support associate teachers and work with struggling students. To ensure compliance with certification requirements (since some, but not all, associate teachers will already have achieved their certification) and for ongoing development and coaching, associate teachers will always be directly supervised by the lead teacher in their delivery of instructional services and receive specific direction from the lead teacher regarding each lesson. Moreover, the associate teachers are not responsible for planning the instructional program for any students and do not evaluate student progress. An average seven-student group size allows students to receive *immediate feedback* on their performance: not only are associate teachers constantly monitoring their progress, but students are also learning how to engage deeply with one another and to give each other meaningful feedback.

Large Group Learning (typically, 24-28 students) supports conversations that promote deeper comprehension and build students' working memory through synthesis from other modules. It supports discussions, debate, simulation, and scientific experimentation. The lead teachers are able to tie content together in an engaging manner and help students see the world in new ways. This lead teacher role requires several years of teaching experience and deep content expertise. Subject Lead Teachers are given dedicated preparation time to ensure they can focus on designing a high-quality experience for their students. Subject Lead Teachers work in a highly collaborative manner with associate teachers and get together daily. They are helping to train and supervise associate teachers and stay in continuous contact so that the Subject Lead Teachers can monitor each student's progression.

Every eight weeks, the regular school schedule will pause, and students will take two weeks for **Expeditions** that will engage them in more experiential learning inside and outside the school walls. By spending dedicated time going deep on real-world topics, students have an opportunity to extend and apply their knowledge and skills, expand their repertoire of word and world knowledge, and gain access to a robust set of life opportunities that will fuel their passion. These experiences can extend beyond typical curricula, and always deepen academic learning, culminating in *Show-Off moments* like hack-a-thons, competitions, or other performances. Expeditions, which are often conducted in partnership with carefully selected external partners, offer deep

community building experiences for students, staff and parents — reinforcing their shared purpose and commitment to one another. The Expeditions cycle also creates additional time for staff professional development and preparation, lengthens the school year for students, and allows for the network to develop in-house and community partner expedition experts that then run high-quality expeditions in rotation for different schools.

Module Six: Community Connections

Community Connections are an integral part of student academic and personal development. For students to feel motivated by collective goals and accomplishments and feel accountable for each other's learning, they need a supportive school community that fosters a deep sense of connection and belonging. It needs to be a safe place where students have room to explore their identities, make mistakes, and share their experiences with other students. A strong network—and the skills to build and maintain it—are also critical for students' likelihood to persevere through college.

Parents, families, and staff are all critical members of the community, and they too will feel a sense of belonging and ownership over our shared goals. When adults and students feel this joyful connection together, everyone's motivation will increase and translate into higher levels of support, hard work, and love for everyone in the community. Finally, when students see great models of community membership they can more readily embody those behaviors themselves.

In order to create this collective environment, students, families, and staff come together through regular and varied **community rituals** that deepen trust, celebrate successes, and address community concerns. They happen at different intervals (*e.g.*, annually, weekly, daily), in-person or via virtual connections created through social media, and they create a sense of shared purpose for everyone involved with the school. One of the regular rituals is the dedicated Community Time that frames each day—a time when students and staff come together to review both individual and collective progress, to discuss and resolve issues. The participation in these rituals is regarded as extremely important for all members of the school community. Fundamental to that, the school community creates and agrees on shared **rules and norms** that they hold each other accountable to, giving everyone a clear understanding of and full commitment to their responsibilities to their fellow community members. When conflict arises, staff members' first response is to teach empathy and self-awareness—using peers and social pressure to reduce misbehavior. A **dedicated Community Dean** in each grade leads and inspires the community to commit to one another and engage with each other honestly and deeply. This person keeps the community informed with weekly updates of ongoing rituals and new inspirations. Broadcast through each student's PLP, these updates elevate, celebrate, and communicate the community's progress.

The Community Dean stays with students as they progress through each grade —building close connections with students and their families over several years. The Dean also takes

responsibility for parent involvement including developing opportunities to integrate them within the school community. **Parents partner** with staff to create the best learning environment. Each school year starts with very intentional relationship building between staff, parents, and students.

A vital way that the Greenfield design captures these community connections for the benefit of the student is the **Dream Team**. Dream Teams are made up of a family member, a community member, running partner and goal coach; dream team members provide ongoing support throughout the year and they meet in quarterly student-led meetings to collectively assess progress and renew or adjust commitments and academic, enrichment, and habit-related goals. Community Deans work closely with dream team members, students and goal coaches to ensure high quality goal team meetings, constant communication, and true partnership/support for each student in and out of school. The goal team and dream team structures are designed to maximize intrinsic motivation and agency, build habits of success and establish an awesomely powerful community of support for each student and as a collective.

Module Seven: Learning Essentials

Learning Essentials ensure that students can sustain their energy and focus by meeting their basic human needs for physical activity, nutrition, and emotional safety. They also support students' motivational drive and focus. By prioritizing rest, physical movement, and sleep, as well as offering healthy food choices and dedicated time to address personal issues, we set up the optimal conditions for learning. Building the Learning Essentials into the school day makes sure that students learn the importance of healthy habits that balance work, play, and fitness. By doing so, students learn valuable life skills around time and energy management, therefore maximizing learning and motivation.

To perform at the highest levels, students need to be both physically and emotionally healthy—with high levels of energy, low levels of stress, good food in their bodies, and an emotionally supportive community. As students grow, they develop greater levels of executive function and are capable of staying focused for longer periods of time. To address this, lessons and physical activities in the school are tailored to students' varying levels of attention and willpower, teaching students how to **manage their energy** levels. Studies have shown that students who are given ample time for high heart rate physical activity, show fewer behavior issues, higher levels of attention, and improved academic performance. In order to ensure that every child gets sufficient social and emotional support, **regular Goal Team wellbeing check-ins** focus on their emotional well-being (alternating with goal review check-ins focused on progress to goals) creating safe spaces for deeper self-reflection.

The Role of Technology in the Greenfield Model

A student's entire learning experience comes together through the PLP, which organizes and displays progress to goals and dreams, self-directed content playlists, small/large group assignments and assessments. Students will be able to see and organize their assignments, make constant connections to their goals, and see their progress within each subject. With the

support of their teachers and families, this PLP will make it possible for students to track progress and reflect on what to improve so that they can exceed their academic and habit based goals. Given student use of technology in and out of school, Greenfield schools will be entirely 1:1 (students:computers).

We realize that it is much easier to fit these seven modules together on paper than it is in the dynamic day-to-day life of a school. At the same time, we believe that *execution of complex projects* is a core competency of ECCP and AF, one that the network has demonstrated time and again over the years.

The Origins of Our Greenfield Model

From January to August 2014, Achievement First engaged in strategic research and development efforts, with the help of IDEO (an award-winning global innovation and design firm), to develop the strategic direction and a set of robust recommendations for our Greenfield model. During this phase, Achievement First identified the most promising “strategic directions” to explore and executed a research agenda that included focus groups, home visits and feedback sessions with Achievement First students and families. We also conducted interviews with students and families and engaged groups of Achievement First staff and experts in a series of design sessions. The Greenfield team conducted site visits to highly successful schools, engaged neuroscientists and delved into leading research around character development, how students learn and human motivation, while also searching for sources of inspiration outside the education sector.



Early Greenfield Learnings

During the 2014-15 school year, we conducted small pilots of elements of the Greenfield model for several weeks each in middle school and in elementary school. We piloted the model with the entire 5th grade of Elm City Middle School in January-February 2015. In the elementary

school, we piloted kindergarten in one classroom at Bridgeport Elementary School in February-March 2015. On the whole the pilots confirmed the foundational elements of the Greenfield model and garnered the support of teachers, students and families. On the AF Interim Assessment (IA), the kindergarten classroom went from being underperforming to the top performing classroom in the school and saw dramatic gains in math scores and in the performance of high performing students. The Elm City Middle School pilot demonstrated positive academic and motivational results for students that were apparent in both test scores and in student feedback. On their Interim Assessment, the 5th grade at Elm City generated the highest gains in the network in the 6 week period during which we conducted the pilot.

These pilots affirmed many aspects of the Greenfield Model. One of the most dramatic was the impact of SDL and goal setting on student motivation was in just three weeks. Students with high skill and motivation levels raced ahead on content and had time for deeper learning in each content area. Students in the middle were able to move at their own pace, reviewing content and occasionally reviewing materials and retaking assessments until they had mastered them.

“I learned that being a strong student means also to teach yourself and go beyond the boundaries of learning.”

-5th grade student

“[My scholar] made incredible progress. It’s like a light came on.”

-5th Grade Parent

Students who initially struggled saw a large uptick in both motivation and academic success by the end of the pilot. A combination of intensive support from associate teachers, the use of additional tools with more scaffolding, and ultimately, a taste of self-directed success, unlocked motivation in many of the most struggling students. This change in motivation was particularly impressive given that students did not yet have access to real-time data and feedback via the PLP or the full support of the Goal Team structures since we could not implement these in the limited pilot. We were energized by the potential for the model to deliver transformative results, particularly when wrapped in the broader Greenfield culture vision and routines.

We also saw students thrive on immediate and frequent feedback whether from teachers, associate teachers, and/or the computer. Technology also positively impacted student motivation and ability to accelerate academically as the immediate feedback on online game-like tools (STMath, Typing Club) engaged student interest. The academic model also allowed teachers to focus on specific subject areas which enabled them to improve instructional delivery and differentiate more effectively. Teachers were able to give much more frequent feedback to students, including individual conferences with each student. Explicit Goal Team and Community time were positively rated by teachers, who said this allowed them to talk to their students, hear about their passions, interests and families, and build stronger relationships.

Garnering Support for Greenfield

From the beginning of our process we have held input and feedback from our most important stakeholders (students, staff and families) in pole position. We know that those closest to the work we have been doing at ECCP for the past 11 years have great insights around what we are doing well, but also where we have room to improve. Because of this, we directly involved students, staff and families in the research phase of the Greenfield model. More than 35 students and families participated in input sessions and home visits to allow us to more deeply understand and gather their insights. Once our initial design was complete, we again engaged students and families to surface their insights and pilot components of the model. Throughout the 2014-15 school year, families engaged directly with middle school leadership in one-on-one conversations, small focus groups and large group information sessions. Additionally, all incoming kindergarten families participated in family chats and/or home visits. As we approach the start of school, we can gratefully share that every single K, 5th and 6th grade family engaged with ECCP around the new model.

II. Charter Amendments

The below chart reflects the necessary amendments to various sections of ECCP’s charter. In general, the changes are enhancements and ECCP will continue to meet all relevant state requirements regarding its programming.

Current charter	What is the same in the Greenfield Model?	What’s enhancements have we made in the Greenfield Model and why?
<p>Existing facilities, located at:</p> <p>407 James Street (ECCP elementary school)</p> <p>794 Dixwell Avenue (ECCP middle school)</p> <p>580 Dixwell Avenue (ECCP scholars attending Amistad High School)</p>	<p>407 James street will continue serving the same population of K-4 students</p> <p>794 Dixwell Avenue will continue serving the same population of 7-8 grade students</p> <p>580 Dixwell Avenue will continue serving the same population of 9-12 grade students</p>	<p>ECCP has leased an additional facility at 495 Blake Street to educate its 5th and 6th grade students under the Greenfield model. This space was previously used as swing space by NHPS and adjoins an early learning center still used by NHPS. ECCP has previously submitted to SDE a building Certificate of Approval (<i>i.e.</i>, approval for occupancy of the 1st floor, which will be occupied by ECCP’s 5th and 6th grades) and will submit all such required documentation to SDE prior to the start of instruction within the building.</p>
Traditional	The curriculum for the	We’ve enhanced the learning

<p>Achievement First academic model and common-core aligned curriculum</p>	<p>Greenfield grades will remain tightly common-core aligned and draw from the same sources as AF’s current academic model. The subjects themselves – math, reading, writing, science, social studies – remain exactly the same and the commitment to building both common core skills and word/world knowledge remains as strong as ever. Students continue performing the same or increased levels of reading, writing, and math. Our commitment to Independent Reading and to online curricula (e.g., ST Math) that maximize differentiated instruction remain unchanged.</p>	<p>experience by modifying instructional delivery to include more small group instruction and more self-directed learning. We’ve made these enhancements in direct response to what we’ve seen work in the traditional model. In our current model, we’ve observed that the more individualized feedback students receive, the more academic progress they make. For example, students will receive feedback on their writing 4 times per week instead of 1-2 times per week in our current model. We’ve also seen that centers and online curricula that target the specific needs of students lead to faster progress and higher motivation. So we’re increasing our investment in individualized practice and small group work.</p>
<p>Traditional Achievement First school day and school year</p>	<p>Students will continue having the same amount of core academic programming during the school day and for the school year. The school day for the elementary school remains exactly the same as the current model, and both the elementary school and middle school Greenfield grades will continue to meet all state requirements regarding hours and days of instruction.</p>	<p>In 5th and 6th grade we have extended the learning day by one hour to allow for more time in enrichment programming (Dance, Martial Arts, Music, and STEM Inventions). See Appendix B for a typical learning day for at each grade level.</p> <p>We have extended the school year in order to allow students to go access more experiential learning in the form of expeditions, which are lessons aimed at experiential learning inside and outside the school walls.</p>
<p>Traditional</p>	<p>Our core commitments to</p>	<p>We have made three key</p>

<p>Achievement First staffing model and professional development</p>	<p>hiring, developing, and retaining outstanding staff remain as strong as ever. Our professional development strategy, grounded in intellectual prep, looking and student work, practice with feedback, and constant individualized coaching is the same or increased in comparison to our current model. We continue to have lead teachers in each subject area and associate teachers (similar to teachers-in-residence) as we do in the current model.</p>	<p>enhancements:</p> <ol style="list-style-type: none"> 1) We've added a Community Dean at every grade level to facilitate greater family engagement and more capacity for community partnerships. 2) We've added additional "associate teachers" to allow for more small group instruction to students at ECCP and modified our coaching structure to more deeply focus on their support and development. Associate teachers are directly supervised by the lead teacher in their delivery of instructional services and receive specific direction from the lead teacher regarding each lesson. Associate teachers are not responsible for planning the instructional program for students and do not evaluate student progress, and therefore the lead teacher will be the teacher of record. 3) We've added more time in the teacher schedule to engage in group preparation and examination of student work to prepare for subsequent lessons.
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Please let me know if you have any questions or required additional information.

Sincerely,



Dacia M. Toll
 President
 Achievement First

TYPICAL DAY AND LEARNING EXPERIENCE GRADES 5-6

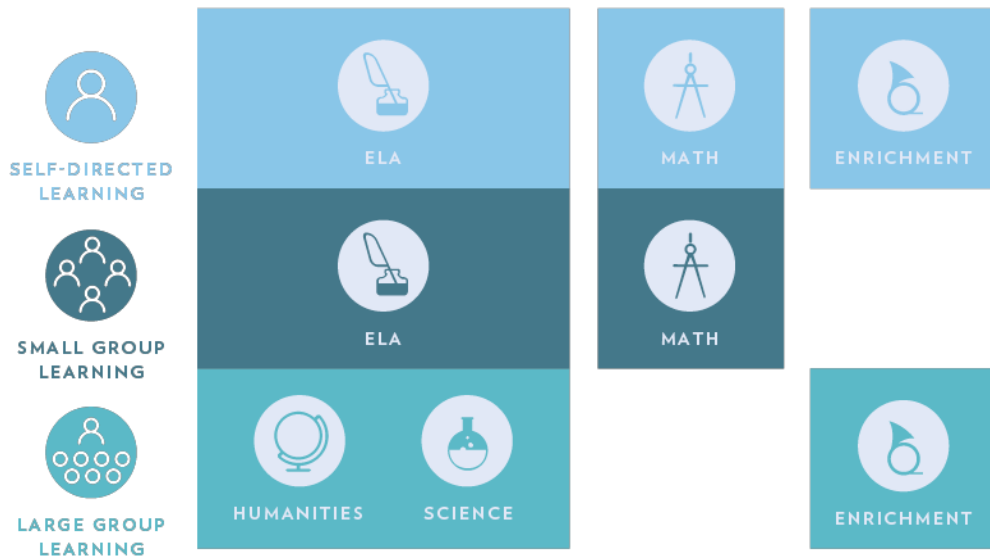
7:10	BREAKFAST	
7:35	COMMUNITY TIME	
7:50	LARGE GROUP: DANCE OR TAE KWON DO	 
8:35	GOAL TEAM TIME	
9:05	SELF-DIRECTED LEARNING	
10:05	SMALL GROUP: MATH	 
11:20	LUNCH & RECESS	 
12:05	LARGE GROUP: SCIENCE	 
12:50	LARGE GROUP: HUMANITIES SEMINAR	 
1:20	HIGH HEART RATE ACTIVITY	
1:35	SMALL GROUP: ELA/HUMANITIES	 
2:50	SELF-DIRECTED LEARNING	
3:50	LARGE GROUP: MUSIC OR STEM INVENTIONS	  
4:50	DISMISSAL	

Self-Directed Learning (SDL)

During self-directed learning time, students work independently on mastering content across math, science, ELA/Humanities, and enrichment areas. For much of SDL time, students work through a competency-based progression in the form of playlists that include reading, video, and online curricula. In order to move through the progression, students request to take on-demand assessments in both required and optional content modules so that they can both “race ahead” and “race deeper” as they work through their playlists and online curricula. In addition to the competency-based progressions, students use SDL to work on assignments, projects, weekly essays, independent reading, and enrichment practice. Students take advantage of SDL time in school and at home; while in school, teachers are available to support, tutor and provide extra intervention for students who need it most. SDL time is designed to allow students to make choices over how they approach their work, in what order they tackle assignments, and in what ways they ask for support. We’ve already seen through pilots that this leads to increased motivation and also provides a forum to build habits of success particularly when paired with the goal-setting and reflection practice.

Small Group Time

Students spend time in small groups in both math and ELA/Humanities in groups of 6-8 students on average. During math, one lead teacher and 2-3 associate teachers work through a routine of cognitively guided instruction (CGI), differentiated math investigations, and tutoring on areas of misunderstanding in groups. During ELA, one lead teacher and 3-4 associate teachers work on daily close reading and daily feedback on writing assignments. The content of both math and ELA/Hum aligns with the work students are doing during SDL time as a way to foster meaningful dialogue on the content itself to deepen understanding while building critical cognitive skills across the spectrum of common core standards.



Large Group Time

Large group settings are reserved for Humanities seminars, Science, and Enrichment classes.

- During Humanities seminars, students go deep on a text with a lead teacher on a complex set of questions that draw on the content and cognitive skill mastery achieved through self-directed and small group work. These culminating show-off moments further build the word/world knowledge, enhance cognitive skill development, and often reinforce habits of success we're building across the school year.
- During science investigations, students grapple with tasks that reinforce and deepen content knowledge gained during SDL. Much of this work is done in small investigation groups along with whole group discussions, close reading of science texts, and science writing prompts.
- During large group enrichment time, students "major" in one physical enrichment activity – Dance or Tae Kwan Do – and one non-physical enrichment activity – Music or STEM Inventions. Enrichment courses also follow a competency-based progression that are backwards mapped from world-class standards and culminate in performances and competitions in and out of school.



Goal Teams and Dream Teams A student's goals and dreams sit at the center of everything we do. Students start the year developing a personal narrative as a way to establish a north star (which will naturally evolve) for all of their work and in order to establish deep relationships with running partners and goal teams. Goal teams meet daily to set short-term goals, organize to-dos, reflect on choices and progress and make commitments for the coming days and weeks. Dream Teams are made up of a family member, a community member, running partner and goal coach; dream team members provide ongoing support throughout the year and they meet in quarterly student-led meetings to collectively assess progress and renew or adjust commitments and academic, enrichment, and habit-related goals. Community Deans work closely with dream team members, students and goal coaches to ensure high quality goal team meetings, constant communication, and true partnership/support for each student in and out of school. The goal team and dream team structures are designed to maximize intrinsic motivation and agency, build habits of success and establish an awesomely powerful community of support for each student and as a collective.

TYPICAL DAY AND LEARNING EXPERIENCE Kindergarten

7:15	BREAKFAST	
7:40	COMMUNITY TIME	
7:55	SMALL GROUP: PHONICS	
8:40	SMALL GROUP: READING	
9:40	SELF-DIRECTED LEARNING	
10:40	LARGE GROUP: ENRICHMENT M/W - MUSIC T/TH - STEM	
11:20	LUNCH & RECESS	
12:00	GOAL TEAM TIME	
12:20	LARGE GROUP: HUMANITIES	
1:20	SELF-DIRECTED LEARNING	
2:20	SMALL GROUP: MATH	
3:20	LARGE GROUP: SCIENCE	
4:00	LARGE GROUP: ENRICHMENT M/W - DANCE T/TH - MARTIAL ARTS	
4:40	DISMISSAL	

Large Group Time

Large group settings are employed for Humanities, Science and Enrichment classes.

- During Humanities, students focus on a daily question aligned to a text read aloud by the teacher. The teacher supports students in answering the text dependent question (TDQ) by emphasizing key vocabulary, visualizing central ideas, emphasizing dialogue and encouraging dramatization of key actions described in the story to help engage young students. Students also spend 30 minutes each day on a writing lesson and prompt aligned to the Humanities content. Students develop their writing skills through scaffolded writing, moving from speaking their message to drawing to letters and words and ultimately sentences and paragraphs.
- During science, students are exposed to new concepts through the lens of investigations. Each lesson establishes an investigation question, teaches new vocabulary and allows students to practice hands-on activities that answer the question. The exploration of the content also includes a writing piece where students use a template to observe, organize, record and make sense of their answer to the investigation. Teachers close out each investigation with a summary of learnings and explanation of investigations.
- During enrichment time, students are exposed to both a physical enrichment activity (Tae Kwon Do and Dance) and non-physical enrichment activities (STEM Inventions and Music), before specializing in areas of interest in later grades. Enrichment classes allow for movement, hands-on engagement, and group and independent practice, exposing students to a wide range of foundational concepts, while also allowing them to deeply learn and master a particular expertise.

Self-Directed Learning (SDL)

During self-directed learning time, students work independently and in groups on a variety of centers including Block Play, Dramatic Play, Independent Reading, Science Center and Computer Station (typing, math games and coding). Students practice content across math, science, ELA/Humanities, and enrichment areas, moving from unoccupied to more advanced cooperative play. Each center reinforces and extends content students are learning in other modalities, allowing them to apply knowledge to real life situations. Students also develop critical cognitive and physical skills, such as gross and fine motor skills, persistence, curiosity, flexibility and problem solving. SDL time is designed to introduce students to planning their work time, making choices over how they approach their work and reflecting on their behavior and progress.



Small Group Time

Students spend time in small groups in math and ELA/Humanities with associate teachers under the supervision of a lead teacher. In math, small groups allow for targeted instruction and practice, as well for cognitively guided instruction (CGI) that allows students to discuss and extend their mathematical thinking. For 30 minutes a day students work in groups of 7-8 to learn key concepts and practice those concepts in homogenous groups. For another 30 minutes each day, students meet in heterogeneous groups focused on math process standards and work with teachers on cognitively guided instruction (CGI) where they visualize, sense, communicate, observe and organize/categorize mathematical ideas. In ELA/Humanities, small group instruction gives students individual attention and feedback to accelerate their foundational reading skills and develop a love of reading. Students work in groups of 6-8 on guided and close reading that develops reading and comprehension skills. They also work in groups of 12 on phonics instruction that explicitly focuses on encoding, decoding and fluency.



Goal Teams and Dream Teams

In the early grades, goal teams and dream teams are focused on inspiring students by exposing them to a world of possibilities and encouraging them to reflect on their own dreams, hopes and personal growth. Goal Teams and Dream Teams are deeply intertwined with student's development of habits of success and building an awesomely powerful community. Daily Goal Time is initially used for teachers and students to build deep relationships and trust with each other. Students start the year drafting personal narratives and goal teams use community circle processes to listen to and understand each student's unique identity. As the school year progresses, students begin to develop a weekly learning plan for their SDL time, revise that plan with their Running Partner and Goal Coach, and reflect on their progress and behavior. Students reflections on behavior are linked to the schools habits of success, which students learn through stories, examples and discussions. Students begin to see how the habits of success apply to their own lives. Goal Teams serve to give students a deep sense of belonging and safety, while also stretching students to meet ambitious academic and personal development goals. Dream Teams meet regularly to check-in on a student's academic and behavioral development and provide support and encouragement for each student in and out of school.

Attachment B



ELM CITY COLLEGE PREPARATORY SCHOOL

794 Dixwell Avenue New Haven CT 06511
T 203 772 5332 F 203 772 3641
www.achievementfirst.org



Dear Elm City 4th Grade Parent/Guardian:

Congratulations, your child has successfully completed his or her elementary years at Elm City College Prep! The class of 2027 is heading to the middle school! In preparation for next year, we want to get to know you and your child better and give you the opportunity to learn more about our school. All rising 5th grade families are required to attend an orientation session on either May 9th or May 30th:

Family Orientation: Saturday, May 9th starting promptly at 11am or Saturday, May 30th starting promptly at 10am at 794 Dixwell Avenue (the orientation will last approximately 90 minutes).

*During the orientation, you will have an opportunity to meet the principal and teachers, learn more about our school day, and get to know other Elm City Middle families! Your Elm City Middle student should attend with you – this is an exciting opportunity for them to learn more about what their school will look like next year and meet new peers, teachers, and leaders. **Please call us at 203-772-5332 to let us know which orientation session you plan on attending.***

Next year, Elm City College Prep Middle School will be making several upgrades to our program. Already one of the top schools in New Haven in terms of academic outcomes, we are pushing ourselves to become even stronger in terms of extracurricular opportunities, independence, and individualized learning through increased use of technology – all so that students can enjoy their learning in a faster and more engaging manner. We have spent over a year visiting top schools across the country and learning from them; talking with our current Elm City families, students, and alumni about what the best school looks like in their eyes; and working with our teachers to plan for next year.

Next year, our school will look different in the following ways:

- Every student will take a dance or martial arts class, every day.
- Every student will take a robotics or musical instrument class, every day.
- Every student will have 90-120 minutes of computer based “self-directed learning time,” every day.
- Every student will have a 45 minute reading class, a 30 minute writing class, and a 75 minute math class. In these classes, teachers will work with groups of 6-10 students.
- Every eight weeks, students will participate in “expeditions” – project-based experiences on and off campus for two weeks. This will happen four times throughout the year.

A lot of work has gone into creating the ideal school for our children. Two other key changes to note:

- **The school day will run from 7:25 AM to 5 PM.** The extra hour in school means students will take much less homework home (an average of about 30 minutes per day).
- **Next year, our 5th and 6th grade campus will be located at 495 Blake Street** (just off Whalley Avenue) so that our Dixwell building can be prepared for renovations.

We look forward to seeing you on Saturday May 9th or Saturday May 30th and working together to help your child take the next steps up the mountain to college! **Again, please call us at 203-772-5332 to let us know which orientation session you plan on attending.**

Robert Hawke

Principal, Elm City College Preparatory Middle School

roberthawke@achievementfirst.org



ELM CITY COLLEGE PREP – ELEMENTARY

Dear Elm City College Prep Families,

We have some exciting news to share about our Elm City Kindergarten program for next year (2015-2016). We have spent over a year visiting top schools across the country and learning from them, talking with our current Elm City families, students, and alumni about what the best school looks like in their eyes, and working with our teachers to plan for next year. Next year, our Elm City Kindergarten will be making several upgrades to our program. Though we are currently one of the top schools in New Haven in terms of academic outcomes, we are pushing ourselves to become even stronger in terms of **student independence**, and **individualized learning** through increased use of technology – all so that students can enjoy their learning experiences in a faster and more engaging manner.

At this point, we are ready and excited to announce the following changes to our K program this August:

- **More Small Group Learning:** our students will receive intensive small group math every day, along with small group reading
- **Increased Differentiation Through Technology:** students will further individualize their learning using their own Personal Learning Platform
- **More Avenues to Partner with Families:** You'll be able to log onto your scholar's Personal Learning Platform to see just how he or she is doing in real time. There will also be many opportunities to participate in classroom activities.
- **A Commitment to Deepening Student Learning Through Expeditions:** Four times a year, students will take a deep dive into one high-interest subject and participate in school-based and field-based hands-on learning experiences
- **Robust Science and STEM Instruction:** Kindergarten students will have science all year, taught by a dedicated science teacher. Students will also begin to learn coding and robotics.

As you can see, a lot of work has gone into creating the ideal school for our children. We are excited to continue the wonderful work we have been doing in 1st – 4th grade and plan on implementing the most successful aspects of the K program across the rest of the school in 2016 - 2017:

Let me assure you that the core of what Elm City is about is not changing at all:

1. Our mission remains focused on preparing our students for college success and community leadership.
2. We still have high standards for teachers, and for students' behavior and quality of work.
3. Our calendar will be similar to Elm City Middle and AF Amistad High School – spring break, winter break, and summer breaks will be at the same time.

The Elm City staff and I are incredibly excited to continue to partner with you and make our school excellent. If you have any questions please do not hesitate to reach out.

Sincerely,

Andrew Poole
Principal



www.achievementfirst.org

407 James Street, New Haven, CT 06513 T 203 772 7010 F 203 498 0712

Dear Elm City 5th grade family,

We have some exciting news to share about Elm City Middle. We have spent over a year visiting top schools across the country and learning from them, talking with our current Elm City families, students, and alumni about what the best school looks like in their eyes, and working with our teachers to plan for next year.

Next year, Elm City College Prep Middle School will be making several upgrades to our program. Though we are currently one of the top schools in New Haven in terms of academic outcomes, we are pushing ourselves to become even stronger in terms of **extracurricular opportunities, student independence, and individualized learning** through increased use of technology – all so that students can enjoy their learning experiences in a faster and more engaging manner.

As you may remember, in January we piloted some of these ideas in our 5th grade, and most students and families were extremely pleased with the progress that students made during this time. We are ready to build on this success.

We are ready and excited to announce the following changes you will see this August:

- Every student will take a dance or martial arts class, every day.
- Every student will take a robotics or musical instrument class, every day.
- Every student will have 90-120 minutes of computer based “self-directed learning time”, every day, drastically reducing the amount of homework most students bring home.
- Every student will have a 45-minute reading class, a 30-minute writing class, and a 75-minute math class, **in groups of 6-10 students**, every day.
- Every eight weeks, students will participate in “expeditions” –, project-based experiences on and off campus for two weeks. This will happen four times throughout the year.
- We will work to use connections throughout our New Haven community to help our students excel.

As you can see, a lot of work has gone into creating the ideal school for our children. Two other key changes are coming:

1. **The school day will run from 7:25am to 5pm.** The extra hour in school means that most students will take much less homework home (an average of about 30 minutes per day, which they can choose to do on the weekend if they prefer.)
2. **Next year, to prepare for renovations to our Dixwell building, our 5th and 6th grade campus will be located at 495 Blake St.** (just off Whalley Avenue).

Let us assure you that the core of what Elm City Middle is about is not changing at all:

1. Our mission remains focused on preparing our students for college success and community leadership.
2. We still have high standards for teachers, and for students’ behavior and quality of work.
3. Our calendar will be similar to Elm City Elementary and AF Amistad High School – spring break, winter break, and summer breaks will be at the same time.

We will be having a meeting to discuss these changes next Monday, April 6th at 5:15 P.M. at Elm City Middle (794 Dixwell Ave.) Please bring any and all questions, concerns, and thoughts to share at this meeting.

In the meantime, if you have any additional thoughts, questions, and concerns about next year, or if you are unable to attend this meeting, please feel free to reach out to either of us by phone or e-mail. We look forward to seeing you next Monday and talking about these exciting changes!

Sincerely,

Robert Hawke
Principal in Residence
Elm City College Prep Middle School
roberthawke@achievementfirst.org
475.202.9539

Peter Butler
Dean of Students
Elm City College Prep Middle School
peterbutler@achievementfirst.org
203.641.4472



ELM CITY COLLEGE PREPARATORY SCHOOL

794 Dixwell Avenue New Haven CT 06511
T 203 772 5332 F 203 772 3641
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Dear Elm City 5th Grade Parent/Guardian:

We hope that you and your student are enjoying your spring and looking forward to the end of year trip to Camp Jewell! Our 5th graders have had a great year, and we are excited to continue supporting them as they climb the mountain to college.

As you may remember, Elm City College Prep Middle School will be making several upgrades to our program next year. Already one of the top schools in New Haven in terms of academic outcomes, we are pushing ourselves to become even stronger in terms of extracurricular opportunities, independence, and individualized learning through increased use of technology – all so that students can enjoy their learning in a faster and more engaging manner. We have spent over a year visiting top schools across the country and learning from them; talking with our current Elm City families, students, and alumni about what the best school looks like in their eyes; and working with our teachers to plan for next year. **We are asking that you and your student to attend a family orientation on May 9th or May 30th to learn more about the program, have the opportunity to ask questions, and welcome our rising 5th grade families.**

Family Orientation: Saturday, May 9th starting promptly at 11am or Saturday, May 30th starting promptly at 10am at 794 Dixwell Avenue (the orientation will last approximately 90 minutes).

During the orientation, you will have an opportunity to learn more about our school day and welcome our new Elm City Middle families! Your Elm City Middle rising 6th grade student should attend with you – this is an exciting opportunity for them to learn more about what their school will look like next year and meet new peers, teachers, and leaders.

Please call us at 203-772-5332 to let us know which orientation session you plan on attending.

As a reminder, our school will look different in the following ways next year:

- Every student will take a dance or martial arts class, every day.
- Every student will take a robotics or musical instrument class, every day.
- Every student will have 90-120 minutes of computer based “self-directed learning time,” every day.
- Every student will have a 45 minute reading class, a 30 minute writing class, and a 75 minute math class. In these classes, teachers will work with groups of 6-10 students.
- Every eight weeks, students will participate in “expeditions” – project-based experiences on and off campus for two weeks. This will happen four times throughout the year.

A lot of work has gone into creating the ideal school for our children. Two other key changes to note:

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We look forward to seeing you on Saturday May 9th or Saturday May 30th and working together to help your child take the next steps up the mountain to college! **Again, please call us at 203-772-5332 to let us know which orientation session you plan on attending.**

Robert Hawke

Principal in Residence, Elm City College Preparatory Middle School

roberthawke@achievementfirst.org



ELM CITY COLLEGE PREPARATORY SCHOOL

794 Dixwell Avenue New Haven CT 06511
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Dear Parent/Guardian:

Your child has been accepted to enter Elm City College Preparatory Middle School in the fall of 2015. Welcome to the Elm City team and family, which includes priority acceptance into the Achievement First Amistad High School!

In order to accept your seat at our school, you must go to the Office of School Choice at 54 Meadow Street and confirm that you would like for your child to attend our school. They will give you a yellow form, which you must then bring to us at 794 Dixwell Avenue. You must due this as soon as possible. In addition, please call 475.202.9937 to schedule an orientation meeting and have any questions answered.

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We look forward to meeting you soon and working together to help your child take the next steps up the mountain to college! **Again, please call 475.202.9937 to schedule an orientation meeting and have any questions answered.**

Robert Hawke

Principal, Elm City College Preparatory Middle School

roberthawke@achievementfirst.org

Elm City College Preparatory Middle School

2015-16 Greenfield Design

If you could build any school, what would you build? Over the past two years, Achievement First has worked with AF students, alumni, families, teachers, and staff, as well as education experts around the country, to develop an exciting new school design called **Greenfield**. Next year, Elm City Middle School will continue to provide rigorous, high-quality instruction within a nurturing school community. While the core mission of our school remains the same, we will be making exciting changes that will enhance our students' experience and focus on developing self-motivated learners, problem-solvers and leaders who will thrive in college and serve as leaders of their communities. **We have three guiding principles:**



Accelerated Expectations: We support our students to achieve at an exceptionally high level. Students will learn in a variety of modes to empower them to work at their own pace (through self-directed learning on computers), receive individualized instruction (via small group learning), and participate in rich discussion (in large group seminars, debates, and presentations). Every eight weeks, students will take two week Expeditions and experience hands-on learning that will extend and apply their knowledge and skills.



Awesomely Powerful Community: At our school, students have a deep sense of belonging and purpose. For students to feel motivated by collective goals and accomplishments and feel accountable for each other's learning, they need a supportive school community. Parents, families, and staff are all critical members of the community. We will come together throughout the year to celebrate, explore our identities, share experiences, and support our students.



Ownership and Personalization: We build intrinsic motivation so students feel agency and responsibility for their own learning. Students start every year writing their personal narrative – describing who they are, what's important to them, and where they're headed. These narratives connect their daily schoolwork goals to their long-term dreams. Each student works with a Running Partner (a peer), their Goal Coach (a staff member), and their Dream Team (peers, staff, parents, and other mentors) to reflect on success and challenges and map their path ahead.

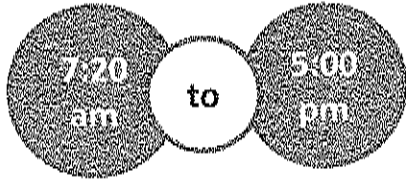
What about...

Homework? Every day, students will have 90-120 minutes of computer-based Self-Directed Learning time. Students will be working at their own pace, and this time reduces the amount of homework students bring home. Students will have an average of 30 minutes per day, which they can also choose to do over the weekend if they prefer. **Much of our homework will be done on laptops and require internet at home. If you don't have internet access right now, we've included a flier in this folder.**

Behavior Expectations? Our goals for the routines and rituals throughout the school is to create a safe, efficient, and predictable environment where students can focus on learning and develop strong social and emotional skills. **It is important that students see the consequences of their actions – both positive and negative.** What explicitly do you want to say about extension?

Elm City College Preparatory Middle School 2015-16 Greenfield Design

School Day



Location



Expeditions



Homework



Schedule

7:10 AM	7:35 AM	Breakfast
7:35 AM	7:50 AM	Morning Motivation
7:50 AM	8:25 AM	Dance or Tae Kwan Do
8:05 AM	8:20 AM	
8:20 AM	8:35 AM	Goal Team Time
8:35 AM	8:50 AM	
8:50 AM	9:05 AM	Self-Directed Learning
9:05 AM	9:20 AM	
9:20 AM	9:35 AM	
9:35 AM	9:50 AM	
9:50 AM	10:05 AM	Math (groups of 8)
10:05 AM	10:20 AM	
10:20 AM	10:35 AM	
10:35 AM	10:50 AM	
10:50 AM	11:05 AM	Lunch / Recess
11:05 AM	11:20 AM	
11:20 AM	11:35 AM	
11:35 AM	11:50 AM	
11:50 AM	12:05 PM	Science (class of 24)
12:05 PM	12:20 PM	
12:20 PM	12:35 PM	Seminar (class of 24)
12:35 PM	12:50 PM	
12:50 PM	1:05 PM	High Heart Rate
1:05 PM	1:20 PM	
1:20 PM	1:35 PM	Humanities Reading (groups of 6)
1:35 PM	1:50 PM	
1:50 PM	2:05 PM	Humanities Writing (groups of 6)
2:05 PM	2:20 PM	
2:20 PM	2:35 PM	Self-Directed Learning
2:35 PM	2:50 PM	
2:50 PM	3:05 PM	
3:05 PM	3:20 PM	
3:20 PM	3:35 PM	Trumpet class or Robotics
3:35 PM	3:50 PM	
3:50 PM	4:05 PM	
4:05 PM	4:20 PM	
4:20 PM	4:35 PM	Dismissal
4:35 PM	4:50 PM	
4:50 PM	5:00 PM	

Students will take both dance and Tae Kwan Do every other day.

Goal teams maximize students' intrinsic motivation and agency.

Students work at their own pace – reading, writing, and watching videos. Their understanding is assessed at regular check points.

Students complete investigations, discussions, and close readings.

For both math and humanities (reading and writing), students work in small groups and get individualized feedback.

Students will take both music (trumpets and clarinets) and Robotics every other day.

Key Dates!

Monday 8/17: Picnic and School Tour
Wednesday 8/19: 1st Day of School

Elm City MS (495 Blake St. Campus) 15-16 School Calendar

August 2015						
Su	Mo	Tu	We	Th	Fr	Sa
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2	3	4	5	6	7	8
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2015						
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27	28	29	30			

October 2015						
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				1	2	3
4	5	6	7	8	9	10
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25	26	27	28	29	30	31

November 2015						
Su	Mo	Tu	We	Th	Fr	Sa
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22	23	24	25	26	27	28
29	30					

December 2015						
Su	Mo	Tu	We	Th	Fr	Sa
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2016						
Su	Mo	Tu	We	Th	Fr	Sa
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2016						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

March 2016						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
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27	28	29	30	31		

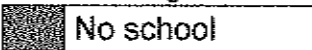
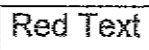
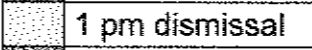



April 2016						
Su	Mo	Tu	We	Th	Fr	Sa
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May 2016						
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29	30	31				

June 2016						
Su	Mo	Tu	We	Th	Fr	Sa
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19	20	21	22	23	24	25
26	27	28	29	30		

July 2016						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Color Key

	No school		State testing dates
	1 pm dismissal		Staff training days (no students)
	Expeditions		First and last days of school (both 1 pm dismissal)

Save the Dates and Key Contacts

Monday, August 17th:

- Picnic and School Tour
- 495 Blake Street
- 4:00 – 7:00 pm

Wednesday, August 19th:

- First Day of School
- 495 Blake Street
- 7:20 am – 1:00 pm

Main Office

203.772.5332*

*This is the number for the current Elm City Dixwell campus. We will have a separate number in mid-July – please call this number until then.

Principal:

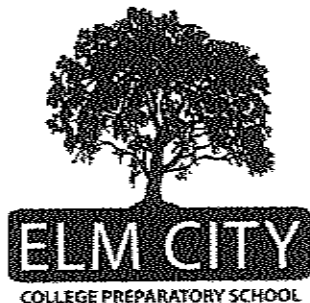
Robert Hawke

roberthawke@achievementfirst.org

Director of School Operations:

Sarah Hogarty

sarahhogarty@achievementfirst.org



Uniforms and Supplies

Uniforms consist of:

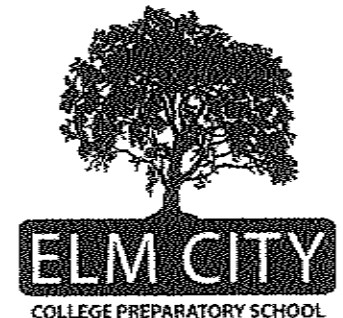
- Hunter green polo with Elm City logo (short or long sleeve).
- Khaki pants, shorts (at least knee-length), or skirt (at least knee-length). All pants, shorts, and skirts with belt loops must be worn with a plain solid color black, brown, white, yellow, or green belt.
- V-neck long sleeve sweater, sweater vest, or cardigan (optional).
- Sneakers (must be fitness shoes for dance and Tae Kwan Do).
- This year, students will have the option of a “dress” uniform – a white button down shirt and tie. Whalley Graphics / Custom Tees does not carry these items; we will share information about a vendor on August 17.

Purchasing information:

- Visit Whalley Graphics / Custom Tees at 365 Whalley Avenue to order.
- Orders can also be made online at www.customteesplus.com.
- Payment method: cash or credit card
- Turn around time: 2 weeks from order

Special note on supplies:

- Please do NOT purchase any supplies yet. We will provide you with a list of any needed supplies on August 17.



Now your family has an easier way to do homework, look for a job and keep in touch.

With Internet Essentials™ from Comcast, your family can:

- Do homework
- Find doctors
- Email teachers
- Get online tutoring
- Look for jobs
- Take online classes
- Pay bills
- Research colleges

Enrolled families may also purchase a low-cost computer. Anyone can access our free online Learning Center, with a library of videos and other resources that help you create a safe, secure and fun online experience for your family. Just visit InternetEssentials.com/learning.

To qualify for Internet Essentials, your household must meet all of these criteria:

- Is located where Comcast offers Internet service
- Has at least one child eligible to participate in the National School Lunch Program
- Has not subscribed to Comcast Internet service within the last 90 days
- Does not have outstanding Comcast debt that is under one year old

To learn more or apply, visit: InternetEssentials.com Or call: 1-855-8-INTERNET (1-855-846-8376)

AFFORDABLE INTERNET

\$9⁹⁵
a month
+ tax

- No price increases
- No activation fees
- No equipment rental fees

A LOW-COST COMPUTER

\$149⁹⁹
+ tax

Available
at initial
enrollment

FREE INTERNET TRAINING

Available online, in print
and in person

Restrictions apply. Not available in all areas. Limited to Internet Essentials service for new residential customers meeting certain eligibility criteria. Advertised price applies to a single outlet. Actual speeds may vary and are not guaranteed. After initial participation, if a customer is determined to be no longer eligible for the program but continues to receive Comcast service, regular rates will apply. Subject to Internet Essentials program terms and conditions. Call 1-855-846-8376 for restrictions and complete details, or visit InternetEssentials.com. ©2014 Comcast. All rights reserved. Internet Essentials is a program to provide home Internet service for families. It is not a school program, and is not endorsed or required by your school. Your school is not responsible for Internet Essentials accounts.

INTERNET
ESSENTIALS

from Comcast

With Internet at home,
their opportunities can
grow as fast as they do.

COMCAST

Ahora tu familia tiene una manera más fácil de hacer las tareas, buscar empleo y mantenerse comunicada.

Con el Servicio de Internet Básico™ de Comcast, tu familia puede:

- Hacer tareas
- Enviar emails a los maestros
- Buscar empleo
- Pagar facturas
- Encontrar médicos
- Recibir apoyo académico en línea
- Tomar clases en línea
- Buscar universidades

Las familias registradas también pueden comprar una computadora de bajo costo. Cualquiera puede tener acceso a nuestro Centro de Aprendizaje, con una colección de videos y otros recursos para ayudarte a crear una experiencia en línea segura y divertida para tu familia. Solo visita InternetBasico.com/aprender.

Para calificar para el Servicio de Internet Básico™ de Comcast, tu hogar debe cumplir con todos estos criterios:

- Estar ubicado en una zona en la que Comcast ofrezca servicio de Internet
- Tener por lo menos un niño elegible para participar en el Programa Nacional de Almuerzos Escolares
- No haber estado suscrito al servicio de Internet de Comcast en los últimos 90 días
- No tener ninguna deuda pendiente con Comcast de menos de un año de antigüedad

Para obtener más información o llenar una solicitud, visita: InternetBasico.com
Or llama al: 1-855-SOLO-995 (1-855-765-6995)

INTERNET A TU ALCANCE
\$9⁹⁵ al mes.
• Sin aumento de precio
• Sin cargo por activación
• Sin cargo de alquiler por equipo

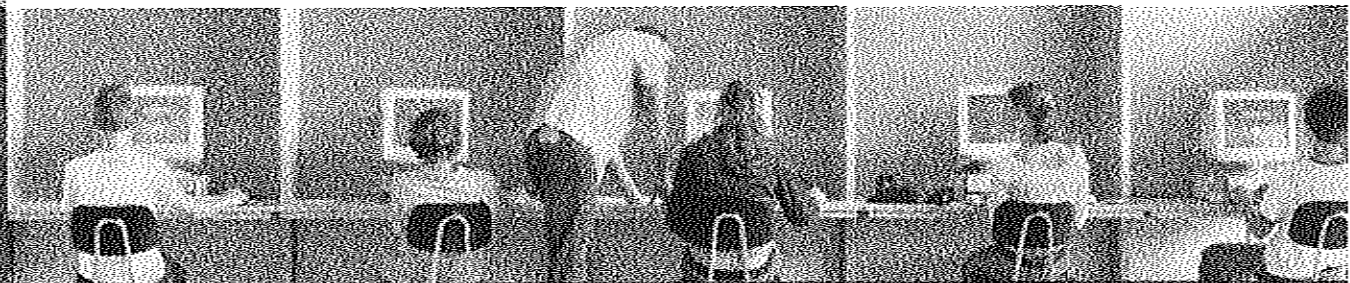
UNA COMPUTADORA DE BAJO COSTO
\$149⁹⁹ - Impuestos
Disponibles en la inscripción inicial

GRATIS
Capacitación de Internet
Por el Internet, en persona y con materiales impresos

Se aplican restricciones. El servicio no está disponible en todas las áreas. Limitado al Servicio de Internet Básico de Comcast para nuevos clientes residenciales que cumplan con ciertos criterios de elegibilidad. Los precios anunciados aplican a una caja digital. Las velocidades reales varían y no están garantizadas. Después de la participación inicial, si se determina que un cliente ya no es elegible para el programa, pero continúa recibiendo el servicio de Comcast, se aplicarán las tarifas regulares. Sujeto a los términos y condiciones del programa del Servicio de Internet Básico de Comcast. Llame al 1-855-SOLO-995 (1-855-765-6995) para obtener las restricciones y todos los detalles, o visite InternetBasico.com. ©2014 Comcast. Derechos Reservados. El Servicio de Internet Básico es un programa creado para proporcionar a las familias un servicio de Internet residencial. No se trata de un programa escolar y no es requerido ni está patrocinado por su escuela. Su escuela no es responsable de las cuentas del Servicio de Internet Básico.

INTERNET ESSENTIALS
from Comcast

Con Internet en casa, sus oportunidades pueden crecer tan rápido como ellos.



COMCAST

Attachment C



Garth Harries
Superintendent

New Haven School Change
NEW HAVEN PUBLIC SCHOOLS

Tel: 203-936-5200
Fax: 203-946-7300

August 5, 2015

Commissioner Dianna R. Wentzell
Connecticut State Department of Education
P.O. Box 2219
Hartford, CT 06145

Dear Commissioner Wentzell,

We understand that you are considering whether to approve a proposed amendment to Elm City's charter to implement their new "greenfield" design in several grades within their existing school. We are writing in support of that proposal, for three reasons:

First, the proposed classroom and educational design recommends integrating important components of academic and social-emotional learning, and can lead to greater engagement, more progress, and deeper learning for students served by Elm City. The different modalities of instruction (including more small group instruction, experiential learning, and self-directed learning) are promising approaches toward greater student engagement in more clearly articulating and working, regularly, on achievement of their goals. These changes respond to gaps in Elm City's existing model, and could well provide lessons for instruction across the AF network. More broadly, the model responds to the national call for innovation in classroom instruction, and can potentially provide lessons for other schools and districts.

Second, as you likely know, there was much controversy surrounding the failed proposed partnership between the New Haven Public Schools and Achievement First (AF). That controversy centered, mostly, on the partnership aspects being proposed and the projected district financial contribution, and less on the educational model. Most critics of AF were interested in the progressive shifts embodied by the educational model, now proposed for implementation in existing AF classrooms instead of in a partnership with the New Haven Public Schools.

Finally, Achievement First communicated with families enrolling in the classrooms that are being converted to the Greenfield Design. In New Haven, charter school students enroll through our district lottery and enrollment process, so we see their communications and have a sense of family choice. Achievement First communicated often with families who were considering enrolling at Elm City to be sure they understood the Greenfield Model that would be implemented, including both written materials and workshop sessions. Therefore, changes to the educational model are best understood by those most affected – the students, families, and teachers that will implement them.

For these reasons, we believe you should support the transition of educational model that Elm City is pursuing. Please reach out to us if you have any further questions.

Sincerely,

New Haven Board of Education
Affirmed by unanimous vote on August 5, 2015

Carlos Torre, President
New Haven Board of Education

Garth Harries, Superintendent
New Haven Public Schools