

I. APPLICANT INFORMATION

a. Lead Applicant:

Name	Phone	Email	Address	Role
Eric Tucker	[REDACTED]	[REDACTED]	[REDACTED]	Community Resident & Former School Admin.

b. Media Contact

Name	Phone	Email
Erin Mote	(443) 928-6427	brooklynlaboratoryschool@gmail.com

c. Applicant Founding Group.

- Dr. Erin Mote** will serve as Executive Director. Erin has served as advisor to the Clinton Foundation, Wal-Mart, Chevron, and the U.S. Chamber of Commerce. A recognized technology and mobile applications expert, Erin created and served as the chief of party for the USAID Global Broadband and Innovations Alliance managing a \$25 million annual budget and staff of 20. Erin’s management expertise has also been honed working closely with various U.S. government agencies on a range of technology projects and programs, including the U.S. Department of State, the FCC, and the White House. She holds a Ph.D, an M.P.A from Arizona State University, and a B.A. from the University of Michigan.
- Dr. Eric Tucker** will lead the high-dose tutoring Corps. Eric now leads literacy courseware and Next Generation assessment at Design Innovation Factory. Previously, he was director at the Federal Reserve Bank of New York. As managing director of Catalyst Strategy, Eric led school design and strategy work for clients such as Harlem Prep, Ascend Learning, Democracy Prep, Excel Academy (MA), and Building Excellent Schools. As CAO and Executive Director of the National Association for Urban Debate Leagues, Eric built and grew a network serving 450 urban schools. He has taught high school in Providence and Chicago and worked for Providence’s Superintendent. Eric received a D.Phil. from Oxford.
- Rosanna Castro** will serve as the Director of School Operations. Rosanna is the Project and Communications Manager of NYCDOE’s Common Core Fellows Program and is completing an M.S. in Information and Knowledge Strategy at Columbia. She has a B.A. in Education Policy from Brown. Rosanna has held school operations leadership positions at Uncommon Schools and Democracy Prep and has worked with New Visions for Public Schools. She previously launched and managed the RI site of the National College Advising Corps and led the Family Outreach Program for the RI Department of Health. She is a Broad Fellow and a former Board Member for Providence Public Schools.
- Waciuma Wanjohi** will serve as Founding Master Teacher. He teaches at the American School of Bombay, a vanguard technology-enhanced, college-prep school. Waciuma previously taught at PS 76, on East 122nd St., and at MS 44 where he taught ELA and social studies. He was Teacher of the Year for Eye-to-Eye, which focuses on inclusion of students with disabilities. He has an M.S. in education from City College and a B.A. from Brown.

d. The names of proposed members of the school’s initial board of trustees

- Fr. Anthony Andreassi** is a priest at Brooklyn Oratory of St. Philip Neri in Downtown Brooklyn. He teaches economics and history at Regis High School and is Board Chair of the Queen of the Rosary Catholic Academy. He has also taught at Gonzaga College and Xavier high schools. He holds a Ph.D. from Georgetown and a M.Div. from St. Joseph’s.

- **Jessica Goldfin** is Chief of Staff at the MIT Media Lab. At the Knight Foundation, she served as the President’s Senior Advisor. She is a digital learning expert who serves on the advisory committee for Games for Change and the Games and Learning Publishing Council.
- **Sarah Ray** works at McKinsey. She has served at the U.S. Department of Education’s Office of Innovation and Improvement (which houses ED’s Charter Schools Program); in the White House Domestic Policy Council; and in the Secretary’s Office at the U.S. Department of Housing and Urban Development. She has an M.P.A. from Princeton.
- **Samuel Roe** is the Education Program Manager at the Hope Street Group where he is a noted expert on teacher effectiveness. He has worked at the U.S. Department of State and the law firm Lowenstein Sandler PC. He has his J.D. from NYU and his M.P.P. from the Harvard Kennedy School. He graduated from PS 46 in Ft. Greene.
- **Rafi Santo** leads the Research Lab within the Mozilla Hive NYC Learning Network. Rafi is co-author on an MIT Press book series on digital design oriented curricula. His research has been profiled at Digital Media and Learning and the National Writing Project. Rafi worked at Global Kids and is completing his Ph.D. in Learning Sciences from Indiana University.

e. Replication or Network Information: Ms. Castro’s on the ReSolve Charter Schools Board.

f. Application History: N/A

II. PROPOSED CHARTER SCHOOL INFORMATION

a. Proposed School Name – Brooklyn Laboratory Charter School, abbreviated as LAB.

b. Proposed School Location – The proposed location is New York City CSD 13. LAB will incubate in private space. Our budget assumes private space use, but we will submit a request to NYCDOE’s for co-location.

c. Planned grades/enrollment in each of the years of the proposed charter term

Grades	Ages	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
6 th	11-12	132	132	132	132	132
7 th	12-13		117	132	132	132
8 th	13-14			117	132	132
9 th	14-15				117	132
10 th	15-16					117
Ungraded		0	0	0	0	0
Totals		132	249	381	513	645

d. Proposed Management and/or Partner Organization(s) - N/A

e. Proposed School Mission

Brooklyn Laboratory Charter School (LAB) prepares 6–12th grade students with the academic foundation, digital literacy, and leadership skills necessary to excel in college and professional life while being ethical leaders. LAB is dedicated to serving the highest need students of Brooklyn regardless of their academic level, English language proficiency, or disability status.

f. School Overview

LAB will couple a “No Excuses” approach with an innovative Common Core-aligned, Next Generation learning model to drastically improve the academic success of our scholars. LAB will establish an environment conducive to intellectual curiosity and competence by:

- Privileging research- and evidence-based writing and close reading of foundational works of literature, poetry, philosophy, history, economics, mathematics, and science
- Developing mathematical understanding, computational thinking, and the ability to apply these skills to solve problems in everyday life, society, and the workplace
- Ensuring every graduate is prepared for, and admitted to, a selective four-year college
- Putting every graduate on a pathway to career success
- Inspiring our scholars to take responsibility for, and joy in, their own education
- Facilitating entrepreneurial learning, cultivating dispositions for life-long learning
- Fostering leadership, a commitment to social justice, and compassion

LAB's academic approach will ensure that all of our students graduate having mastered New York State Learning Standards, equipped with the knowledge and skills they need to succeed in college and careers. LAB cultivates these skills through the following approaches:

- **“No Excuses” school culture:** Every child is capable of achieving college and career success. LAB upholds uncompromising standards for attendance, homework, behavior, and participation to prepare each scholar for post-secondary success.
- **Effective instruction:** Research shows effective instruction is the most cost-effective investment schools can make.¹ LAB will recruit, train, and support master teachers who can transform our students' lives and infuse joy and rigor into every lesson.
- **Rigorous, college-preparatory curriculum:** LAB will offer a college-preparatory program of study in mathematics, English language arts, science, and social studies that fosters the desire and capacity to learn independently, think critically, and communicate proficiently. LAB's curriculum privileges the Common Core and Next Generation Science Standards.
- **Focus on college-level reading and writing:** Literacy is the cornerstone academic skill upon which all future skill and knowledge acquisition rests. At LAB, we devote multiple hours every day to targeted literacy instruction to ensure that students can read with comprehension and insight to analyze and effectively respond to texts across disciplines.
- **Extended personalized learning time:** LAB leverages high-dose tutoring and blended instruction to extend the school day, week, and year and deliver breakthroughs in learning.
- **Data-driven instruction:** LAB embraces continuous, data-driven improvement in all aspects of the school, from lesson planning, to professional development, to curriculum.
- **Next Generation learning and assessment:** Teachers will use digital courseware and real-time diagnostic assessments to improve lessons and enhance small group tutoring sessions.
- **Family partnership:** Our students' families are critical to students' success and ours. LAB will continuously communicate with families about the academic and behavioral progress of their students.

g. Target Population and Community to be Served

LAB seeks to serve the highest need students in Community School District 13 (CSD 13). CSD 13 is in northern Brooklyn and includes Downtown Brooklyn, Bedford Stuyvesant, Clinton Hill, Ft. Greene, and Prospect Heights. CSD 13 lacks sufficient high-performing middle and high school options for its students. We aim to recruit a student body into the admissions lottery that reflects CSD 13's diverse population. Of the 22,000 K-12 students enrolled in CSD 13, 57% are Black, 18% are Asian, 15% are Hispanic, and 9% are White.² 74% of the student population in CSD 13 is eligible for free or reduced price lunch.³ 22% of high school students in CSD 13 did

¹ Hanushek, E. A. (2011). The economic value of higher teacher quality. *Economics of Education Review*, 55, 466-479.

² University of the State of New York. (2013). The New York State report card 2011-12: NYC GEOG DIST #13 – Brooklyn, 2-3.

³ University of the State of New York. (2013). The New York State report card 2011-12: NYC GEOG DIST #13 – Brooklyn.

not graduate within four years.⁴ In 2011-12, CSD 13 failed to make Adequate Yearly Progress in the graduation rates of economically disadvantaged students, Latino and Black students, students with limited English proficiency, and students with disabilities.⁵ LAB is dedicated to serving the highest need students of Brooklyn regardless of their academic level, English language proficiency, or disability status.

III. ENROLLMENT AND RETENTION OF STUDENTS WITH DISABILITIES, ENGLISH LANGUAGE LEARNERS, AND STUDENTS WHO ARE ELIGIBLE APPLICANTS FOR THE FREE AND REDUCED PRICE LUNCH PROGRAM

LAB has undertaken and will continue to conduct public outreach as well as student recruitment activities to reach our enrollment goals of serving the highest need students in CSD 13. Our ongoing recruitment and outreach will include visiting local elementary schools, after-school programs, and youth centers; working with the NYCDOE and a third party mail house to send applications to all eligible students in CSD13, 14, and 16; organizing open houses and information sessions at the Catholic Charities of Brooklyn and Queens, the Brooklyn Public Library, the YMCA, health centers, new immigrant centers, and other local non-profits; canvassing door-to-door to further reach interested families and leave materials; reaching out to counselors, social workers, parents, and special education coordinators at public schools within CSD13, 14, and 16; posting flyers and notices in local newspapers, supermarkets, churches, community centers, health centers, school guidance counselors' offices, and apartment complexes; and utilizing radio and web media to advertise the school and publicize its programs.

LAB will actively recruit students who are often least well-served by traditional schools. Outreach will emphasize that LAB's high-dose tutoring program is designed to serve ELLs, students with special needs, and low-income, high need students who are part of an FRPL program particularly well. We expect that a significant proportion of our students will enter one or more years behind grade level. LAB is intent on recruiting an equal or higher proportion of English Language Learners (ELLs) and students with disabilities than CSD 13, such that they each constitute 20% of lottery applicants. To recruit ELLs and students with disabilities, LAB will conduct outreach to special education and ELL coordinators at all district schools in CSD 13; recruit families with ELL students or students with disabilities on charter waitlists; assign extra staff time to recruit special education and ELL students; recruit students from local houses of worship for non/limited-English speaking families; reach out through special education advocates, ELL advocates, therapists, immigrant centers, and other social service agency providers; advertise in the non-English local newspapers, radio, and television stations; and emphasize that we work with *all* students regardless of their academic achievement. LAB will provide translation services for promotional materials and person-to-person interaction.

LAB is focused on maximizing the number of students who successfully complete all school requirements and on preventing students from dropping out. LAB is designed to serve and retain students at risk of academic failure. From our staffing model, to our classroom routines, to our consistently high standards, LAB will ensure that all students succeed, regardless of academic level, special education status, or ELL classification. LAB's academic plan involves high-dosage tutoring, which is proven effective for low-income students.⁶ Tutors will ensure that all students receive adequate attention and support. Our mentorship program with volunteers will also provide the social and emotional support necessary for our scholars to matriculate. LAB's focus on frequent assessment and continual data-driven improvements ensure that teachers, tutors,

⁴ University of the State of New York. (2013). The New York State Accountability Report 2011-12: NYC GEOG DIST #13 – Brooklyn, 20.

⁵ University of the State of New York. (2013). The New York State Accountability Report 2011-12: NYC GEOG DIST #13 – Brooklyn, 19.

⁶ Fryer, R.G. (2012). Learning from the successes and failures of charter schools. *The Hamilton Project*. Brookings.

and administrators are providing the best possible curriculum and learning environment for our scholars, so that each and every one of them will succeed.

IV. PUBLIC OUTREACH AND COMMUNITY SUPPORT

a. Evidence of Public Outreach

To date, LAB has conducted one informational session in Ft. Greene with additional sessions planned for September 7th, 14th, and 16th in addition to meeting with the Ft. Greene parents chapter of Families for Excellent Schools. At each session, LAB's founding team meets with parents in CSD 13 to solicit feedback regarding the proposed school design.

Parents express desire for more choice for Brooklyn middle and high school options, particularly with a focus on college preparation and STEM education. Parents' concerns and desire for more school options were echoed in our July and August meetings with principals and parent coordinators at elementary and middle schools in CSD 13. We have engaged with several of the middle school task forces at various CSD 13 schools about the need for college preparatory curriculum that teaches all students to read at or above grade level.

We have widened our distribution of information by creating an interactive website with a contact form, mailing list sign up (which has received over 50 signups), and a video overview of the school. Our active Twitter and Facebook pages have also helped us reach a broad audience. We have also done informational outreach by distributing flyers and pamphlets at the Ingersoll, Whitman, and Farragut public housing and over 20 nearby community sites. Our meetings and outreach to community partners—Brooklyn Public Library, YMCA, local churches, and NYU-POLY—have helped with recruitment and forged partnerships for curriculum refinement and student enrichment. We also met with the Brooklyn Borough President's Office Education Policy Analyst Margaret Kelley as well as Chief of Staff Jon Paul Lupo, who expressed support for LAB. We are in conversation with several additional Brooklyn elected officials.

b. Initial Assessment of Sufficient Interest:

After meeting with local parents, students, organization partners, and elected officials, we have determined that there is overwhelming demand for a college preparatory middle and high school that supports high need CSD 13 students. As of May 2013, 50,000 NYC families were on charter school waiting lists, including over 15,000 applicants in Brooklyn.⁷ The only charter school currently serving Downtown Brooklyn and Ft. Greene had an admission rate of 6.6 percent, the 5th lowest rate in the city, which indicates high demand from local families.⁸

V. LEAD APPLICANT(S) SIGNATURE AND DATE SIGNED

ERIC TUCKER

9/3/2013

Dr. Eric Tucker, Lead Applicant

Date

⁷ New York City Charter Center. (2012). New York City charter schools: 2012-2013 Enrollment lottery trends.

⁸ Otterman, S. (2010). City room: The choosiest of the charters. *New York Times*.