

*Proposed Revisions Referenced on Page 1

1. A revision requested by this charter school to increase its grade span to include kindergarten through Grade 5 from its current Grade 1 through Grade 5 configuration; and to make a corresponding increase to its authorized enrollment from 242 to 272 students by year one of the renewal charter term. A determination regarding this revision has not yet been made and is currently under review by the New York State Education Department.

2. A revision requested by this charter school to add the following Key Design Element to its charter beginning in the 2024-2025 school year: Innovative Charter Program: BPCS operates an Innovative Charter Program to serve our differing learners with Special Educational Needs. Our program is designed to support students who have difficulty with reading, phonemic awareness, vocabulary, literacy, and/or writing. The program we provide includes full-time ICT, plus an additional 60 minutes of structured literacy instruction following the Orton-

the Science of Reading, will be interwoven across all subjects. Multisensory education provides students with more ways to connect to what they are learning. Dr. Sally Shaywitz notes that in the classroom, no matter the subject, "reading is king." As writing competency is closely aligned with reading, we also utilize the results-proven, research-based writing program, instructional approaches, including those used by The Writing Revolution (TWR), developed by Dr. Judith Hochman. The program teaches students to transform their thoughts into effective, high-quality writing using clear, linguistically complex sentences and paragraphs through an evidenced-based framework.

- b. FROM: A Balanced Approach Interdisciplinary Literacy: Our approach to literacy, using enhanced and individualized instruction through OG and TWR, will be aligned to the NGLS New York State Learning Standards, is rooted in the Science of Reading and grounded in the Core Knowledge (CK) Sequence for ELA, science, social studies as well as Singapore Math. The consistent reinforcement of these skills by teachers in all subject areas will assure that students learn to think and write with greater precision and confidence, no matter the content. This level of programming will be embedded into the daily curriculum, across all content and disciplines. Our curriculum will capture elements of curricula and approaches used in highly successful schools with similar student populations, including: During the school day, students will be engaged in thematic Creative Learning Extensions (CLEs) which are meaningful extensions of the regular curriculum designed to promote students' imaginative and inspirational growth. Some CLEs include themed activities and projects in visual, performing, and graphic arts, STEM, athletics, dance and structured play.

TO: Interdisciplinary Literacy, Rooted in the Science of Reading: Our approach to literacy, using enhanced and individualized instruction, which is aligned to the New York State Learning Standards, is rooted in the Science of Reading and focuses on the principles of sequential instruction. The consistent reinforcement of the skills students are taught through OG and structured literacy across all subject areas will ensure that students learn to think and write with greater precision and confidence, no matter the content. This level of programming is embedded into the daily curriculum, across all content and disciplines. During the school day, students are engaged in thematic Creative Learning Extensions (CLEs) which are meaningful extensions of the regular curriculum designed to promote students' imaginative and inspirational growth. Some CLEs include themed activities and projects in visual, performing, and graphic arts, STEM, athletics, dance and structured play.

- c. FROM: A Student-Centered School Structure: A key component of our work is to develop students as self-advocates by supporting them in identifying the lifelong strategies needed to maximize their strengths and achieve success. Through a combination of our multisensory instructional approach, which allows students to use their individual strengths to make connections to instruction, and our supportive school culture we will build confidence, grow self-esteem and inspire our students. Our collaborative Triad teaching model allows for rigorous and continual assessments, benchmarking, ability-based grouping and low student to teacher ratios all designed to meet the needs at all student levels. Our planned use of teacher looping, is aimed to minimize student anxiety as they transition between grades and provide much needed consistency for students, family and staff.

Our purposely-planned student schedule, which provides students with extra hours of instruction each year compared to the New York state average, provides students with sufficient time to engage in meaningful learning extensions and rigorous content, via a cadre of programming that supports the development of the whole child such as: a dedicated class period for Social Emotional Learning (SEL), using the Morningside Center's 4Rs program; set aside time for academic skills enrichment; Executive Functioning and organizational sequencing; and a SPARK fitness program.

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