

Application: Innova Girls Academy Charter School

Lindsay Swanson - lswanson@bes.org
New Charter School Applications

Summary

ID: 5526896510
Status: Full Application (Invitation) Stage
Last submitted: Jul 14 2021 05:19 PM (EDT)

Basic Letter of Intent Information

Completed May 3 2021

Instructions

Please complete the Basic Contact and Application form.

2021 PHASE I: Letter of Intent

Basic Contact and Application Information

New Applicant groups and Existing Education Corporations interested in submitting an application to establish Regents-authorized charter schools are asked to complete this brief information sheet. The Department will use this information to plan and coordinate peer review panels with appropriate expertise to evaluate all application materials.

Please indicate whether your applicant group is applying as a New Operator (that does not operate a Regents-authorized charter school or any charter schools currently) or whether your applicant group is an Existing Education Corporation (which operates one or more Regents-authorized charter schools).

New Operator Applicant Group (operating no charter schools at all or in New York or not operating Regents-authorized charter schools)

Proposed Charter School Name

(Please write out the full name of the proposed new charter school, and include the words "charter" and "school" in the name).

Proposed School Name	Innova Girls Academy Charter School
Grades Served (K-5, .6-8, 9-12, etc.) During Initial 5 year Term	K-5
Max Number of Students During Initial 5 year Term	312

Please enter the name of the proposed Board Chair (or current Board Chair for existing schools) and the name of the Public/Media Contact person, including mailing address, phone number, and email address.

(The entire chart may not be visible on your screen. Use the "tab" key to move from column to column. The first column will remain static as you do so).

	First and Last Name	Best Phone Number (###-###-####)	Email Address
Proposed/Current Board Chair	Jonathan Nwagbaraocha		
Public/Media Contact Person	Lindsay Swanson	585-410-0147	lswanson@bes.org

Applications will only be accepted for applicant groups seeking to implement one or more of the following priority school designs (See page 5 of RFP) that align with New York State's Approved ESSA Plan and the strategic priorities of the Board of Regents:

Responses Selected:

- Partnerships with an existing CBO and/or institution of higher education;

List of Key Design Elements

List the key design elements (which are those features of the school that are innovative or unique to the school's mission and goals, are core to the school's overall design, and critical or integral to its success. The design elements may include a specific content area focus; unique student populations to be served; specific educational programs or pedagogical approaches; unique calendar, schedule, or configurations of students and staff; and/or innovative organizational structures and systems. **Approved schools will be accountable for implementation of the key design elements included in their charter.**

1	STEAM education unlocks doors.
2	An all-girls setting develops leaders.
3	Classrooms should spark curiosity and creativity to build strong academic foundations.
4	All students should thrive at school.
5	A great teacher can inspire excellence.
6	We believe in the power of partnerships.
7	(No response)

If available, please provide the URL to the website established for the proposed school(s).

<https://www.innovagirlsacademy.org/>

Proposed Management and/or Partner Organization(s), such as a charter or educational management company or a university, academic program partner, or whole school change partner.

(Refer to the application kit for definitions and guidance as only "substantial" partnerships should be listed here).

Proposed Management Company	N/A
Partner Organization 1	The Girl Scouts of Western New York
Partner Organization 2	(No response)

Proposed Board Chair Signature

(Internet Explorer may not support this feature. Open the portal using Google Chrome, Firefox, or Safari).



Date

May 3 2021

Thank you for completing this form.

Letter of Intent (6 pages excluding attachments)

Instructions

Upload only the 6 page Letter of Intent (signed by the proposed board chair) in response to the evaluation criteria. Do NOT exceed the 6 page limit. Do NOT submit petitions; however, keep for your own records.

Attachments are uploaded separately where indicated.

[InnovaGirlsAcademy_LetterofIntent](#)

Filename: InnovaGirlsAcademy LetterofIntent.pdf Size: 312.9 kB

Table 1: Applicant Group Information

Completed May 3 2021

[Applicant Instructions](#)

Ia. Applicant Group Members: Using **Table 1**, provide the name, contact information, current employment, the current or prospective role, and the relevant experience, skills, and/or qualifications in the proposed school for all members of the applicant group, which includes the initial proposed board of trustees and any known proposed school employees. Table 1 is a fillable table within the portal.

Table 1: Applicant Group Information



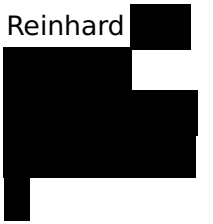



Must include a minimum of 5 members proposed as Trustees

Applicant Group Information

The term “applicant group” includes those actively participating in the planning of the application to establish the proposed charter school; those individuals who will comprise the initial board of trustees; and those individuals (if any) who will become school employees. (Employees cannot are not permitted to serve on the Board of Trustees of Regents-authorized charter schools, including as ex-officio members).

	Name/Phone/E mail Address	Current Employment	Relevant Experience/Skil ls and Role on Applicant Group	Proposed Role in School (e.g., trustee, employee, none)	Proposed Position on Board (Officer, Trustee, Constituent Rep)
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1	<p>Kyle Banks</p> 	<p>Senior Lead Analyst of Economic Development, Rochester Gas and Electric</p>	<p>Finance; contributed to community engagement and budget</p>	Trustee	Treasurer, Finance Committee Chair
2	<p>Melanie Bloodworth</p> 	<p>Senior Director of Girl Experience, Girl Scouts of Western New York</p>	<p>Nonprofit Partner: Girl Scouts, Education; contributed to community engagement and partnership development</p>	Trustee	Trustee
3	<p>Robert Cain</p> 	<p>Development Director, Dakota Partners</p>	<p>Real Estate, Public Relations; contributed to facilities planning</p>	Trustee	Trustee
4	<p>George Daddis</p> 	<p>Vice President IIoT Solution Dept, Panasonic Industrial Devices Sales Company of America</p>	<p>Strategic Planning, Fundraising, STEAM Expert; contributed to industry partner development and design of STEM programming, development of budget, and community engagement</p>	Trustee	Trustee
	<p>Jonathan Nwagbaraocha</p>	<p>Environment, Health, Safety & Sustainability</p>	<p>Law; reviewed bylaws, contributed by facilitating</p>		Chair,

5		Counsel and Compliance Leader, Xerox Corporation	board meetings, and participated in community engagement	Trustee	Governance Committee Chair
6	CaTyra Pollard 	CEO and Founder, Love for Words	Community Engagement; contributed to community outreach	Trustee	Trustee
7	Abigail Reinhard 	President and Owner, GP Flooring Solutions	Strategic Planning, Fundraising, Marketing; contributed to marketing strategy, outreach, and community engagement	Trustee	Trustee
8	Lindsay Swanson 	Fellow, BES	Education; Led proposal writing, contributed to community engagement	Proposed Head of School	
9	Veronica Vargas 	5th Grade Teacher, Wilson Foundation Academy	Education; contributed to partnership development, education design, and community engagement outreach	Trustee	Secretary, Academic Committee Chair
10	Linda Dickey 	Chair at Cheryl Speranza Leadership Institute at Our	All-Girls Education and Leadership Development; contributed to application	Trustee	Trustee

		Lady of Mercy	education design		
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Application History

Identify whether any member of the current applicant group has ever applied to this or another charter entity to open this proposed school or another charter school, either in New York State or outside of New York State. Indicate the date on which the application(s) was/were submitted and to which charter entity; briefly describe the outcome of the charter entity’s decision; and provide a concise description of significant modifications made in this application (if applicable).

All members of the current applicant group applied to NYSED for authorization of Innova Girls Academy Charter School in the 2020 application cycle. Our application was submitted in May of 2020. The applicant group was invited to and participated in the 2020 Board Capacity Interview which took place virtually in August of 2020. Following the Capacity Interview, the founding team was informed that the proposal was not advanced to review by the Board of Regents. The Charter School Office provided feedback on the proposed grade levels served, the literacy programming, and integration of the Girl Scouts partnership.

Since the 2020 application, the founding team has continued to meet to develop and refine the vision for Innova Girls Academy. The new proposal includes modifications to the grade levels served. If authorized, Innova Girls Academy Charter School will serve students in grades K-6 and will be the only all-girls elementary in Rochester. The founding team has also adjusted the "STEM" focus to a "STEAM" focus to ensure that the academic program prepares girls to become innovative leaders. The founding team is engaged in regular board development and is continuing to build new partnerships in Rochester. The team is also continuing to seek and implement the best practices in literacy instruction. Finally, the team has continued to work with the Girl Scouts of Western New York to formalize a strong partnership that will lead to impactful daily programming at Innova.

No members of the applicant group have been involved in any other previous charter application.

Table 2: Public Outreach Information

Completed May 3 2021

Instructions

Please click here [Table 2: Public Outreach](#) to download a blank MS Word version of Table 2. Complete and upload as a .PDF document when complete.

[Table2_InnovaGirlsAcademy](#)

Filename: Table2_InnovaGirlsAcademy.pdf **Size:** 2.0 MB

Attachment 2a: Initial Samples of Public Outreach

Completed May 3 2021

Instructions

Provide **ONE** sample of evidence from **each** of the following categories that supports the applicant group's outreach attempts:

1. The group has informed the community about the proposed charter school, including the intended location, the target student population, the grades to be served, and a description of the educational

program(s) to be offered;

2. Stakeholders in the community were given the opportunity to provide input into the design of the proposed charter school; and

3. At least one public meeting with stakeholders in the community in the school district in which the proposed charter school is to be located. Reasonable public notice should be provided to community stakeholders.

Samples of evidence may include but are not limited to: a public meeting flyer with sign-in sheet and signatures; minutes of discussions with community parents, stakeholders or organizations and feedback obtained; public awareness campaign materials (emails, social media postings, media, etc.) with documented results; and/or surveys distributed with statistical analysis. For a more complete list of sample evidence, refer to the Public Outreach section of the Full Application. **Please DO NOT submit any signed petitions; keep all petitions for your own records.**

Please be aware that the Board of Regents will not consider an application if the applicant group does not sufficiently demonstrate that the extensive public outreach process described above has been conducted. Since public outreach activities are expected to be ongoing throughout the application review process, additional information about public outreach activities is expected in the Full Application and at the capacity interview with additional input provided throughout the NYSED public comment period.

[Attachment2a_InnovaGirlsAcademy](#)

Filename: Attachment2a_InnovaGirlsAcademy.pdf **Size:** 3.3 MB

Attachment 5a for each Applicant Group Member

Completed May 3 2021

INSTRUCTIONS

See **[Attachment 5a-Trustee Background Info Sheet](#)**

Please submit one combined .PDF file containing the documentation (Attachment 5a) for all members of the Applicant Group - five of which must must identified as proposed members of the initial board of trustees. If this is what you choose to do, follow these steps:

STEP 1: Collect, save and combine the required documentation for each member into a single .PDF file.

STEP 2: Upload the single combined .PDF file into the portal.

Alternatively, an applicant group may submit an individual Attachment 5a file for **each** member of the Applicant Group - five of which must must identified as proposed members of the initial board of trustees. To upload a file for **each** applicant group, follow these steps:

STEP 1: Create folders on your hard drive for each member of the Applicant Group listed on Table 1. (i.e., Vickie_Smith, Marcia_Jones, Artemio_Rodriguez, etc.)

STEP 2: Upload a single .PDF file for the the first member, then the second member, then the third, and so on. Repeat this step as many times as needed, not to exceed 25 individual files.

For each member, please submit the following documentation:

a. Submit an Applicant and Proposed School Trustee Background Information Sheet which incorporates the Signed Statement of Intent and Signed Statement of Assurance.

b. A Resumé or Curriculum Vitae

c. A Copy of Diploma or Transcript from Highest Degree Granting Institution. If an individual cannot provide such documentation, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

Note: Individuals are not required to have any of the education credentials to serve on a charter school's Board of Trustees. To the extent available, such documentation is used for identity verification.

[Kyle Banks](#)

Filename: Kyle Banks.pdf **Size:** 7.9 MB

[George Daddis](#)

Filename: George Daddis.pdf **Size:** 3.0 MB

[Melanie Bloodworth](#)

Filename: Melanie Bloodworth.pdf **Size:** 2.0 MB

[Veronica Vargas](#)

Filename: Veronica Vargas.pdf **Size:** 438.4 kB

[Abigail Reinhard](#)

Filename: Abigail Reinhard.pdf **Size:** 596.0 kB

[Lindsay Swanson](#)

Filename: Lindsay Swanson.pdf **Size:** 3.1 MB

[CaTyra Polland](#)

Filename: CaTyra Polland.pdf Size: 1.0 MB

[Robert Cain](#)

Filename: Robert Cain.pdf Size: 1.9 MB

[Jonathan Nwagbaraocha](#)

Filename: Jonathan Nwagbaraocha.pdf Size: 485.0 kB

[Linda Dickey](#)

Filename: Linda Dickey.pdf Size: 1.1 MB

Full Application Cover Page

Completed Jul 7 2021

Applicant Instructions

Complete the Full Application Cover Page as a form within the portal
(See <http://www.p12.nysed.gov/psc/startcharter/2021/2021CSRFPStandard3.pdf>)

FULL APPLICATION COVER PAGE

PROPOSED CHARTER SCHOOL NAME: Innova Girls Academy Charter School

1. My applicant group is best described as: 1) a new operator applying to establish a new charter school or 2) an existing BOR-authorized education corporation/management company seeking to replicate or add to a network of existing charter schools?

New Operator Applying to Establish a New Charter School

1a. If applicable, what is the name of the proposed management company or network that the proposed school seeks to contract with?

(No response)

2. If applicable, what is (are) the name(s) of the proposed Partner Organization(s)?

Girl Scouts of Western New York

3. Proposed Board Chair and Public Contact information

	Proposed Board Chair Name	Email Address	Phone Number
	Jonathan Nwagbaraocha		

	Public Contact Name	Email Address	Phone Number
	Lindsay Swanson	lswanson@bes.org	585-410-0147

4. District/Community School District of Location

	Proposed District of Location
	Rochester CSD

5. Charter schools authorized by the Board of Regents in June or November 2021 should plan to open for instruction in 2022. If issued a charter, the initial 5 year charter term begins on the first day the school opens for instruction and ends on June 30, 2027 of the 5th year of operation.

Start date of initial term (1st day of school)

Aug 24 2022

End date of initial charter term

06/30/2027

6. Projected Enrollment Table Over the Charter Term

(Leave unused cells blank)

Grades	Ages	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
K	5-6	52	52	52	52	52
1st	6-7	52	52	52	52	52
2nd	7-8		52	52	52	52
3rd	8-9			52	52	52
4th	9-10				52	52
5th	10-11					52
6th						
7th						
8th						
9th						
10th						
11th						
12th						
Ungraded						
Total		104.0	156.0	208.0	260.0	312.0

7. Mission Statement

A school's mission statement provides the foundation for the entire charter application and for the full term of the school's charter. All elements of the school design should align with and support achievement of the proposed mission. Schools must also determine how they will evaluate and be held accountable for achievement of their mission. Schools must present the goals they intend to use to measure student achievement, the overall educational program, and the key components of the school design in alignment with the mission.

In an inclusive school community focused on STEAM, Innova Girls Academy empowers girls in grades K-6 to excel as innovative leaders and confident problem-solvers.

Priority School Designs Aligned with Regents Strategic Priorities

Responses Selected:

Partnerships with existing community-based organizations (CBOs) and/or institution of higher education in the school district or region in which the CBO and/or institution of higher education is established; and

Key Design Elements (Please provide a brief descriptive name or phrase for each key design element - sufficient for the reviewer to have a clear understanding. Fuller descriptions should be presented in the narrative).

1	Access to STEAM: We believe STEAM education unlocks doors.
2	All Girls Setting: We believe an all-girls setting develops leaders.
3	Strong Academic Foundations: We believe classrooms should spark curiosity and creativity to build strong academic foundations.
4	Individualized Supports: We believe all students should thrive at school.
5	Excellence in Teaching: We believe a great teacher can inspire excellence.
6	Community Partnerships: We believe in the power of partnerships.
7	(No response)

THANK YOU!

Full Application Summary

Completed Jul 8 2021

Applicant Instructions

Upload Full Application Summary, which is intended to provide the public and media with a concise description of the proposed school. This section will not count against the Full Application page limits; however, please limit the Summary to two pages and ensure it is consistent with information provided elsewhere in the Full Application.

[InnovaGirlsAcademy FullApplicationSummary](#)

Filename: InnovaGirlsAcademy FullApplicationSummary.pdf **Size:** 147.8 kB

Certification and Assurances Statement

Completed Jul 7 2021

Applicant Instructions

Click to open the [Certification and Assurances Statement](#). Review the statement and have the proposed board chair sign (in blue or black ink). Scan and convert the signed statement into a PDF format before uploading it to the portal.

[InnovaGirlsAcademy CertificationAndAssurancesStatement](#)

Filename: InnovaGirlsAcademy CertificationAnd vlQdovv.pdf **Size:** 226.7 kB

Table of Contents and Full Application Narrative

Completed Jul 14 2021

Applicant Instructions - 75 pages

Please create a Table of Contents (inclusive of the name and location of the attachments) and combine with the Full Application Narrative numbered from page 1 to page 80. Upload as a single .PDF document, not to exceed **75 pages**, with the Table of Contents.

Note: Embed the *Projected Enrollment Table, Enrollment and Retention Targets Table, Projected Fiscal Impact Table, Organizational Chart, and Table 3: Management and Staffing Chart* within the 80 page narrative as instructed in the RFP.

[InnovaGirlsAcademy FullNarrative](#)

Filename: InnovaGirlsAcademy FullNarrative.pdf **Size:** 1.2 MB

Attachment 1: Admissions Policies and Procedures

Completed Jul 7 2021

Applicant Instructions

Attachment 1: Admissions Policy and Procedures (Suggested 5 pages)

(Policy should state how any vacancies created during the school year will be filled and any date by which the school will no longer fill such vacancies).

[InnovaGirlsAcademy Attachment1 AdmissionsPoliciesandProcedures](#)

Filename: InnovaGirlsAcademy Attachment1 Admi bBuAfM5.pdf **Size:** 249.0 kB

Table 2: Public Outreach Information

Completed Jul 7 2021

Applicant Instructions

Attachment Table 2: Public Outreach Information (Suggested 15 pages)

Update and submit [Table 2: Public Outreach Information](#) to describe the public outreach conducted to date.

[InnovaGirlsAcademy_Table2_PublicOutreach](#)

Filename: InnovaGirlsAcademy Table2 PublicOutreach.pdf Size: 1.9 MB

Attachment 2b: Evidence of Public Review Process

Completed Jul 8 2021

Applicant Instructions (multiple uploads and variety of file formats permitted)

Attachment 2b: Evidence of Public Review Process. This attachment should provide a sampling of documentary evidence related to the public review process. Attachments should be limited to documents that provide meaningful and relevant information about the community outreach and public input. Please do not submit photocopied form letters of support or petitions containing signatures and addresses. Include any evidence that the school informed the community about the proposed charter school and invited comments and input, and provide evidence that comments/input were addressed. Examples of evidence may include, but are not limited to:

- Attendance lists from meetings and events;
- Public meeting flyer with sign-in sheet and signatures; (No petitions)
- Minutes or summaries of public meetings and meetings with stakeholders (school boards, school district administrators, elected officials, community leaders, parent organizations, etc.);
- Surveys distributed and resulting statistical analysis;
- Public awareness campaigns (emails, social media postings, media, etc.) with documented results;
- Responses sent to members of the public who submitted comments/input concerning the proposed charter school;
- Copies of received letters or emails;
- Invitations sent for meetings and events; and
- Media announcements or articles.

[InnovaGirlsAcademy_Attachment2b_EvidenceOfPublicReview](#)

Filename: InnovaGirlsAcademy Attachment2b Evi S5haa7i.pdf Size: 9.2 MB

Attachment 2c: Evidence of Community Support

Completed Jul 14 2021

Applicant Instructions

If applicable, upload Attachment 2c: Evidence of Community Support; Provide letters of support or other evidence of community support for the proposed school. Support must reflect the specific proposed school and should not be merely support for charter schools or education reform in general.

[InnovaGirlsAcademy_Attachment2c_EvidenceOfCommunitySupport](#)

Filename: InnovaGirlsAcademy Attachment2c Evi bW0sMKD.pdf Size: 9.9 MB

Attachment 2d: Evidence of District Support for Restart/Turnaround

Completed Jul 7 2021

Applicant Instructions

If applicable, upload Optional Attachment 2d: Evidence of District Support for Restart/Turnaround; Proposed charter schools that are intended to operate as a restart or turnaround school or to provide an option for students who are at risk of academic failure because they reside in a community served by a school that is persistently low-achieving must provide a Letter of Support from the school district.

[InnovaGirlsAcademy Attachment2d_EvidenceOfDistrictSupportForRestart](#)

Filename: InnovaGirlsAcademy Attachment2d Evi MTB3P7d.pdf Size: 164.3 kB

Attachment 3: Course Descriptions

Completed Jul 7 2021

Applicant Instructions (multiple uploads in variety of formats permitted)

Required Attachment 3: Course Descriptions; Provide brief course descriptions for each subject at each grade level the school would serve within the initial charter term, including both core and non-core subject areas. These should include an overview of content and skills addressed by each course and any known curriculum programs or materials planned for the course. For high school proposals, provide an outline of course sequences leading to graduation.

[InnovaGirlsAcademy Attachment3_CourseDescriptions](#)

Filename: InnovaGirlsAcademy Attachment3 Cour kf6EGVL.pdf Size: 440.7 kB

Attachment 3a: Student and Teacher “Day in the Life”

Completed Jul 7 2021

Applicant Instructions

Required Attachment 3a: Student and Teacher “Day in the Life”; Provide a brief narrative no more than **4 pages** total describing a typical student and teacher day.

[InnovaGirlsAcademy Attachment3a_StudentTeacherDayInTheLife](#)

Filename: InnovaGirlsAcademy Attachment3a Stu wsQot01.pdf Size: 235.8 kB

Attachment 3b: Curricular Documentation

Completed Jul 7 2021

Applicant Instructions

Optional Attachment 3b: Curricular Documentation: Applicants have the option to submit up to **10 pages of curricular documentation** for consideration. All supplemental material must relate directly to

the Curriculum response and be labeled as Attachment 3b in the appendix. Such material can include, for example, framework or scope and sequence documents, unit or lesson plan templates, pacing calendars, or other means of cross-walking various curricula that may be essential to reviewers' understanding of the proposed school model.

[InnovaGirlsAcademy Attachment3b CurricularDocumentation](#)

Filename: InnovaGirlsAcademy Attachment3b Cur Pj6kVih.pdf **Size:** 16.2 MB

Attachment 3c: Exit Standards

Completed Jul 7 2021

Applicant Instructions

Attachment 3c: Exit Standards; Provide sample exit standards for English language arts, mathematics, and one other subject area for each level (i.e., elementary, middle, high) that the school intends to operate.

[InnovaGirlsAcademy Attachment3c ExitStandards](#)

Filename: InnovaGirlsAcademy Attachment3c Exi eLm1hFI.pdf **Size:** 280.4 kB

Attachment 4: Student Discipline Policy

Completed Jul 7 2021

Applicant Instructions

Attachment 4: Student Discipline Policy; Provide a student discipline policy that includes rules and procedures by which students may be disciplined up to and including expulsion or suspension from the school, which are consistent with (a) the requirements of due process and with federal laws and regulations governing the placement of students with disabilities, and (b) the requirements of the Dignity for All Students Act (Education Law Article 2) relating to the creation of policies intended to create a school environment that is free from discrimination or harassment.

[InnovaGirlsAcademy Attachment4 StudentDisciplinePolicy](#)

Filename: InnovaGirlsAcademy Attachment4 Stud mvXAmtdt.pdf **Size:** 273.7 kB

Attachment 4a: Sample Weekly Student Schedule

Completed Jul 7 2021

Applicant Instructions (multiple uploads permitted)

Attachment 4a: Sample Weekly Student Schedule; Provide a sample weekly student schedule for at least one grade that is representative of each level the school intends to operate (elementary, middle, and/or high school). If scheduling structures are unique to each grade, please provide a sample

schedule for each grade.

[InnovaGirlsAcademy Attachment4a SampleWeeklyStudentSchedule](#)

Filename: InnovaGirlsAcademy Attachment4a Sam F0h8dNP.pdf **Size:** 436.9 kB

Attachment 4b: Sample Weekly Teacher Schedule

Completed Jul 7 2021

Applicant Instructions (multiple uploads permitted)

Attachment 4b: Sample Weekly Teacher Schedule; Provide a sample weekly teacher schedule for at least one grade that is representative of each level the school intends to operate. If scheduling structures are unique to each grade, please provide a sample schedule for each grade.

[InnovaGirlsAcademy Attachment4b SampleWeeklyTeacherSchedule](#)

Filename: InnovaGirlsAcademy Attachment4b Sam D8nSfxE.pdf **Size:** 308.4 kB

Attachment 4c: Proposed First Year School Calendar

Completed Jul 7 2021

Applicant Instructions

Attachment 4c: Proposed First Year Calendar - Provide a copy of the proposed school calendar for year one of the school's operations that clearly demonstrates:

- Days that school is in session;
- Holidays, days off, and half days;
- Professional development days;
- Summer programming and/or instruction;
- First and last days of class; and
- Organization of the school year (quarters, semesters, trimesters) including the beginning and ending for each segment.

[InnovaGirlsAcademy Attachment4c ProposedFirstYearCalendar](#)

Filename: InnovaGirlsAcademy Attachment4c Pro 339k0MY.pdf **Size:** 76.1 kB

Table 1 : Applicant Group Information

Completed Jul 14 2021

Applicant Instructions

Table 1: Applicant Group Information; If any Board of Trustee members have been added or removed or will now hold a officer position between the Letter of Intent and Application phases, please update Table 1 within the portal to reflect these changes.

Table 1: Applicant Group Additions and Deletions

Have you made any changes (additions or deletions) to the applicant group after the submission of the LOI?

Yes

Changes to Applicant Group Information

	Name/Phone /Email Address	Current Employment	Relevant Experience/S kills and Role on Applicant Group	Proposed Role in School (e.g., trustee, employee, none)	Proposed Position on Board (Officer, Trustee, Constituent Rep)	Change (Add or Remove?)
1	Andrea Garfield	Intervention Teacher, Rochester City School District	Special Education Intervention Services, Elementary Academics	Trustee	Trustee	Added
2	Cassie Fields	Senior Auditor, The Bonadio Group	Non-profit Audits, CPA, Finance	Trustee	Trustee	Added
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New Applicant Group Member History

Has the newly added member(s) of the current applicant group ever applied to this or another charter entity to open this proposed school or another charter school, either in New York State or outside of New York State. Indicate the date on which the application(s) was/were submitted and to which charter entity; briefly describe the outcome of the charter entity’s decision; and provide a concise description of significant modifications made in this application (if applicable).

None of the newly added members have ever applied to this or any other charter entity to open this proposed school or any other charter school, in any state.

Attachment 5a: Upload required documents for each proposed BOT member.

Completed Jul 14 2021

Applicant Instructions

Attachment 5a: For each new member or proposed trustee(s) of the applicant group, please submit the following:

- New Applicant and Prospective School Trustee Background Information Form
- Resume or Curriculum Vitae
- Education Credentials

[InnovaGirlsAcademy Attachment5A Fields](#)

Filename: InnovaGirlsAcademy Attachment5A Fields.pdf Size: 653.2 kB

[InnovaGirlsAcademy Attachment5A AGarfield](#)

Filename: InnovaGirlsAcademy Attachment5A AGarfield.pdf Size: 451.4 kB

Attachment 5b: By-Laws

Completed Jul 7 2021

Applicant Instructions

Attachment 5b: By-Laws must meet the requirements of Education Law and all applicable laws and regulations governing education corporations in New York State. Submit a draft of proposed by-laws for the board of trustees.

[InnovaGirlsAcademy Attachment5b ByLaws](#)

Filename: InnovaGirlsAcademy Attachment5b ByLaws.pdf Size: 273.0 kB

Attachment 5c: Code of Ethics

Completed Jul 7 2021

Application Instructions

Attachment 5c: Code of Ethics must set forth the standards of conduct expected of the school's trustees, officers and employees, including standards with respect to disclosure of conflicts of interest regarding any matter brought before the board of trustees. Submit a draft of a proposed Code of Ethics for the charter school.

[InnovaGirlsAcademy Attachment5c CodeofEthics](#)

Filename: InnovaGirlsAcademy Attachment5c Cod n9Opj8v.pdf Size: 254.8 kB

Attachment 6a (Standard RFP): If applicable, CMO Information.

Completed Jul 7 2021

Applicant Instructions

If applicable, Attachment 6a: CMO information; If a management organization has been identified, provide the following:

- A list of any other schools managed by the organization in New York and in other states, including contact information;
- Academic performance data from all schools managed by the organization for the past three years;

- A summary of the organization’s fiscal performance for the past three years and a description of the organization’s current financial plan;
- A description of services to be provided by the organization; and
- A description of the management structure and a summary of key personnel at the organization.

[InnovaGirlsAcademy Attachment6a_CMOInformation](#)

Filename: InnovaGirlsAcademy Attachment6a CMO yuJtdKv.pdf **Size:** 163.2 kB

Attachment 6b (Standard RFP): If applicable: Proposed Management Contract.

Completed Jul 7 2021

Applicant Instructions:

Attachment 6b: Proposed Management Contract; If applicable, submit a copy of the management contract or term sheet.

[InnovaGirlsAcademy Attachment6b_ProposedManagementContract](#)

Filename: InnovaGirlsAcademy Attachment6b Pro Dcw9yZ4.pdf **Size:** 163.5 kB

Attachment 6c (Standard RFP): If applicable, Appendix E Business Plan.

Incomplete

Applicant Instructions

Attachment 6c ([2018 RFP Standard Version](#)) Management Organization Business Plan; If applicable, submit a business plan for the management organization using the format outlined in Appendix E of the 2018 RFP.

Attachment 6a: (Replicator RFP) Appendix E: Management Organization Business Plan

Incomplete

Applicant Instructions

Submit Attachment 6a: Management Organization Business Plan using the prompts in Appendix E.

Attachment 6b: (Replicator RFP) Appendix E: Business Plan Attachments A through M

Incomplete

Applicant Instructions:

Submit Attachment 6b: Business Plan Attachments using Attachments A through M in Appendix E.

Attachment 7: If applicable: Partnership Information

Completed Jul 7 2021

Applicant Instructions

Attachment 7: Partnership Information; If applicable, submit a Letter of intent/ commitment or an agreement/contract from a bona fide representative of each partner organization indicating that the organization is undertaking the affiliation and the terms and extent of the undertaking, including evidence that the organization has legal standing to do business in New York and has tax-exempt status under Internal Revenue Code section 501(c)(3).

InnovaGirlsAcademy Attachment7 PartnershipInformation

Filename: InnovaGirlsAcademy Attachment7 Part IFjKTEp.pdf Size: 657.6 kB

Attachment 8a: Hiring and Personnel Policies and Procedures

Completed Jul 7 2021

Applicant Instructions

Attachment 8a: Hiring and Personnel Policies and Procedures. Present a hiring plan and complete the proposed staffing chart. The hiring plan, which should include:

- Job descriptions, including qualifications and responsibilities, used in the hiring of school administrators, teachers and other school employees.
- Hiring processes for administrators, teachers and other staff members.
- Evaluation processes for administrators, teachers and other staff members.
- Complaint process for staff.

InnovaGirlsAcademy Attachment8A HiringAndPersonnelPoliciesAndProcedures

Filename: InnovaGirlsAcademy Attachment8A Hir vZt1jzB.pdf Size: 395.7 kB

Attachment 8b: Resume for Proposed School Leader, if

identified

Completed Jul 7 2021

Applicant Instructions

Attachment 8b: Resume for Proposed School Leader if one has been identified.

[InnovaGirlsAcademy_Attachment8b_ResumeOfProposedSchoolLeader](#)

Filename: InnovaGirlsAcademy Attachment8b Res SIIjplM.pdf Size: 172.3 kB

Attachment 9: Budget and Cash Flow Template

Completed Jul 7 2021

Applicant Instructions

Complete the required [Attachment 9 Budget and Cash Flow Template](#) (MS Excel) Template. All budget lines in the budget template are required to include assumptions. **Please do not modify the template--maintain it as an Excel spreadsheet and upload.**

[InnovaGirlsAcademy_Attachment9_Budget](#)

Filename: InnovaGirlsAcademy Attachment9 Budget.xlsx Size: 146.9 kB

Attachment 10: Evidence of Financial Support

Completed Jul 8 2021

Applicant Instructions

Optional Attachment 10: Evidence of Financial Support; If the proposed budget relies on contributions, provide evidence of commitment for those contributions.

[InnovaGirlsAcademy_Attachment10_EvidenceOfFinancialSupport](#)

Filename: InnovaGirlsAcademy Attachment10 Evi z3JovIk.pdf Size: 1.1 MB

Attachment 11: Pre-Opening Plan

Completed Jul 7 2021

Applicant Instructions

Attachment 11: Pre-Opening Plan; Provide a Pre-Opening Plan with a timeline that documents the start and end dates of key tasks to be completed between approval of the application and the opening of the

school and the person(s) responsible for each task.

[InnovaGirlsAcademy Attachment11 PreOpeningPlan](#)

Filename: InnovaGirlsAcademy Attachment11 Pre RkiaerQ.pdf **Size:** 339.8 kB

Attachment 12: Dissolution Plan

Completed Jul 7 2021

Applicant Instructions

Attachment 12: Dissolution Plan; Present a Dissolution Plan that describes the procedures to be followed in the event of closure or dissolution of the school.

[InnovaGirlsAcademy Attachment12 DissolutionPlan](#)

Filename: InnovaGirlsAcademy Attachment12 Dis a5wKYCB.pdf **Size:** 261.9 kB

Attachment 13: Plan to Address Multilingual Learners/English Language Learners

Completed Jul 7 2021

Applicant Instructions:

Please provide more specific information including the school's vision of support and instruction for English Language Learners/Multilingual Learners by responding to questions in Attachment 13 on page 78.

[InnovaGirlsAcademy Attachment13 PlanToAddressMultilinalLearnersEnglishLanguageLearners](#)

Filename: InnovaGirlsAcademy Attachment13 Pla DSTaurx.pdf **Size:** 281.1 kB

LETTER OF INTENT TO APPLY

I. Applicant Group Information

- a. **Applicant Group:** Please see Table 1 and Attachment 5a.
- b. **Public Contact:** Lindsay Swanson, lswanson@bes.org, 585-410-0147
- c. **Application History:** All members of the current applicant group applied to NYSED for authorization of Innova Girls Academy Charter School in the 2020 application cycle. No members of the applicant group have been involved in any other charter application.

II. Proposed Charter School Information

- a. **Proposed school name: Innova Girls Academy Charter School**
- b. **Proposed school mission statement:** In an inclusive school community focused on STEAM, Innova Girls Academy Charter School empowers girls in grades K-6 to excel as innovative leaders and confident problem-solvers.
- c. **Proposed school location:** In response to high concentrations of poverty, neighborhood density, low overall performance of local schools, and facility availability, we intend to locate in either the Northwest or Southeast quadrants of Rochester. We will serve students from all over the Rochester City School District. We will work with local real estate developers to find and secure a facility that complies with local, state, and federal regulations.
- d. **Target population/community served:** Rochester was once an economic powerhouse and city of social change but a fall from prosperity has left the city economically downtrodden. Households within the City of Rochester have a median annual income of \$32,347 which is approximately half of the United States median annual income. Of the 75 largest metropolitan areas in the United States, Rochester ranks 3rd in highest poverty rates, behind Detroit and Cleveland.¹ While Rochester City struggles with immense poverty, the gap between the wealthy suburbs and city poverty continues to widen, with schools playing a large role in this disparity. In Rochester, the 2020 graduation rate for girls was 71% while in the neighboring town of Brighton the graduation rate was 95%.² Low graduation rates mean that students are not prepared for college or to participate in the Rochester workforce. In 2019, the proficiency rate for female students in Rochester on the NYS ELA exam in grades 3rd-8th was 16% and the proficiency rate on the NYS Math exam was 13%. On the NYS ELA and Math exams, 55% and 67% of female students scored a 1, respectively. If the test is meant to indicate preparedness for “critical thinking, problem solving, and reasoning skills needed for success in college and the modern workplace,”³ then this data indicates that Rochester’s young women are underprepared. We interpret this data as a call to action for an all-girls elementary school that increases proficiency in the foundations of literacy and math while also teaching STEAM as a problem-solving mindset that will create the potential for economic prosperity for young women in Rochester. Notably, if authorized, Innova Girls Academy would be the only all-girls elementary school, public or private, in the City of Rochester.
- e. **Priority School Design:** Innova Girls Academy will partner with the Girl Scouts of Western New York (GSWNY) to provide scholars with access to empowering, girl-centered programming. GSWNY has more than 60 years of demonstrated success in inspiring young women in Monroe County to be leaders and innovators. Their mission of building “girls of

¹ <https://www.actrochester.org/tiny/mce/source//Census%20Update%202018.pdf>.

² <https://data.nysed.gov/gradrate.php?year=2018&instid=800000050065>.

³ <https://www.monroe2boces.org/NYSGr3-8Assessments.aspx>.

courage, confidence, and character, who make the world a better place” directly aligns with ours. Our students will have access to GSWNY programming in the summer and we will utilize the local GS camp for outdoor team-building experiences at the beginning and middle of each year. We will develop our science courses in conjunction with the GS inquiry driven science curriculum. In our Computational Thinking classes, students will complete the Girl Scouts “Journeys” projects to identify problems and implement solutions in their communities.⁴ Additionally, our daily advisory periods will use the GS life-skills and leadership programming.

- f. **Planned grades and Enrollment:** We will enroll 104 students in our inaugural year in 2022, 52 K and 52 1st grade. Each grade will be split into two cohorts of 26 students. Each year, we will add a new cohort of 52 kindergarteners. Within the five-year initial charter term, we will grow to 312 students in grades K-5. We reach full growth in 2027 with 364 K-6th students.

Projected Enrollment Table Over the Charter Term						
Grades	Ages	2022-23	2023-24	2024-25	2025-26	2026-27
K	5-6	52	52	52	52	52
1 st	6-7	52	52	52	52	52
2 nd	7-8		52	52	52	52
3 rd	8-9			52	52	52
4 th	9-10				52	52
5 th	11-12					52
6 th	12-13					
Totals		104	156	208	260	312

- g. **Proposed management and/or partner organization(s):** Lead Founder, Lindsay Swanson, was a member of the 2019 BES Fellowship Cohort. While not a formal partnership, the BES Fellowship provides over 600 hours of training that includes leadership development, charter school management, governance, school design, and instruction. Innova Girls Academy will be supported by BES during the planning year and through at least the first two years of operation. BES has no legal or financial interest in the school.
- h. **Replication:** Through the BES Fellowship, Lindsay Swanson has had the opportunity to study over 40 high-performing charter schools across the country. Ms. Swanson participated in a Leadership Residency at Springfield Prep in Springfield, MA, a school that is a proof-point for what is possible for historically underserved students when rigorous instruction is combined with individualized supports. Reader/Writer’s workshop and spiraled math review periods have been modeled from Springfield Prep, along with the best practices in systems to promote teacher collaboration, and data-driven, individualized instruction.⁵ Additionally, Innova Girls Academy is a member of the National Coalition of Girls’ Schools. As an affiliate, we have access to professional development that is tailored to all-girls schools. Finally, Innova Girls Academy will partner with Rochester’s Young Women’s College Prep (YWCP). Members of the lead team have already engaged with YWCP to learn from the organization in areas of board development and student supports. We will continue to seek opportunities to collaborate and through our partnership with YWCP, we will be able to provide a full K-12 pipeline of all-girls charter school options for the City of Rochester. The design of Innova Girls

⁴ <https://www.girlscouts.org/en/our-program/journeys.html>.

⁵ Springfield Prep is a 2019 Massachusetts School of Recognition. 72% of students meet or exceed expectations on ELA MCAS and 77% of students meet or exceed expectations on Math MCAS.

Academy is informed by the best practices of schools with demonstrated, quantitative academic outcomes that serve similar populations of students.

- i. **School Overview:** Innova Girls Academy is designed with six core design elements. These key design elements will allow our innovative program to meet the needs of all learners and will change the narrative for young women in Rochester.

Key Design Element #1 – We believe STEAM education unlocks doors. We know that every girl has the potential to be a pioneering problem-solver. Through our partnership with the Girl Scouts of Western NY, we will teach foundational 21st century, computational thinking skills and mindsets to foster the innovator in each of our students. We will equip our students with the skills that are “fast becoming an essential workforce skill as every profession and trade is rapidly becoming dependent on computer technology.”⁶ Starting in Kindergarten, our girls will have daily access to GS developed, girl-centered, foundational STEAM curriculum through Science and Computational Thinking classes. For example, every year students will complete the “Think Like an Engineer Journey” in which girls “discover how to think like an engineer by participating in hands-on design challenges.”⁷ At the end of each Journey, students identify, develop solutions, and implement innovative ideas for a project in their own communities. Students will be empowered with the skills that will allow them to flourish as “future inventors, innovators, and shapers of culture and public discourse” in a technology driven future.⁸

Key Design Element #2 – We believe an all-girls setting develops leaders. To graduate innovative leaders, we must develop practices within our community that affirm the identities and develop the mindsets of each student as a leader. To be an excellent leader, a student must be equipped with confidence, perseverance, empathy, and creativity. Girls’ school graduates are more confident and pursue careers with greater leadership responsibilities.⁹ We build leadership skills using age-appropriate Girl Scouts Life-Skills badges for daily leadership lessons. We will read stories about women of color that have paved the way with innovative thinking. For example, when students complete the “Agent of Change Journey” they will “explore how powerful individual women have been throughout history and how own individual powers can be linked together to create a powerful team.”¹⁰ We know that failure is an opportunity for growth, and we will encourage our students, teachers, and families to embrace their mistakes to learn. Innova classrooms will push students to face challenging work in a supportive environment. Students work best when they identify as self-regulated learners who are “metacognitively, motivationally, and behaviorally active participants in their own learning process.”¹¹

Key Design Element #3 – We believe classrooms should spark curiosity and creativity to build strong academic foundations. For Rochester girls to excel as the leaders of tomorrow, they need access to challenging and culturally relevant curriculum today. Starting in Kindergarten, we will ensure that high-quality instruction is paired with curriculum with real-world application. For our students to build crucial math and literacy foundations, they must have access to engaging, grade level-aligned materials in their classrooms. TNTP found that, “Compared to classrooms with

⁶ Pearson, Kim. “From a Usable Past to a Collaborative Future: African American Culture in the Age of Computational Thinking.” *Black History Bulletin*, vol. 72, no. 1, 2009, pp. 41–44. *JSTOR*, www.jstor.org/stable/24759566.

⁷ <https://www.girlscouts.org/en/our-program/journeys.html>.

⁸ <https://www.edutopia.org/blog/evaluating-quality-of-online-info-julie-coiro>.

⁹ <https://www.ncgs.org/research/quick-facts/>.

¹⁰ https://www.girlscouts.org/en/our-program/badges/badge_explorer.html.

¹¹ Zimmerman, Barry J. “A social cognitive view of self-regulated academic learning.” *Journal of educational psychology* 81.3 (1989): 329.

primarily (>75%) low-income students, classrooms with primarily higher-income students tended to receive 5.4 times more grade-appropriate lessons.”¹² Our students deserve access to the same grade-appropriate work. Students who have access to grade level materials are more prepared to demonstrate grade level performance, particularly as they build the important foundations of literacy and math.¹³ All teachers will be provided with curriculum that is first vetted against NYS grade-level standards to ensure the appropriate level of rigor. Through challenging assignments, students will develop the confidence that is needed to be successful outside of school.

Key Design Element #4 – We believe all students should thrive at school. Our girls deserve an education that is tailored to them. Our program is designed with girls and equity in mind and data driven decisions are made to provide individualized supports every day. In a school that values rigorous, grade level instruction, we recognize the importance of robust, individualized support systems. We will provide students with the academic and behavioral supports that will allow them to grow intellectually and emotionally. Academic research demonstrates that students learn best when they are in a zone of proximal development.¹⁴ Therefore, teachers will use data before, during, and after each class period to assess each student’s mastery of content. Data will be used to create differentiated activities and groupings in both literacy and math workshops. In our K-3rd grade Lower Academy, extra time spent in literacy and math will allow students to build strong foundational skills as well as problem-solving skills through STEAM. We will have 200 minutes of ELA and 140 minutes of math daily. In our 4th-6th grade Upper Academy, students will be prepared to engage with the inquiry-based curriculum that continues to develop literacy, math, and computational thinking through a lens of problem-solving. Additionally, students will have an individualized behavior support system that affirms each student’s identity. We agree with Ross Green’s argument in his book, “Lost at School,” that “challenging behavior occurs when the demands and expectations being placed upon a child outstrip the skills he has to respond adaptively.”¹⁵ We will work with students to identify challenging classroom moments and will help them practice the skills required to be successful in these moments.

Key Design Element #5 – We believe a great teacher can inspire excellence. Staff will develop as leaders through weekly professional development that fosters pedagogical growth and collaboration. We know that teachers have lower attrition rates when they believe their school is meeting their desire to grow as leaders.¹⁶ Additionally, our school day has been designed with teachers and students in mind, extending crucial time spent on core subjects to allow for maximum development. Finally, we empower teachers to increase differentiated classroom material by leveraging educational technology. Teachers can be more responsive to the needs of their students by understanding data collected and managed through educational technology.

Key Design Element #6 – We believe in the power of partnerships. First, we see our student’s families as crucial allies in the work of accomplishing the Innova mission. Using the New Teacher Project’s framework for parent engagement, we will help our families understand what their

¹² McGovern, Kate, and Andy Jacob. The Opportunity Myth What Students Can Show Us About How School Is Letting Them Down—and How to Fix It. The New Teacher Project, 2018, opportunitymyth.tntp.org/.

¹³ Ibid.

¹⁴ Shabani, Karim, Mohamad Khatib, and Saman Ebadi. "Vygotsky's Zone of Proximal Development: Instructional Implications and Teachers' Professional Development." *English language teaching* 3.4 (2010): 237-248.

¹⁵ Ibid.

¹⁶ Teach Plus. “The Decade-Plus Teaching Career: How to Retain Effective Teachers Through Teacher Leadership.” http://www.teachplus.org/sites/default/files/publication/pdf/decade-plus_final.pdf.

student needs to master each year to “meet her goal of being prepared for college, career, entrepreneurship, and service to the community” and provide parents with information on how to support their children towards reaching these goals.¹⁷ We will communicate frequently with families to celebrate student work and to share plans for continuing student growth. Second, our partnership with the Girl Scouts of Western New York will allow us to offer groundbreaking programs for our students. Third, our partnership with YWCP will help us to fill a void of all-girls elementary programming while simultaneously offering families a cohesive K-12 option.

III. Enrollment and Retention Strategies

a. Recruitment and Enrollment of Students Identified in the School’s Mission: Innova Girls Academy will serve all students who enroll, regardless of race, ethnicity, home language, ability, or any other protected status. We celebrate the diversity of Rochester and commit to enrolling a student population that reflects the demographics of the Rochester City School District, which is identified as of 2020 demographic data as 55% Black/African American, 32% Hispanic/Latino, 10.0% White, 3% Asian/Pacific Islander, and 1% Multiracial.¹⁸ To recruit students, we will partner with community organizations such as The Girl Scouts of Western New York, churches, City of Rochester Libraries and Recreation Centers, Rochester YMCAs, local head-starts, and daycares, to share information about the opportunity for students to enroll. We will distribute flyers, host information sessions, attend community events, and share information about our school online through our website and social media pages. We will partner with Good Schools Roc to be part of the charter school common application for Rochester. We will also leverage advocacy materials shared through the National Coalition of Girls’ Schools to help parents understand the important opportunity for their daughter to attend an all-girls school. **Recruitment and Enrollment of Special Populations:** We commit to serving all students, regardless of Special Education status, demonstrated English proficiency, and economic status. We anticipate that, as a reflection of the Rochester City School District, approximately 21% of our student population will be eligible for Special Education services, 15% will be classified as English Language Learners, and 90% will be eligible for Free/Reduced Lunch. We will ensure that in sharing information to families, we expressly state the opportunity for students with disabilities to enroll. We will share information about the school to parent advocate groups such as the Special Education Parent Advisory Council. We will share information about supports available to ELL students to ensure that parents understand that all students, regardless of home language, are welcome and encouraged to enroll. We will ensure that all marketing material for the school is available in English and Spanish and will seek to hire staff members that are fluent in Spanish to assist in recruitment and communication with our families. To ensure that economic status does not impact enrollment, we will provide school information across multiple platforms, digital and paper, to make certain that all guardians see enrollment in Innova Girls Academy as an option for their children. We will share information about the school to local organizations that assist economically disadvantaged families, such as the Cameron House Ministries and Action for a Better Community, so that information about the school can be distributed to all.

¹⁷ <https://tntp.org/walking-together/story/families>.

¹⁸ <https://data.nysed.gov/enrollment.php?instid=800000050065&year=2020>.

b. Retention of Students Identified in School Mission: We will retain students from year to year by creating a strong school culture that is rooted in hard work and happiness. Through our strong family partnerships, we will have open communication with stakeholders to receive feedback consistently. As we have designed our school model based on the feedback from our community, we are confident that it will meet the needs of the community. To make sure we continue to meet these needs, we will conduct a twice annual survey of all stakeholders. By producing educational outcomes for our students that are significantly above the local district, we will demonstrate what is possible for Rochester students. **Retention of Special Population Students:** We will use the best practices of schools that have successfully met the needs of all students such that students with disabilities, English Language Learners/ Multilingual Learners, and economically disadvantaged students demonstrate the same growth as general education learners. We will employ two Special Education (SPED) teachers, an English Language Learning Specialist (ELL), and a Director of Student Supports in our first year. We will add one SPED teacher each year and an additional ELL Specialist in year 3. All core subjects will be co-taught, allowing for additional support for all students. We will provide all students with the most inclusive setting possible in accordance with the “Blueprint for Improved Results for Students with Disabilities.” To support ELL students, we will celebrate the opportunity for students to learn an additional language and ensure that all communication home is available in the home language. Finally, in supporting economically disadvantaged students we acknowledge that many incoming students are likely to have experienced poverty induced trauma. We will train all teachers in Trauma Informed Instruction. We will host multiple opportunities for guardians to engage each month and work with community partners such as GSWNY, Compeer Partners, and the Parent Leadership Training Institute to provide additional resources to support student learning. We’ll evaluate parent survey data by subgroups to continually improve based on family feedback.

IV. Public Outreach and Community Support

- a. Public Outreach:** A complete list of our public outreach to date is table in **Table 2: Public Outreach Information**. In 2019, we began our outreach with many one-on-one conversations with community leaders. We then sought direct feedback from community members and focused on parent feedback to position parents as decision makers in our development process. We established 5 Parent Focus Groups with a total of 24 Parents in attendance and collected feedback from each of these sessions. We attended 15 tabling opportunities to share information and get feedback from our community at events and with community organization partners. In response to COVID in 2020, we shifted outreach to virtual models, hosting regular online coding classes and information sessions. In total, we’ve conducted 9 public meetings (1 in person and 8 online). To date, online public meetings have 3,512 views.
- b. Initial Assessment of Parent Interest and Demand:** As of May 2021, through our parent focus groups, community tabling events, surveys, and petition, we have collected 308 surveys and 665 petition signatures. In our interactions with parents in Rochester, we have heard the following themes which have been incorporated into our school design: a call for a diverse teaching staff, financial literacy/life-skills curriculum, engaging curriculum, trauma informed instruction, and a single-gendered setting that encourages young women to thrive as confident leaders.

V. Proposed Board Chair Signature and Date



May 3, 2021

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
8/9/2019	Business Leader	Discussed the charter school landscape in Rochester with Joe Klein	BES Offices: 31 Milk Street, Floor 6. Boston, MA 02109	<ul style="list-style-type: none"> -Discussed current charter schools in Rochester and the opportunity for a new STEM integrated program. Particularly focused on how a STEM school will prepare students for innovative careers in Rochester. -Discussed possible board member candidates to begin the board development process. 	<ul style="list-style-type: none"> -Innova Girls Academy will integrate STEM across academic courses to ensure that students see "STEM" as a set of skills that can be used to solve problems in the world around them. -Innova Girls Academy will seek to develop a diverse board of Rochester leaders who will hold the school accountable to the goals of the charter. 	1 Rochester Business Leader
9/3/2019	Community Organization	Attended Tech Rochester Event Attended learning session on AWS Servers and shared school ideas with individuals from the ROC Tech Community	CloudCheckr: 342 Goodman St N, Rochester, NY 14607	<ul style="list-style-type: none"> -Consider how STEM is being marketed to families, families in Rochester might not know what we mean when we say "STEM" -Consider how to utilize Computer Science as an engagement tool -Partnerships with tech companies in Rochester 	<ul style="list-style-type: none"> -Innova Girls Academy will incorporate "How to Code" Sessions into Community Engagement Plan. -Innova Girls Academy will engage tech leaders to identify potential partnerships in Rochester. 	10 Rochester Community Members
9/4/2019	Community Organization	Attended ROC Growth Candids Event with Rochester	3 City Center 180 S. Clinton Ave.	<ul style="list-style-type: none"> -Spoke with 10+ Business leaders from the community about Innova. -Discussed concept of "Silos" in 	-Innova Girls Academy will consider how to incorporate career readiness into the program with a focus on	Spoke to 10 individuals.

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
		Entrepreneurs and Innovators		Rochester where many industries are trying to improve ROC but are not aligned the how. -Multiple people said they would not send their students to RCSD and that schools need to improve.	Rochester workforce development. -Innova Girls Academy will increase the number of seats available in high-quality schools in Rochester which will increase the number of school choices available for Rochester parents.	
9/5/2019	Nonprofit Leader	Meeting with Erika Rosenberg, President at Center for Governmental Research	CGR: 1 S Washington St #400, Rochester, NY 14614	-Provided more context on education in Rochester. Farash Foundation -Ed Reform: Hollis Bud and Megan Bell, Boston Consulting Group, Community Schools. -Kirsten Barclay, ROC The Future, Strive- collective impact, Incorporating parents into the community - parent leadership, etc. Parent Leadership Training Institute -Diverse staff that bridges a divide between a white teaching staff and diverse student body.	-Innova Girls Academy will seek to hire a diverse teaching staff. -Innova Girls Academy will ensure diversity of with the individuals on the founding board. -Lead Founder, Lindsay Swanson, will reach out to the Farash foundation to set up an introductory meeting.	1 Nonprofit Leader
9/5/2019	Educator	Meeting with Alexis Vogt,	Phone Call	-Has worked in a dual enrollment program with district schools to get students	-Innova Girls Academy will focus on building back strong foundations in math	1 Educator

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
		Optics Professor		college credit but is worried about math aptitude of graduates. -Left industry to try to prepare more optics professionals. -Interested in 2 year programs or 2 + 2 year programs for students. -Rochester is the place to study optics and students need to be prepared to take advantage of the programs in the city that available.	and science to prepare students for Rochester based technical roles.	
9/6/2019	Community Member	Meeting with Daniel Guzman	Phone Call	-Grew up in Chicago and went to schools that did not motivate him. -Became successful lawyer after people noticed he was smart and pushed him to work harder. -Chicago, college, 5 years in NYC, moved to Rochester. -Focus on STEM education + 21st Century Skills. -He would not send his children to an RCSD school.	-Innova Girls Academy will strive to create an educational opportunity that parents in the city will feel confidence and comfortable sending their students to. -Innova will seek to hire staff that are motivational to our students.	1 Community Member
9/9/2019	Other	Meeting with Lissa Palermo	Phone Call	-Importance of Arts Programs to help with brain development and importance	-Innova Girls Academy will develop an elective arts program that students	1 Community Member

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				<p>of ratio for teachers to students.</p> <ul style="list-style-type: none"> -Believes in All Girls Model for STEM school and thinks that is important. -Concerned that people in Rochester are using race and poverty as an excuse for poor test scores. -Ensure teaching staff reflects the diversity of the students. 	<p>engage in at least twice a week.</p> <ul style="list-style-type: none"> -Innova will provide a high-quality all-girls education opportunity. 	
9/9/2019	Community Member	Meeting with Jennifer Jovcevski	Phone Call	<ul style="list-style-type: none"> -Committed to the mission of charter school leaders to provide more options to families and commitment to community. -Achievement rates from city compared to Monroe County are unacceptable. Parents and families need more options. -Consider reaching out to: Anna Hall, Bryan Hickman, Donna Marie of Renaissance Academy. 	<ul style="list-style-type: none"> -Innova Girls Academy will create a new school option for parents and students in Rochester that does not currently exist. -The Innova Girls Academy Board will carefully understand the NY State Performance Framework to hold Innova Girls Academy accountable. 	1 Community Member
9/10/2019	Nonprofit Leader	Meeting with Harold Clark, Senior Director of STEM	Phone Call	<ul style="list-style-type: none"> -Sharing lists of STEM based organizations in Rochester. -Exploration Charter = STEM based currently K-2 but growing divide between STEM 	<ul style="list-style-type: none"> -Innova Girls Academy will increase STEM opportunities for population that does not currently have has much access to STEM in 	1 Nonprofit Leader

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
		Learning and Community		<ul style="list-style-type: none"> opportunities in Rochester and Monroe County. -Consider incorporating robotics programming. -Invitation to attend the Finger Lakes STEM Hub. 	<p>Rochester.</p> <ul style="list-style-type: none"> -Lead Founder, Lindsay Swanson will attend the Finger Lakes STEM Hub Meet-up. -Lead Founder will reach out to Exploration Charter School for a meeting. 	
9/10/2019	Age Eligible Family	Meeting with Lea Michel, Associate Professor	Midnight Oil: 674 Pencader Dr, Newark, DE 19702	<ul style="list-style-type: none"> -Ms. Michel is worried about where her girls will go to school because Mercy is only all girls Catholic option and it is not very diverse. -Need to focus on teacher retention/professional development/recruiting to have teachers stay in the city. -Consider partnerships with colleges (RIT, Nazareth, etc). 	<ul style="list-style-type: none"> -Innova Girls Academy will seek to provide an all-girls public school option for girls in Rochester. -Innova Girls Academy will seek to create a school with a diverse student body that reflects the demographics of the Rochester City School District. -Innova Girls Academy will have approximately 25 full days of teacher development each year. 	1 Age Eligible Family, Community Member
9/10/2019	Business Leader	Rotary Meeting	122 East Main St, Rochester, Ny	<ul style="list-style-type: none"> -Shared school concept of Innova Girls Academy with a room of 45 business leaders. -No input received. 	NO ACTION TAKEN.	45 Business Leaders
9/10/2019	Business Leader	Meeting with Bret Garwood,	Phone Call	-Both students previously attended Genesee Community	-Lead Founder will seek to meet with Neighborhood	1 Business Leader

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
		Senior Vice President		Charter - had them leave because the school was too structured. -Interested in more neighborhood schools considering the importance of community involvement in the school. -Development company could partner with a charter school for future development.	Associations throughout Rochester to create partnerships to determine what community/ neighborhood could be a future community for Innova Girls Academy.	
9/10/2019	Community Member	Meeting with Veronica Dasher	Phone Call	-Believe in the importance of a school being able to teach character values.	-Innova Girls Academy will build a culture that is centered on the CREATE values: Curiosity, Resourcefulness, Empathy, Accountability, Tenacity, and Enthusiasm.	1 Age Eligible Family, Community Member
9/10/2019	Business Owner	Meeting with CaTyra Polland	Phone Call	-Believes there should be other options for schools for students in RCSD. -Believes in the importance of access to computer science education for all.	-Innova Girls Academy will develop a Computational Thinking course for each grade that students will take every day from 4th-8th grade.	1 Business Owner
9/11/2019	Nonprofit Leader	Meeting with Kathy Lewis	Coffee Connection: 681 South Ave,	-Founded Blocks in Bloom, emphasized the importance of learning from and working with the community in which	-Lead Founder, Lindsay Swanson will schedule a phone call with Vertus Founder.	1 Nonprofit Leader

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			Rochester, NY 14620	<ul style="list-style-type: none"> the school is developed. -Suggestion to connect with Vertus Charter School Founder to discuss charter school start up. -Suggestion to connect with Wade Norwood to discuss community support. 	<ul style="list-style-type: none"> -Lead Founder, Lindsay Swanson will schedule a meeting with Wade Norwood. -Structured community engagement to include "Community Focus Groups" for direct family feedback and planning. 	
9/12/2019	Community Organization	Meeting with Maya Crane, Program Officer, Equity	Phone Call	<ul style="list-style-type: none"> -On the board for Exploration Charter School and shared the challenges at Exploration. -Provided detailed history of Rochester from a lens of diversity. -Recommended to watch July 64 about Rochester Race Riots. 	<ul style="list-style-type: none"> -Lead Founder, Lindsay Swanson, will schedule a phone call with Carlos Cong to learn more from Exploration's board experience. -Watched July 64 and researched the Race Riots. 	1 Nonprofit Leader
9/12/2019	Educator	Meeting with Leigh McGuigan, Founder of Vertus Charter High School	Phone Call	<ul style="list-style-type: none"> -Founded Vertus. Consider enrollment potential for a single-gendered school as Vertus struggled with enrollment (missed this year's enrollment goal by 25%). -Recommended speaking with Deb Hanmer. -Unique model with online modules that allow students to move through the content at their own pace which allowed 	<ul style="list-style-type: none"> -Innova Girls Academy will allocate increased funds for student recruitment. -Innova Girls Academy will integrate educational technology to increase options for differentiation in each class period. -Lead Founder, Lindsay Swanson will reach out to Deb Hanmer for a meeting 	1 Educator

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				for deeper and more impactful learning.	to further discuss charter school student enrollment.	
9/12/2019	Community Member	Meeting with Darren Miller	Phone Call	-Believes in the work that charter schools can accomplish because he saw charter schools through the Leadership Rochester training. -Thinks that school should provide resources for students that are in poverty.	-Innova Girls Academy will seek opportunities to level the playing field for students. For example, all students will have access to free breakfast to start each day.	1 Community Member
9/12/2019	Community Member	Meeting with Tad Mack, Regional Director, Officer of the NYS Comptroller	Equal Grounds: 750 South Ave, Rochester, NY 14620	-Believes that computer science education should prepare students for jobs in Rochester. -Focus on career and college prep, not one or the other. -Suggestion to meet with Mayor Warren to share more about the concept for the school.	-Innova Girls Academy will focus on college preparation as a baseline but will provide resources for students to about direct career paths so that students are prepared to make an educated decision.	1 Community Member
9/12/2019	Business Owner	Meeting with Andrew Brady, CEO	Phone Call	-Spoke about BES and understands the "incredible opportunity for the city to have more charter schools of high quality." The city needs more charter school options for students. -Knows that charter schools	-Innova Girls Academy will increase the number of charter school seats available for students in Rochester.	1 Business Owner

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				are a great option for the city. -Through his work with Critical Consumers he has connections with many of the leaders throughout the city.		
9/12/2019	Other	School Board Meeting	131 W. Broad Street, Rochester, NY	-Lead Founder, Lindsay Swanson, attended a Rochester School Board Meeting. -Three speakers came to present: One mother upset about her son being hit by a teacher, one community member presenting on need for tutoring, one community member presenting on leadership development he wants to do with students. One school board member presents on Civics book from 1943.	-NO ACTION TAKEN.	3 Community Members
9/13/2019	Community Organization	Finger Lakes STEM Hub Meet Up	Rochester Museum and Science Center: 657 East Ave, Rochester, NY 14607	-23 people in attendance that are STEM advocates in the community. -Represent multiple businesses, nonprofits, and more in the community. -Presented initial school design to the room. -General support for an all-girls	-Innova Girls Academy will seek community engagement opportunities that meet parents where they are on a regular basis. -Innova Girls Academy will provide an all-girls STEM options for Rochester. -Throughout community	23 Community Organization Leaders

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				<p>school model.</p> <ul style="list-style-type: none"> -Focus on sharing the “what” of STEM to the greater Rochester community. -Focus on meeting parents where they are during community engagement to maximize engagement reach. 	<p>engagement, Innova Girls Academy will seek opportunities to explain the potential for impact through a STEM education.</p>	
9/14/2019	Community Organization	East High School Literacy Summit	East High School: Culver Rd, Rochester, NY 14609	<p>Attended the East High School Literacy Summit. Agenda for the day is as follows:</p> <ul style="list-style-type: none"> -Keynote: Culturally Relevant Pedagogy Session 1: Data Driven Classroom. Session 2: Rigor, Relevance, and Relationships. Session 3: Race, Rigor, and Aligned Curriculum Session 4: Implementing an Innovative Literacy Model at East. 	<p>-Innova Girls Academy will seek to learn from the successful work of schools in Rochester that have expanded literacy growth for students.</p>	5 Community Organization Presenters
9/16/2019	Nonprofit Leader	Meeting with Lauren Burns	Village Bakery: 145 Culver Rd, Rochester, NY 14620	<ul style="list-style-type: none"> -Noted that many private schools have been downsizing. -Consider new low-incoming housing in the South Wedge. -Invitation to attend the “Women's Leadership Group”. 	<p>-Lead Founder will seek out options to meet with community leaders in the South Wedge.</p>	1 Nonprofit Leader

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9/16/2019	Business Owner	Meeting with Joe and Dale Klein	Spot Coffee: 200 East Ave, Rochester, NY 14604	-Connected to review the work on board prospecting thus far.	-Innova Girls Academy received suggestions on Rochester leaders to reach out to for potential board membership and will reach out to individuals who were referred.	2 Business Owners
9/16/2019	Community Member	Meeting with Andre Lindsay	Phone Call	-Cited lack of diversity in teaching staff and lack of resources as two challenges faced by the RCSD.	-Innova Girls Academy will seek to hire and retain a diverse teaching staff.	1 Community Member
9/16/2019	Community Member	Meeting with Jennifer Jovcevski	Boylan Code LLP: 145 Culver Rd Ste 100, Rochester, NY 14620	-Identified the importance of maintaining enrollment. -Consider the gaps in education for the 5th grade start. -Ensure you have a unified board that understands the performance framework.	-The Innova Girls Academy Board will be well-versed in the NYS Performance Framework. -Innova Girls Academy will consider a 4th grade start, instead of 5th grade to allow for additional time to remediate literacy and math foundational gaps. -Innova Girls Academy will double recruitment budget for students.	1 Community Member
9/16/2019	Educator	Meeting with Taj Smith, Director of Diversity	Rochester Institute of Technology: 1 Lomb	-Believes in the importance of culturally responsive training for teachers. -Help the community	-Innova Girls Academy will train all staff members in the practices of Culturally Responsive Teaching.	1 Educator

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
		Education at RIT	Memorial Dr, Rochester, NY 14623	understand the potential impact for a STEM school: how will this empower the community?	-Throughout our community engagement, Innova Girls Academy will seek opportunities to share the potential for impact in STEM education.	
9/17/2019	Educator	Meeting with Sharitta Gross	Starbucks: 1214 Monroe Ave, Rochester, NY 14620	-Importance of creating inclusive learning spaces and specific training around this. -Supports the large focus on leadership development and the tools that are available for this.	-Innova Girls Academy will review curriculum available to teach leadership development. -Innova Girls Academy will engage in research on best practices in creating inclusive learning environments.	1 Educator
9/17/2019	Community Member	Meeting with Nate Hasto	Phone Call	-Create an atmosphere that encourages students to take academic risk. See failure as an opportunity to learn and move forward.	-Innova Girls Academy will seek to normalize error in the classroom in order to help students feel safe and secure in taking academic risks.	1 Community Member
9/18/2019	Community Member	Meeting with Daniel Guzman	Harris Beach Law Office: 99 Garnsey Rd, Pittsford, NY 14534	-Importance of engaged teachers that show demonstrated care in student success. Teachers need to have a strong relationship with students to push them to grow academically and emotionally.	-Innova Girls Academy will seek to hire mission aligned teachers that push students for academic growth. Staff members will have ongoing professional development throughout the school year	1 Community Member

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					to develop techniques for building strong classroom culture. -Innova Girls Academy will employ an advisory system to ensure each student has an academic and SEL mentor in the school environment.	
9/18/2019	Community Member	Meeting with Shelby Wolf	Phone Call	-Provide students with trauma informed teaching. Importance of having resources for homeless students.	-Innova Girls Academy will train all staff members in Trauma Informed Instruction.	1 Community Member
9/18/2019	Nonprofit Leader	Meeting with Julio Saenz, Chief Communication and Development Officer at IBERO	Ibero Offices: 817 E Main St, Rochester, NY 14605	-Consider adding courses around entrepreneurship: leadership, courage, tenacity, planning.	-Innova Girls Academy will have opportunities for an elective course every day. Classes will include units on entrepreneurship to connect with student's project-based learning.	1 Community Member
9/18/2019	Community Members	Attended the Education in Center City. Panel discussion teacher from East, Rep from Strong museum, Genesee	Hatch Hall: Eastman School of Music, 26 Gibbs St, Rochester, NY 14604	-Shared more about Innova Girls Academy with 3 community members at the event. Key Takeaways from the event: -Importance of time for teacher collaboration throughout the day.	-Innova Girls Academy teachers will have opportunities for collaboration across grade and content teams each day.	3 Community Members

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		Community Charter Leader, BES Leader, Great Schools for All.		-Increased opportunities for schools downtown.		
9/19/2019	Business Owner	Meeting with Ralph Dandrea, CEO at ITX	Starbucks: 24 State St, Pittsford, NY 14534	-Believes strongly in the importance of "pedagogy over politics" -Create/build a system to support students to change generational outcomes. -Create a culture of holding adults accountable.	-Innova Girls Academy will utilize the autonomy of a charter school to develop systems that hold all staff members accountable to achieve the mission and vision of the school.	1 Business Leader
9/19/2019	Nonprofit Leader	Rochester Area Community Foundation Luncheon	Rochester Convention Center: 123 E Main St, Rochester, NY 14604	-Attended event hosted by the Rochester Area Community Foundation. Met 10 community leaders and Rochester members. -Discussed with table the opportunity for developing a new school. -Received general positive support for the concept of an all-girls school.	-Innova Girls Academy will seek to expand opportunities for young women in Rochester to attend a single-gender educational setting. -Innova Girls Academy will seek to partner with local nonprofits to expand the opportunities and resources provided to students.	10 Nonprofit Leader
9/19/2019	Nonprofit Leader	Meeting with Dan Schneiderman	Fuego Coffee: 1 Woodbury Blvd,	-Discussed STEM opportunities in Rochester for students: Rochester Community Robotics, Bar camp,	-Innova Girls Academy will reach out to partner with existing STEM organizations	1 Nonprofit Leader

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			Rochester, NY 14604	Hackathons, Technical Advisory Group, Girl Dev. it.	to strength the quality of STEM programming.	
9/19/2019	Community Member	Meeting with Aimee Lewis	Fuego Coffee: 1 Woodbury Blvd, Rochester, NY 14604	<ul style="list-style-type: none"> -Discussed Good Schools Roc. -Opportunity for parents to apply online through Common Application. -Parent Focus Groups to get feedback from parents who have not selected Charter schools for their students. Discussed possibility for 4th grade start: -Positive response to the concept of all-girls, STEM school. -4th Grade is the 3rd longest waiting list for charter school seats in Rochester -Ensure strong accountability to build trust from parents. 	<ul style="list-style-type: none"> -Innova Girls Academy will consider amending 5-12 grade range to 4-8 to build in a Lower Academy program. -Innova Girls Academy will partner with Good Schools Roc to become part of the charter school landscape in Rochester. 	1 Community Member
9/19/2019	Community Organization	Attended Metro Cowork Network Event	Metro Cowork: 350 East Ave, Rochester, NY 14604	<ul style="list-style-type: none"> -Attended event and discussed plans for Innova Collegiate Academy with 5 Rochester members. -There is general support for a new all-girls school. 	NO ACTION TAKEN.	3 Community Members
9/20/2019	Business Leader	Meeting with Kyle Banks	Java's Coffee: 16 Gibbs St,	-Workforce development + STEM develop for students to	-Innova Girls Academy will use the advisory system to	1 Business Leader

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			Rochester, NY 14604	be able to engage in the future of Rochester. -Importance of parent communication.	increase parent communication. Each week, the advisor will be responsible for logging communication with each student in their advisory. -Innova Girls Academy will provide students will the foundation in STEM that will allow them to become leaders in the future Rochester workforce.	
9/20/2019	Nonprofit Leader	Meeting with Joe Stefko, President and CEO of ROC2025	Phone Call	-ROC2025, cooperative model to increase impact of individuals in Rochester. -Importance of workforce development. -Sharpen soft skills in students.	-Innova Girls Academy will provide students will the foundation in STEM that will allow them to become leaders in the future Rochester workforce.	1 Nonprofit Leader
9/20/2019	Community Member	Meeting with Alex Amorese	Fuego Coffee: 1 Woodbury Blvd, Rochester, NY 14604	-Discussed facilities options in Rochester.	-Innova Girls Academy will stay in contact with Alex as we continue to explore potential Rochester locations for the school site.	1 Community Member
9/20/2019	Business Owner	Meeting with David Mannamo	Phone Call	-Utilize a Life Skills and Entrepreneurship curriculum. -Consider potential partnership with Junior Achievement.	-Innova Girls Academy Lead Founder will meet with representatives from Junior Achievement to discuss	1 Business Leader

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					opportunities for partnerships in the future.	
9/21/2019	Nonprofit Leader	Meeting with Archie Olson	Spot Coffee: 200 East Ave, Rochester, NY 14604	-Importance of holding high expectations in a structured environment for student success. Using relationships to demonstrate care for students.	-Innova Girls Academy will develop a culture that based on the CREATE values that creates a supportive and structured environment.	1 Nonprofit Leader
9/25/2019	Community Organization	Meeting with Kyle Crandall, President of Beechwood Neighborhood Coalition	Phone Call	-President of Beechwood Neighborhood Coalition and Register at East High School. -East is able to accomplish what it does with teacher collaboration and extended school day. Intense focus on using data to move the needle on literacy.	-Innova Girls Academy will utilize data on a daily, monthly, and quarterly basis in data analysis cycles to inform instruction.	1 Community Member
9/26/2019	Community Member	Meeting with Cheryl Hayward, Director of Police/Community Relations	Phone Call	-City district struggling to meet the needs of students. -A great school should have: Small classrooms, trauma informed instruction, Social-Emotional Learning, Opportunities for students to put learning into action, communication to families.	-Innova Girls Academy will have cohort sizes of 26. -All Innova Girls Academy teachers will be trained in Trauma Informed Instruction. -The Innova Girls Academy Advisory block will teach SEL.	1 Community Member
9/27/2019	Nonprofit Leader	Meeting with Kecia	Phone Call	-Founded an organization called "Black Girls Do Bike".	-Innova Girls Academy will increase the number of	1 Nonprofit Leader

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		McCullough, Founder		-In support of all-girls school. -Increased focus on technology education.	seats available in a single gendered setting. -Innova Girls Academy students will take a Computational Thinking class each day.	
9/27/2019	Business Owner	Meeting with Carlos Cong, Board Chair of Exploration Charter School	Web Call	-In support of all-girls school, STEM focused school. -Believes that the school would be important to add the landscape of charter schools in Rochester. -Could consider opportunities for partnership with Exploration in the future.	-Lead Founder connected with Exploration Director of Community Engagement and Family Partnership. Innova Girls Academy was present at two Family nights in November and December. -Seeking future opportunities to continue this partnership.	1 Business Leader
10/4/2019	Community Member	Meeting with Cristal Wilson	Phone Call	-Participated in Urban/Suburban program which allowed increased access compared to peers in the city. -Ensure exposure to many academic options in order for students to understand wide variety of future opportunities.	-Innova Girls Academy will prepare all students for success in college but will also share pathways into careers with students to ensure a true choice for students after high school.	1 Community Member

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10/8/2019	Community Member	Meeting with Andre Lindsay	Starbucks: 125 E Main St, Rochester, NY 14604	-Importance of role models for the students. -Importance of engaging content.	-Innova Girls Academy will seek to partner with local companies to bring role models into the classroom for students, particularly women in STEM careers.	1 Community Member
10/8/2019	Nonprofit Leader	Lunch with Maya Crane, Program Officer Equity	Gatehouse Cafe: 274 Goodman St N, Rochester, NY 14607	-Consider the PLEX area of the city for school location. -Innova Girls Academy should attend the Board and Volunteer Event on Oct. 24th. -Importance of diverse board.	-Innova Girls Academy attended the Board/Volunteer event. -Innova Girls Academy will seek to develop a Board that reflects the diversity of Rochester.	1 Nonprofit Leader
10/8/2019	Business Owner	Meeting with Mauricio Riveros, Chief Innovation Officer	Phone Call	-Shared his views on the importance of values-based character development.	-Innova Girls Academy will build a culture that is centered on the CREATE values: Curiosity, Resourcefulness, Empathy, Accountability, Tenacity, and Enthusiasm.	1 Business Leader
10/8/2019	Community Organization	Meeting with Donna Harris, Senior Associate at Center for Governmental Research	Phone Call	-Believes in the importance of on-grade level work for students. -Resources for SPED students, resources for bilingual students.	-Innova Girls Academy Key Design Element is: "Rigor is a Right". We believe that all students should have access to on or above grade level content. -The Innova Girls Academy leadership team will have a	1 Nonprofit Leader

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					“Director of Student Supports” from Year 1 onwards that will oversee the resources for SPED and Bilingual students.	
10/9/2019	Community Organization	Attended the Women's Leadership Group	Talent Bridge: 7 Linden Park, Rochester, NY 14625	-Shared concept for Innova with 15 women. General support for new all-girls, STEM middle school.	NO ACTION TAKEN.	15 Community Members
10/9/2019	Business Owner	Meeting with CaTyra Polland	Morgan's Cereal Bar: 320 East Ave, Rochester, NY 14604	-In support of all-girls school -Importance of diverse teaching staff to support students and understand the experience of growing up in Rochester.	-Innova Girls Academy will seek to hire a diverse teaching staff. -Innova Girls Academy will partner with local universities to create a pipeline of diverse teachers. -Innova Girls Academy will seek to create a professional teaching environment that fosters collegial support and encourages teacher retention.	1 Business Owner
10/9/2019	Nonprofit Leader	Meeting with Anna Hall, Executive Director of Northeast	Spot Coffee: 200 East Ave, Rochester, NY 14604	-Met with Anna Hall, Executive Director of Northeast Charter Schools Network. Discussed key individuals we should outreach to in Rochester.	-Lead Founder reached out to contacts that Anna Hall suggested connecting with in Rochester. -Innova Girls Academy will	1 Nonprofit Leader

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		Charter Schools Network		General support for a STEM based middle school. -In attendance: Brittany Rumph, Katie Capella, Anna Hall.	increase the number of seats available for Middle School students.	
10/9/2019	Nonprofit Leader	Meeting with Ann Michael Henry	Spot Coffee: 200 East Ave, Rochester, NY 14604	-Met with Ann Michael Henry to discuss Good Schools Roc -In support of 4th grade start: 4th grade is the third largest waitlist in Rochester currently (5th grade is the second largest waitlist). -In attendance: Brittany Rumph, David McBride, Ann Michael Henry.	-Innova Girls Academy will seek to found with a 4th-8th grade middle school which will increase the number of seats available for a high-need grade range in Rochester.	1 Nonprofit Leader
10/9/2019	Community Member	Meeting with Laquanda Fields	Phone Call	-Parent with 2 daughters who attend RCSD. -Laquanda is considering moving the girls to Young Women's College Prep. -Concerns that she hears from parents about RCSD schools: Communication, lack of organization. -In support of all-girls school.	-Innova Girls Academy will use the advisory system to increase parent communication. Each week, the advisor will be responsible for logging communication with each student in their advisory.	1 Community Member
10/9/2019	Nonprofit Leader	Meeting with Bryan Hickman, Executive	E3 Rochester Offices: 255 East Ave Suite	-Shared experience with Vertus: Become familiar with	-Innova Girls Academy will deeply understand the NYS Performance Framework	1 Nonprofit Leader

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		Director and Co-Founder	310, Rochester, NY 14604	the high school accountability framework. -In support of student guided learning model that allows students to move at own pace through content.	from both the management and board lens. -Innova Girls Academy will employ educational technology to differentiate instruction and provide individualized supports for students.	
10/10/2019	Community Member	Meeting with Zach Armstrong	Phone Call	-Board Member for Center for Youth. -Create a collaborative learning environment and ensure that school can be a safe space. -Importance of character development and identity work.	-Innova Girls Academy will develop student character through SEL work during advisory periods and through the core CREATE values.	1 Community Member
10/10/2019	Nonprofit Leader	Meeting with LeVar Sanders, Director of Work Based Learning	Villa of Hope: 3300 Dewey Ave, Rochester, NY 14616	-He has built a work force development plan for Villa of Hope that allows students to intern at local businesses. -Importance of college and career readiness: Ensuring that we are not putting students in silos but that there are many options and true choices available for students upon graduation.	-Innova Girls Academy will focus on college preparation as a baseline but will provide resources for students to about direct career paths so that students are prepared to make an educated decision.	1 Nonprofit Leader

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10/10/2019	Community Member	Meeting with Angela Eicholtz	Ugly Duck Coffee: 89 Charlotte St, Rochester, NY 14607	-Importance of helping students develop integrity so that they are prepared to be in an evolving workforce.	-One of the CREATE values is "accountability" which is aligned to the input of developing integrity.	1 Community Member
10/14/2019	Business Owner	Meeting with Ralph Dandrea, CEO at ITX	Phone Call	-Importance of being able to receive feedback from families/students to improve the school from year to year.	-Each year, teachers, students, and guardians will complete two surveys which will be used to provide feedback to the school leadership team and will inform the priorities from year to year of school development.	1 Business Leader
10/15/2019	Nonprofit Leader	Meeting with Deb Hanmer, Initiative Director at the Parent Leadership Training Institute	Fuego Coffee: 1 Woodbury Blvd, Rochester, NY 14604	-Ensure that parents are involved from the beginning to work in a grass roots way to create a school that reflects the community. -Consider reaching out to local daycares and table at their dismissal time.	-Innova Girls Academy will seek to establish a "Parent Advisory Council" in the Founding Year which will be comprised of parents from Rochester that have experience with both RCSD and local charter schools.	1 Nonprofit Leader
10/16/2019	Community Organization	Meeting with Sully Branch Library - Met with Carmen Gonzalez	Sully Branch Library: 530 Webster Ave, Rochester, NY 14609	-Students from school #33 attend because the library is connected to the school and rec center. -The library becomes a place where students can be safe	-Innova Girls Academy will operate an extended day model which will reduce the need for as many after school programming options for parents.	1 Nonprofit Leader

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				and relax after school. -The importance of after school programming for busy parents.		
10/16/2019	Community Organization	Meeting with Maplewood Branch Library - Met with Johanna Buran	Maplewood Branch Library: 1111 Dewey Ave, Rochester, NY 14613	-Trauma information teaching will be very important particularly from students who have grown up in poverty. -The library sees many students who are refugees.	-Innova Girls Academy will train all staff members in Trauma Informed Instruction.	1 Nonprofit Leader
10/16/2019	Community Organization	Meeting with Phillis Wheatley Branch Library - Met with Lori Frankunas	Wheatley Branch Library: 33 Dr Samuel McCree Way, Rochester, NY 14608	-The librarians would like to see more neighborhood based schools. -Importance of a safe school to combat against gang problems in the neighborhood.	-Innova Girls Academy will develop a structured environment that ensures day to day consistency to promote feelings of security for a student population that is likely to have experienced situational trauma. -Innova Girls Academy will learn from local neighborhood school models to increase the ability for community involvement in the school.	1 Nonprofit Leader
10/16/2019	Community Organization	Meeting with Arnett Branch Library - Met	Arnett Branch Library: 310 Arnett Blvd,	-Match with the city school calendar to make it easier on parents.	-Attending meetings for both the Arnett Block Association and the 19th	1 Nonprofit Leader

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		with Nancy Cholewa	Rochester, NY 14619	-Work with leaders from the community such as the Arnett Block Association and the 19th Ward Community Association.	Ward Community Association.	
10/16/2019	Community Organization	Meeting with Bureau of Recreation, Leslie Smith	Bureau of Rec: 400 Dewey Ave, Rochester, NY 14613	-Consider opportunities to work with the Rec centers to gather feedback from communities.	-Lead Founder tabled at the Flint R-Center for Holiday dinners. -Lead Founder sought out additional opportunities to partner with the R-Centers for mission-aligned programming of STEM instruction.	1 Nonprofit Leader
10/17/2019	Community Organization	Attended 540 CoWork Event - Discussed school options with parent	540 CoWork: 540 West Main Street Rochester, NY 14608	-Parent decided to homeschool 1st grade son because she did not feel that school was safe. -Looking towards resources that homeschooling parents can use.	-Innova Girls Academy understands the importance of a developing a strong school community where families know that students are safe.	2 Community Members
10/17/2019	Community Organization	Meeting with Sully Branch Library - Met with Maria Heeks-Heinlein	Sully Branch Library: 530 Webster Ave, Rochester, NY 14609	-Push for neighborhood schools with wrap around services available for students.	-Innova Girls Academy will strive to partner with a neighborhood to create a neighborhood school that becomes an integral part of a community.	1 Nonprofit Leader
10/17/2019	Community Organization	Meeting with Arnett Branch Library - Met	Arnett Branch Library: 310 Arnett Blvd,	-Match the schedule with the RCSD schedule to make the	-Innova Girls Academy will match most major vacation	1 Nonprofit Leader

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
		with Bruce Tehan	Rochester, NY 14619	vacation time easier for parents.	weeks with the RCSD schedule.	
10/17/2019	Community Organization	Attended Volunteer/ Board Prospecting Event - Spoke with 8 nonprofit leaders about Innova Collegiate Academy	Temple B'rith Kodesh 2131 Elmwood Ave, Rochester, NY	<ul style="list-style-type: none"> -In support of all-girls concept. -Importance of literacy instruction. -Working with the YMCA for community engagement. -Working with Parent Leadership Training Institute. 	<ul style="list-style-type: none"> -Innova Girls Academy has developed a Lower/Upper School model that focuses on building back remedial skills in literacy through the Lower School so that all students who attend the 4th/5th grade at Innova will be on grade level in ELA by the time they get to the 6th grade. -Lead Founder established a partnership with the Maplewood YMCA and set up a table to engage the community in opportunities to share feedback. 	8 Nonprofit Leaders
10/18/2019	Nonprofit Leader	Attended the RMAPI Grand Rounds Presentation: Poverty and Policy - shared school design with 2 presenters: Dr. Leonard Brock	Helen Wood Hall Auditorium: 255 Crittenden Boulevard, Rochester NY 14642	<ul style="list-style-type: none"> -Overview of examples of policies that can directly impact poverty in a city. -Develop a school with the poverty of the city in mind: provide breakfast provided, ensure location is accessible by public transportation for parents, etc. 	<ul style="list-style-type: none"> -In further understanding the poverty of student population, Innova Girls Academy will seek to provide students with breakfast each morning. -Innova Girls Academy will seek to locate in a facility that is accessible by public transportation. 	2 Nonprofit Leaders

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
		(RMAPI) and Larry Marx (Children's Agenda)			-All Innova Girls Academy students will wear uniforms to even the playing field for clothes. -All Innova Girls Staff members will be trained in Trauma Informed Instruction.	
10/18/2019	Age Eligible Family	Meeting with Maria Dalmau	Phone Call	-Excited about All-Girls school model and more opportunities for students to attend charter school.	-Innova Girls Academy will increase the number of charter school seats available for students in Rochester.	1 Age Eligible Family, Community Member
10/18/2019	Community Member	Attended Diverse Professional in Technology Panel - Shared school design with 17 in attendance	Frederick Douglass Gallery: 36 King St, Rochester, NY 14608	-For young women to become more involved in tech careers, there must be a great emphasis placed on representation. Girls in Rochester need to see women, who look like them, that are successful in the tech fields. -Confront the Digital Divide by providing increased access to technology.	-Innova Girls Academy will bring diverse women in STEM into the classroom as role models for students. We know that representation matters for students as they consider options for college and career.	17 Community Members
10/18/2019	Nonprofit Leader	Attended Monster Bash: Science Museum Event	Rochester Museum and Science Center: 657	-General support a new all-girls school in Rochester.	NO ACTION TAKEN.	2 Nonprofit Leaders

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
		- Shared school design with 2 presenters	East Ave, Rochester, NY 14607			
10/19/2019	Community Member	Attended Yards Early Bird Breakfast - Shared school design with 7 in attendance	The Yards Collective: 50-52 Rochester Public Market, Rochester, NY 14609	-General support for a new all-girls school in Rochester. -Discussed the importance of Trauma Informed Instruction with a former charter school teacher.	-Innova Girls Academy will train all staff members in Trauma Informed Instruction.	7 Community Members
10/19/2019	Community Organization	Attended 19th Ward House Tour	School #16: 321 Post Ave, Rochester, NY 14619	-No input received.	NO ACTION TAKEN.	2 Community Members
10/19/2019	Community Organization	Visited FoodLink Curbside Market - Shared school design with 2 in attendance	125 St Paul St, Rochester, NY 14604	-Shared concept for Innova Girls Academy with two volunteers at the Curbside Market. -Discussed goals for the market to reduce the impact of the downtown food desert. -Discussed ways in which Innova Girls Academy could partner with the Mobile Markets to share more about the school with the community.	-Innova Girls Academy Lead Founder met with representatives from Curbside Market to discuss opportunities for partnerships in the future with Foodlink.	2 Community Members

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
10/19/2019	Community Member	Attended Beechwood PlayStreets Event - Spoke to one family about school	438 Parsells Ave, Rochester, NY 14609	-Enthusiastic reception from families about the idea of a new, all-girls school. -No additional input received.	NO ACTION TAKEN.	1 Community Member
10/20/2019	Community Member	Attended Making Strides Breast Cancer Walk - Shared Innova concept with 4 parents	One Morrie Silver Way, Rochester, NY 14608	-All four parents are excited to hear about a new school. -Feedback for the school: extended day to cut down on stress of finding afternoon care, diverse teachers, options for students to take art classes.	-Innova Girls Academy will run on an extended day schedule. -Innova Girls Academy is committed to hiring, training, and retaining a diverse teaching staff.	4 Community Members
10/20/2019	Community Member	Attended Hispanic Heritage at the Memorial Art Gallery - Shared Innova concept with 3 parents	Memorial Art Gallery 500 University Ave, Rochester, NY 14607	-Consider partnerships with LatinX organizations in Rochester to continue sharing information about the school.	-Lead Founder will reach out to local LatinX community groups to share more about Innova Girls and seek to participate in local events.	3 Community Members
10/21/2019	Community Member	Meeting with Jeremy Cooney - Candidate for State Senate	Fuego Coffee: 1 Woodbury Blvd, Rochester, NY 14604	-Consider reaching out to the South Wedge Planning Committee.	-Innova Girls Academy Lead Founder will request a meeting with representatives from the South Wedge Planning Committee.	1 Community Member
10/21/2019	Nonprofit Leader	Meeting with Wade	Common Ground Health	-Importance of content experts as teachers that are able to	-Innova Girls Academy will hire content experts at each	2 Nonprofit Leader

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
		Norwood, CEO of Common Ground Health and Member of Board of Regents and Kathy Lewis	Offices: 1150 University Ave Building 5, Rochester, NY 14607	engage students and spark their curiosity. Teachers should be able to share a multidisciplinary view of the world. -The school should be rooted in community such that learning can take place both in and outside the school walls. -Ensure that students have the ability to learn how to learn continuously and think strategically.	grade level to ensure that students have access to teachers that are passionate about their subject areas. -Innova Girls Academy will strive to serve a community as a neighborhood school. -Innova Girls Academy will implement "Self-Regulated Learner" practices.	
10/21/2019	Community Member	Meeting with Kit Mayberry, Senior Advisor for Student Diversity Outreach	Glen Edith Roasters: 44 Elton St, Rochester, NY 14607	-Discussed the role that RIT has played in supporting Rochester Prep. -Consider implementing a "capstone" course in partnership with a university to increase student's understanding of college and how skills learned in the classroom can be applied outside of the classroom.	-Innova Girls Academy will seek to partner with local universities/colleges to increase opportunities for students.	1 Community Member
10/22/2019	Community Member	Attended United Way Panel Discussion - Shared Innova	The Strong Museum of Play, 1 Manhattan Square Dr,	Panelist include: Wade Norwood, Superintendent Terry Dade, and Anne Krass - President of MCC. Panelist shared importance of thinking	-Innova Girls Academy recognizes the importance of STEM foundations for student success in careers after school.	8 Community Members

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
		concept with 8 community members	Rochester, NY 14607	<p>across Rochester silos to make positive impact.</p> <p>-Dr. Krass shared work force development data and that 22 of the highest paying options require strong foundations in science and math.</p> <p>-Superintendent Dade discusses the importance of pulling together education leaders in Rochester (including charter school leaders) to discuss how to best make change and improvements for students in Rochester.</p>		
10/22/2019	Nonprofit Leader	Meeting with Jon Kriegel, Founder of STEM Bridges	Fuego Coffee: 1 Woodbury Blvd, Rochester, NY 14604	<p>-Discussed STEM Bridges which is Mr. Kriegel's project modeled after a former Kodak project that had more than 1,000 STEM volunteers in the classrooms throughout Rochester.</p> <p>-Potential opportunities for partnerships moving forward with volunteers assisting with STEM lessons and demos in the classroom.</p>	-If authorized, Innova Girls Academy would engage in opportunities for partnership with STEM Bridges to increase the number of STEM experiences in the classroom.	1 Nonprofit Leader

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
10/22/2019	Community Members	Attended United Way African American Leadership Development Program Graduation - Shared Innova concept with 4 community members	Rochester Riverside Convention Center, 103 E Main St, Rochester, NY 14604	-Share information about Innova Girls Academy with a table of community members during the luncheon. -Positive support from all community members.	-NO ACTION TAKEN.	4 Community Members
10/22/2019	Educator	Meeting with Dr. Mohan Kumar, Department Chair of RIT Computer Science Department	Rochester Institute of Technology: 1 Lomb Memorial Dr, Rochester, NY 14623	-For students entering RIT as computer science majors, some of the most important skills are: -Math background in calculus and statistics -Physics background in order to develop logical thinking. -Communication abilities, specifically in reading and writing. -The ability to adapt and understand a problem-solving approach.	-Innova Girls Academy will build a strong foundation in math and science. -Innova Girls Academy will strive to increase student's capacity as problem-solvers.	1 Educator
10/22/2019	Age Eligible Family	Meeting with Laquanda Fields	Starbucks, 680 Monroe Ave,	-Parents are worried about PDA and fights in school, school does not feel like a safe	-Innova Girls Academy will create a safe and structured environment where	1 Age Eligible Family

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			Rochester, NY 14607	place for students. -It will be important to meet families where they are in terms of community engagement. Ensure that there are a variety of events with different times for increased parent access. -Wants to see consistency and routines throughout each school day.	students feel confident. -Innova Girls Academy will use systems and routines to structure the day to day of the school and ensure that every moment matters.	
10/23/2019	Nonprofit Leader	Meeting with Maranne McDade Clay, Executive Director of the Women's Foundation of Genesee Valley	Starbucks, 1914 Monroe Ave, Rochester, NY 14618	-Interested in seeing more young women have access to STEM programming. -Shared additional information about individuals that Innova Girls Academy should connect with.	-Innova Girls Academy will ensure that more young women have access to STEM programming.	1 Nonprofit Leader
10/23/2019	Business Owner	Meeting with Kevin Foy and Linda Decocq	M&T Bank, 3290 Monroe Ave, Rochester, NY 14618	-Discussed possible school locations and additional connections that Innova Girls Academy should make with real estate developers in Rochester.	-NO ACTION TAKEN.	1 Business Leader
10/23/2019	Community Members	Meeting with Susan Morehouse and	Brue Coffee, 960 Genesee	-Include a life training/skills curriculum that empowers students to understand how to	-Innova Girls Academy will train all staff members in Trauma Informed	1 Community Member

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
		Dr. Bill Morehouse, Founders of His Branches	St, Rochester, NY 14611	accomplish important day to day tasks and stay healthy. -Deeply understand ACES in the impact that student's home situations will have on their affect at school.	Instruction in response to the ACES that students will likely have experienced.	
10/23/2019	Educator	Meeting with Rachel LeMasters, Manager of Partnerships and Community Engagement	Phone Call	-Parents in Rochester love the concept of "STEM" but do not fully understand what it means. -Talk to families and show STEM activities on a regular basis to bring STEM to students. -Organizations to partner with to bring in more STEM opportunities: Finger Lakes STEM, Tech Up ROC, GRASSA. -Offer to attend upcoming Family Nights	-Innova Girls Academy will seek to share more with parents through our community engagement about the opportunities for their students in STEM in future careers. -Innova Girls Academy Lead Founder attended Exploration Family Nights.	1 Educator
10/23/2019	Community Member	Meeting with Yennifer Hernandez	Breathe Yoga Cafe, 34 Celebration Dr, Rochester, NY 14642	-Provide teachers with autonomy to adjust curriculum to meet the needs of students in the classroom. -Make connections from classroom content to the "real world" to engage students.	-Innova Girls Academy will incorporate problem-based learning through each academic year.	1 Community Member

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
10/23/2019	Community Member	Meeting with Eleanor Coleman, YouthBuild Placement Coordinator	Arnett Branch Library: 310 Arnett Blvd, Rochester, NY 14619	-Invited to attend the Southwest Common Council Education Committee Meeting.	-Lead Founder will attend the Education Committee Meeting.	1 Community Member
10/23/2019	Community Member	Attended Southwest Common Council Education Committee Meeting - Presented Innova Girls Academy	Arnett Branch Library: 310 Arnett Blvd, Rochester, NY 14619	-Two individuals are against additional charter schools opening as they are concerned about the impact on the local schools. -Discuss the impact of bussing on the city students and how it is negatively impacted the concept neighborhood schools.	-Innova Girls Academy seeks to be in a neighborhood that is home to many students such that it could become a neighborhood school where many of the students are able to walk to school.	7 Community Member
10/24/2019	Age Eligible Family	Meeting with Maria Cruz	Starbucks, 1495 East Ridge Road, Rochester, NY 14621	-Enthusiastic support for the idea of a new, all-girls school. -Include the arts in the integration of technology for students.	-At Innova Girls Academy, students will take an elective each day - this will be an arts elective, every other day. -Innova Girls Academy will seek to integrate the arts into cross-curricular learning projects.	1 Age Eligible Family
10/24/2019	Age Eligible Family	Meeting with Meisuleen Kased	Starbucks, 620 Jefferson Rd,	-Attended a school that was separated by gender, believes that seeing other young	-Innova Girls Academy will breakdown stereotype	1 Age Eligible Family

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
			Rochester, NY 14623	women achieve pushed her to achieve more as well. -Took her son out of a Rochester City School because of violence at the school. -Strive to build the confidence of all of the young women in the program.	threat and build confidence of voice in young women.	
10/24/2019	Nonprofit Leader	Meeting with Calvin Uzelmeier, Director at Rochester Museum and Science Center	Phone Call	-Supports the idea of an all-girls school. -Create opportunities for real research where students have the ability to identify questions and complete authentic data analysis. -Consider partnerships with Rochester organizations that have STEM programming such as the YMCA, the Zoo, and Science STARS.	-Innova Girls Academy will seek to partner with organizations to enhance the program availability for students. -Innova Girls Academy will provide authentic science learning experience where students will investigate scientific questions.	1 Nonprofit Leader
10/24/2019	Other	Attended New York Charter Schools Conference	Syracuse Marriot Downtown, 100 E Onondaga St, Syracuse, NY 13202	Key Takeaways from the Event: -Leading for Equity: Hiring a diverse staff and developing policies/practice that maintain the staff. Consider equity leadership dispositions that include: personally reflect, model beliefs, personally act,	-Innova Girls Academy seeks to hire a staff with diversity that reflects the diversity of the city of Rochester. -Innova Girls Academy will develop an high-functioning board that will be prepared hold the school accountable	NY Charter School Leaders

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				<p>confront bias, and improve systems.</p> <p>-NYSED Presentation: Importance of “getting results for students who have been written off”. Hispanic students in charter schools are closing the academic gap and achieving the same academic accomplishments as white students in public schools.</p> <p>Quoted John King: “In order for autonomy to be real, the accountability must be real”</p>	<p>to the New York Performance Framework.</p> <p>-Innova Girls Academy will offer a new option for parents in Rochester that believes in the ability of all students to achieve academic excellence.</p>	
10/25/2019	Other	Attended New York Charter Schools Conference	Syracuse Marriot Downtown, 100 E Onondaga St, Syracuse, NY 13202	<p>Key Takeaways from the Event:</p> <p>-Effective Schools have:</p> <ul style="list-style-type: none"> -strong leader with clear, articular vision that focuses on academic growth. -100% of adults are on board with the mission. -Frequent assessments. -Coherent curriculum. -Understand the impact of the school on the labor market. 	<p>-Innova Girls Academy puts the mission at the center of our work. We seek to bring mission aligned individuals onto the staff.</p> <p>-Innova Girls Academy will have daily, weekly, and quarterly assessments that are analyzed to make pedagogical adjustments.</p> <p>-Innova Girls Academy will consider the vertical and horizontal alignment of all curriculum.</p>	

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10/25/2019	Business Owner	Meeting with George Daddis, Vice President	Phone Call	-In support of all-girls model as long as overall number of students served stays the same.	-Innova Girls Academy is proposed to open with a class of 104 students and grow by 52 student each year.	1 Business Owner
10/29/2019	Elected Official	Meeting with Loretta Scott, President, Rochester City Council	Phone Call	-Importance of a diverse and capable staff, particularly one that is focused on STEM. -Students in Rochester lack role models and are in need of more involvement from the community. Consider partnering up with an organization like Pillars of Hope to bring community members into the classroom. -The all-girls concept is phenomenal. -For neighborhoods, consider the 19th Ward or Browncroft Neighborhoods.	-Innova Girls Academy will partner with local STEM companies to bring diverse role models into the classroom as representation of what is possible for our students. -Innova Girls Academy will explore opportunities to be located in the 19th Ward or Browncroft Neighborhoods.	1 Elected Official
10/30/2019	Nonprofit Leader	Meeting with Marie Kamp, Vice President of Programs at Junior Achievement	Phone Call	-Ms. Kamp shared more about the programs offered through the Junior Achievement and opportunities for partnership in the future.	-Innova Girls Academy will teach financial literacy. -Innova Girls Academy will consider partnerships with Junior Achievement to deliver high-quality financial literacy educational experiences for students.	1 Nonprofit Leader

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10/30/2019	Community Member	Meeting with Lori Webster	Phone Call	-Agrees with the importance of getting girls engaged and building identity as learners by the 4th grade.	-Innova Girls Academy will propose a 4th grade start.	1 Community Member
11/4/2019	Business Leader	Meeting with Marcia Turner	Phone Call	-Attended an all-girls school and Wellesley. Believes that all-girls schools allowed her to be successful in her career.	-Innova Girls Academy will increase the number of seats available in an all-girls setting for young women in Rochester charter schools.	1 Business Leader
11/4/2019	Business Leader	Meeting with David Powe, Partner and Lead Consultant	Phone Call	-Interested in the idea of the school and believes that an all-girls school could have a positive impact in the community.	-Innova Girls Academy will provide young women in Rochester with an all-girls opportunity.	1 Business Leader
11/5/2019	Elected Official	Meeting with Phil Rose, Wayne-Fingerlakes BOCES Board of Education Member	Phone Call	-Mr. Rose discussed the importance of Trauma Informed Instructions and Restorative Practices. -Sits on the BOCES Board.	-Innova Girls Academy will train all staff members in Trauma Informed Instruction.	1 Elected Official
11/11/2019	Nonprofit Leader	Meeting with Cati Pulver, Vice President of Junior Achievement	Fuego Coffee: 1 Woodbury Blvd, Rochester, NY 14604	-Suggestion for community engagement to meet parents where they are. This could be at RTS station, R-Centers, etc. -Importance of Workforce Development in Rochester. -Students need structure and	-Innova Girls Academy will engage in community engagement that strives to “meet parents where they are” by participating in large, traditional events and	1 Nonprofit Leader

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				<p>accountability</p> <ul style="list-style-type: none"> -Discussed opportunities for partnerships with Junior Achievement once we are in our first year of operation. 	<p>positioning ourselves at local establishments.</p>	
11/11/2019	Business Leader	Meeting with Alanna Stage	Penfield Starbucks: 1806 Penfield Rd, Penfield, NY 14526	<ul style="list-style-type: none"> -Importance of accountability on the part of the board. -Opportunities to partner with other aligned organizations in Rochester such as the Literacy Volunteers who do work with both English and Digital Literacy. 	<ul style="list-style-type: none"> -The Innova Girls Academy Board will be well-versed in the NYS Performance Framework. -Innova Girls Academy will seek to partner with local, mission-aligned organizations. 	1 Business Leader
11/11/2019	Educator	Meeting with Michael Occhino, Director of Science Education Outreach at the University of Rochester	Phone Call	<ul style="list-style-type: none"> -Importance of developing student's abilities as "Self-Determined" Learners. -Learn from Rochester STEM programs at the public schools such as the Nathaniel Rochester Community School. -In his experience, in co-ed science settings, the boys are more likely to run the experiments while the girls are more likely to pick up the clipboards to record the data. Having a single-gendered settings would allow for opportunities to breakdown 	<ul style="list-style-type: none"> -Innova Girls Academy will seek to increase participation in science for young women by providing them with a single gendered setting. -Innova Girls Academy will develop students as self-regulated learners which includes practices aligned to "self-determination." 	1 Educator

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				the stereotypes and give young women more real-life science experiences.		
11/11/2019	Business Leader	Meeting with Elizabeth Young	Phone Call	-Supports the idea of an all-girls school. -Would like to see improvements to the options for parents who live in Rochester.	-Innova Girls Academy would increase the options that Rochester parents have available for their students.	1 Business Leader
11/12/2019	Nonprofit Leader	Attended the Urban League "Not Your Average Luncheon"	Riverside Convention Center: 123 E Main St, Rochester, NY 14604	Themes from the event: -Importance of increasing literacy throughout the city. -Importance of collaboration between organizations for increased impact.	-Innova Girls Academy will prioritize literacy in the 4/5th grade to ensure students are on or above grade level by the 6th grade.	1 Nonprofit Leader
11/12/2019	Business Leader	Meeting with Stephanie Woodward	Phone Call	-Importance of helping students with disabilities feel empowered to be innovative in order to develop technology for people who experience similar disabilities.	-Innova Girls Academy will be prepared to help students with disabilities flourish and demonstrate similar academic and personal growth to their general education peers.	1 Business Leader
11/12/2019	Business Leader	Meeting with Toni Spina, CPA	Bailey, Carr & Co: 2565 Brighton Henrietta Town Line Rd,	-Importance of teaching students financial literacy. -In support of an all-girls school model. Girls need more opportunities to excel in STEM. -Would be interested in	-Incorporation of financial literacy into once a week "Life Skills" elective. -Innova Girls Academy will breakdown stereotypes in STEM.	1 Business Leader

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			Rochester, NY 14623	running Leadership Development programming with Innova girls Academy.		
11/13/2019	Business Leader	Meeting with Linda Kennedy	Phone Call	-Linda supports the idea of Innova Girls Academy and would be willing to help connect us with accounting services in Rochester.	-Innova Girls Academy will increase the number of seats available for girls in Rochester charter schools.	1 Business Leader
11/13/2019	Business Leader	Meeting with Michele Mosca	Phone Call	-One daughter is attending Mercy, another daughter attends Penfield Public school. Michele recognizes that different students need different settings to learn. She appreciates that she has the ability/access to an all-girls school for one daughter. -Supports the idea of increasing all-girls options for young women in Rochester-particularly for parents who may not have access to Mercy (private all-girls school).	-Innova Girls Academy will increase the number of seats available for girls in Rochester charter schools.	1 Business Leader
11/13/2019	Business Leader	Meeting with Jennifer Brenner	Village Bakery: 145 Culver Rd, Rochester, NY 14620	-Importance of ensuring all girls have access to the school. -Teaching entrepreneur skills -Ensuring that students	-As a public school, all students in Monroe County would be eligible enter the Innova Girls Academy lottery.	1 Business Leader

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				understand the real-life impact of what they are learning.		
11/14/2019	Community Members	Parent Focus Group #1	183 East Main St, Rochester, NY 14604	<p>Engaged 5 parents a Parent Focus Group Discussion. Feedback from the discussion includes:</p> <ul style="list-style-type: none"> -Hire a parent advocate: ensure that this role has autonomy over the ways in which their role sits between families and the school. -Implement a curriculum that engages students and connects classroom content to the world around them. -Hold parents accountable - ensure that parents know that they are part of the community, have a voice, and understand the expectations from the beginning of the school year. 	<ul style="list-style-type: none"> -Innova Girls Academy will implement problem-based learning projects. -Innova Girls Academy will have a parent orientation to share the expectations for parents from each year. 	5 Community Members
11/14/2019	Nonprofit Leader	Meeting with The Children's Agenda: Jackie Cambell, Director of Roc The Future and Larry Marx, CEO	Children's Agenda Office: 1 S Washington St #120, Rochester, NY 14614	<ul style="list-style-type: none"> -Importance of engaging parents and families before the school opens: Position parents as decision makers. -Consider meeting with Faith-Based organizations to continue community 	-Innova Girls Academy has and will strive to position parents as decisions makers throughout the community engagement, implementing feedback that is aligned to the mission of the school.	1 Nonprofit Leader

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
		of The Children's Agenda		engagement. -Ensure that teachers understand or have access to training in Culturally Relevant Pedagogy.		
11/14/2019	Business Leader	Meeting with Jodell Raymond, Adjunct Professor	Phillips European: 26 Corporate Woods, Rochester, NY 14623	-Students need to build strong foundations in literacy and math to be prepared for community college. -Suggestions of politicians to connect with to continue sharing the concept of Innova Girls Academy.	-Innova Girls Academy students will have double time in math and literacy to ensure all students are on or above grade level.	1 Business Leader
11/14/2019	Community Member	Meeting with Sandra Williams	Law Library: 50 East Ave Rochester, NY 14604	-Importance of structure to create an academic culture at the school. -Students should be proud to be Innova Girls Academy students. They should wear the uniform proudly.	-Innova Girls Academy will develop structures to promote consistency and urgency throughout the school day. -Innova Girls Academy students will wear uniforms.	1 Community Member
11/14/2019	Community Members	Hosted a table near the Regional Transit Service Center	60 St Paul St, Rochester, NY 14604	-Distributed flyers and shared more about Innova Girls Academy with individuals commuting home from work in the evening. -General, positive support for Innova Girls Academy.	-NO ACTION TAKEN.	19 Community Members

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11/18/2019	Community Member	Meeting with Chris Fogarty	Pittsford Starbucks: 24 State St, Pittsford, NY 14534	-Believes that there should be increased school options for parents that live in Rochester.	-Innova Girls Academy will increase the number of options available for Rochester parents.	1 Community Member
11/18/2019	Business Leader	Meeting with Shelby George	Victor Starbucks: 200 High Point Drive, Victor, NY 14564	-Importance of building connections throughout Rochester to network and build a strong base of support for Innova Girls Academy.	-Innova Girls will seek to build a strong network of support throughout our community engagement.	1 Business Leader
11/18/2019	Business Leader	Meeting with Jonathan Nwagbaraocha	Equal Grounds: 750 South Ave, Rochester, NY 14620	-Discussed ways in which Innova Girls Academy will support student subgroup populations such as students with Special Learning Needs and English Language Learners.	-Innova Girls Academy is committed to ensuring that all students are successful, including students with learning disabilities and ELL/MLLs.	1 Business Leader
11/18/2019	Nonprofit Organization	Attended Event: Introduction to Addressing Structural Racism, Shared Innova Girls Academy with 3 Nonprofit Leaders	Brue Coffee, 960 Genesee St, Rochester, NY 14611	-80% of the children living in poverty in Rochester are living in single-family homes. -Importance of understanding the systems that perpetuate poverty in Rochester: example, housing polices.	-Innova Girls Academy will continue to seek to understand the lived experiences of students in Rochester that are living in poverty.	3 Nonprofit Leaders

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11/19/2019	Business Leader	Meeting with Lori Webster	Spot Coffee: 200 East Ave, Rochester, NY 14604	-Look up the speaker "Lisa Nicholes" who published "Motivating the Teen Spirit" which could be a useful resource for helping shift from fixed to growth mindsets for students.	-Innova Girls Academy will research the work of Lisa Nicholes.	1 Business Leader
11/20/2019	Nonprofit Organization	Meeting with Rochester Makerspace President, David Duckles	Rochester Makerspace: 850 St Paul St, Rochester, NY 14605	-The organization seeks opportunities to connect with more schools in the neighborhood to complete more youth programming. Could work as a partnership for Innova Girls Academy for future community engagement events.	-Innova Girls Academy will consider opportunities to host community engagement with the Rochester Makerspace	1 Nonprofit Leader
11/20/2019	Business Leaders	Meeting with Robert Poltrino	Phone Call	-Rob believes that more technology resources should be shared with Rochester students.	-Innova Girls Academy will seek to utilize local nonprofits in order to increase the technology available for their students.	1 Business Leader
11/20/2019	Nonprofit Leader	Meeting with Barbara Pierce, Chief Development Officer at The United Way	Phone Call	-Strive to understand the people that you are serving by engaging with the community. -Hold and share a growth mindset, understanding that we are doing something new and will need to convince	-Innova Girls Academy will continue to seek to understand the lived experiences of students in Rochester that are living in poverty. -Innova Girls Academy will	1 Nonprofit Leader

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				<p>others that this idea will have a positive impact.</p> <p>-In support of an all-girls school: We often focus on boys in the city but need more programming to build strong women.</p> <p>-Consider what data can be shared from year to year to demonstrate that the program has the impact that was promised to the community.</p>	<p>be as transparent as possible when sharing data with the community about the impact of our programming.</p>	
11/20/2019	Business Leader	Meeting with Robert Cain, Senior Developer	Phone Call	<p>-Ensure that people in the community have input into development of the school to create something that is a reflection of the community and has the buy-in from the community.</p>	<p>-Innova Girls Academy will strive to co-create a school with the community to ensure that the school design authentically reflects the community.</p>	1 Business Leader
11/21/2019	Nonprofit Organization	Attended the "State of the Children's Address", Shared Innova Girls Academy concept with 9 nonprofit leaders	Holiday Inn Rochester: 70 State St, Rochester, NY 14614	<p>-Keynote Speaker: Tafona Ervin from the Tacoma Foundation to talk about how to improve outcomes from school districts.</p> <p>-Attended "Family and Community Engagement" Breakout Session. Feedback from this session includes:</p> <p>-Establish school-based planning teams.</p>	<p>-Innova Girls Academy will strive to find unique ways to engage parents, including home visits, parent orientations, monthly family activities, and weekly phone calls/emails by advisors.</p>	9 Nonprofit Leaders

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				-Realize that non-traditional relationships may be important to students as family. Example: The neighbors may have played a large role in the child's upbringing and could be a representative as at a Family Conference if the parents were unable to attend.		
11/21/2019	Educator	Meeting with Michael O'Brien	Fuego Coffee: 1 Woodbury Blvd, Rochester, NY 14604	-Importance of strong operational staff that will be able to keep track of all materials needed for year to year reporting.	-Innova Girls Academy will hire a back-office provider to assist in the daily accounting and the financial reporting for the first five years of operations.	1 Nonprofit Leader
11/21/2019	Educator + Community Member	Exploration Charter School: Family Night	Exploration Charter School	-Shadowed the Parent/Family Coordinator. -Strong sense of family in the community- evident from conversations between families, students, and teachers. -Keep planning for events organized to help with the flow of parents from station to station.	-Innova Girls Academy will consider modeling similar Family Engagement nights to bring the school community together.	1 Educator and 4 Community Members

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
11/22/2019	Community Member	Meeting with Kimberly Russell	72 Charlotte Street, Rochester 14607	-Consider downtown as a location for the school. -Other possible school locations: Bull's Head - Genesee/West Main Building at North/University Building at Chestnut	-Innova Girls Academy will consider downtown locations for the school.	1 Community Member
11/22/2019	Community Member	Hosted a Table as a Volunteer at STEM Fair	Riverside Convention Center: 123 E Main St, Rochester, NY 14604	-No input received. -Worked at a table and spoke to many students and teachers at the table.	-NO ACTION TAKEN.	5 Educators
11/22/2019	Business Leader	Meeting with CaTyra Polland	Virtual Call	-CaTyra shared interest in supporting the school. Strong support for all-girls school given the importance of creating more all-girls seats available in a single gender setting.	-Innova Girls Academy will increase the number of seats available for girls in Rochester charter schools.	1 Business Leader
11/22/2019	Business Leader	Meeting with Robert Poltrino, Senior Facilities Technician at Datto	Datto Offices: 1 S Clinton Ave Suite 1300, Rochester, NY 14607	-Importance of an all-girls STEM school in order to diversify tech offices like Datto. -Should consider options to partner with organizations/foundations that	-Innova Girls Academy will increase the number of young women who will have access to strong STEM foundations.	1 Business Leader

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				provide tech resources to nonprofits.		
11/22/2019	Community Members and Families	Hosted a table at the Flint Street R-Center Thanksgiving Dinner.	Flint Street R-Center: 271 Flint St, Rochester, NY 14608	<p>Themes from community member feedback:</p> <ul style="list-style-type: none"> -More opportunities for young women to engage in STEM. -Increase, higher-quality options for parents in Rochester. -Parents are not satisfied with education options currently in Rochester. 	-Innova Girls Academy will increase the number of options available for Rochester parents.	31 Community Members
11/23/2019	Community Member	Parent Focus Group #2	Gleason Auditorium, Rochester, NY	<ul style="list-style-type: none"> -Parents shared their interest in and support of Innova Girls Academy. -Believe that more girls in Rochester should have access to an all-girls setting in which to build confidence and STEM foundations. -Consider how we can learn from what other charter schools are doing. One parent's daughter attends Rochester Prep and is very happy with rigorous expectations. 	<ul style="list-style-type: none"> -Innova Girls Academy will increase the number of seats available for girls in Rochester charter school, single gender settings. -Innova Girls Academy will draw on the best practices of charter schools in, and outside, of Rochester to develop instructional and organizational practices that have a demonstrated track record of success for similar populations of students. -Innova Girls Academy will use an extended school day model to increase the time 	4 Community Members

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				-Questions around extracurriculars: will the school have sports, clubs, etc. -Support for extended day, particularly if it includes opportunities for extracurriculars in the afternoon.	that students have to engage in rigorous lessons and have opportunities to take elective classes.	
11/25/2019	Community Member	Meeting with Andre Lindsay	Virtual Call	-Believes in increasing high-quality options for parents in Rochester.	-Innova Girls Academy will increase the number of options for parents in Rochester.	1 Community Member
11/26/2019	Business Leader	Meeting with Jenn Brake	Spot Coffee: 200 East Ave, Rochester, NY 14604	-Consider the way to incorporate creativity in STEM education. -Social Media idea: Blog Posts from STEM leaders in the community. -Connect with the Rochester Downtown Development.	-Innova Girls Academy will seek to allow student creativity to thrive into cross-curricular learning projects.	1 Business Leader
11/27/2019	Business Leader	Meeting with Kim Browning, Chief of Staff at Tabula Rasa Health Care	Fuego Coffee: 1 Woodbury Blvd, Rochester, NY 14604	-Importance of teaching empathy to encourage the young women to support one another. -Work to increase parent advocacy and partnership in order to strengthen the school community.	-Innova Girls Academy will build a culture that is centered on the CREATE values: Curiosity, Resourcefulness, Empathy, Accountability, Tenacity, and Enthusiasm.	1 Business Leader

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
11/27/2019	Business Leader	Meeting with Abby Rienhard, Founder and CEO of GP Flooring	GP Flooring Solutions: 32 Marway Cir, Westgate, NY 14624	-Reference the research done by Larry Summers in stereotype threat. -Importance of sharing a clear message with the community about the potential for impact for the STEM focus for girls.	-Innova Girls Academy will seek to dismantle stereotype threat for young women in STEM.	1 Business Owner
12/2/2019	Community Members and Families	Hosted a table at the Northwest Family YMCA Holiday Craft Fair	Northwest Family YMCA: 730 Long Pond Rd, Rochester, NY 14612	-Table Set-Up at the Holiday Craft Fair. Spoke with 22 different community members over the course of the evening. -General Themes from input: - Parents from the suburbs are satisfied with the education their students are receiving, stark contrast to parents with students in city schools. -Importance of increasing opportunities for young women to engage in STEM foundations.	-Innova Girls Academy will seek to increase school options in the city such that parents are able to be satisfied with their student's education without needing to move to the suburbs.	22 Community Members
12/3/2019	Elected Official	Participated in the Mayor's Book Club	30 Church St, Rochester, NY 14614	-Participated in the book club event with other attendees. Attendees include, Justin Roj - Director for the Bureau of Communications and Special Events, Patricia Uttaro - Director of Rochester Public Libraries, and Mayor	-Lead Founder reached out to Mr. Roj and Mayor Warren to set up opportunities to share more about Innova Girls Academy and seek feedback for the school design.	1 Elected Official and 3 staff members

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				Lovely Warren. -Shared design of the school with Mayor Warren who wanted to hear more and would like to meet.		
12/3/2019	Nonprofit Organization	Meeting with Girls Scouts of Western NY - Melanie Bloodworth and Yvelisse Gray	1000 Elmwood Avenue, Door 9 Rochester, NY 14620	-Discussed the 90 new STEM badges with a STEM focus as using STEM as a way to be a helper. -Girl Scouts in Western NY covers 9 different counties and serves 15,000 students. -The Girl Scouts partners with Rochester schools for elective and after-school programming. -Opportunity to partner further with GSWNY to strengthen the all-girls programming.	-Innova Girls Academy Lead Founder will volunteer with the Girl Scouts to increase STEM programming. -Innova Girls Academy will meet with the President of GSWNY to further discuss partnership opportunities.	2 Nonprofit Leaders
12/3/2019	Educator	Meeting with Virginia Gordon	Phone Call	-Retired from RCSD recently due to frustration with decisions that were being made at the executive level in the District. -Focus on developing a strong culture from the start to build the foundation of the school. - Importance of building trust. -	-Innova Girls Academy will use an advisory system to ensure that every student has a key adult in the building that they can trust and meet with on a regular basis.	1 Educator

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				"Students need the opportunity to be awesome."		
12/4/2019	Business Leader	Meeting with Robert Cain	Fuego Coffee: 1 Woodbury Blvd, Rochester, NY 14604	-Believes in the school model as directly responding to a need in the workforce of Rochester to develop and include more diversity from the population of Rochester.	-Innova Girls Academy will benefit the Rochester workforce by increasing the number of young women with strong foundations in STEM.	1 Business Leader
12/6/2019	Business Leader	Meeting with Danielle Raymo, Founder of Rochester Brainery	Phone Call	-Discussed opportunities for Innova Girls Academy to host classes during our Founding Year at The Brainery - a community space that offers affordable classes on a weekly basis.	-Considering hosting events at The Brainery.	1 Nonprofit Leader
12/9/2019	Nonprofit Organization	Meeting with Jill Freeman and Jason Peppers, Rochester Makerspace Board Members	Spot Coffee: 200 East Ave, Rochester, NY 14604	-Discussed the importance of having a diverse board and a diverse steering committee if you want your organization to serve a diverse community. -The Makerspace is seeking to expand their impact to the surrounding community.	-Innova Girls Academy is developing a board that reflects the diversity of the city of Rochester.	2 Nonprofit Leaders
12/9/2019	Community Member	Meeting with Michele Mosca	Penfield Starbucks: 1806 Penfield Rd, Penfield, NY 14526	-Discuss the challenging education landscape in Rochester and need for additional options that better	-Innova Girls Academy will increase the number of charter school seats available for students in Rochester.	1 Community Member

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				serve the needs of students who have grown up in poverty.		
12/9/2019	Community Member	Meeting with Rida Waqas	12 Corners Starbucks: 1914 Monroe Ave, Rochester, NY 14618	-Importance of supportive staff that is diverse. -Make the learning more permanent by giving students ways to apply their learning in the world around them.	-Innova Girls Academy will seek to hire a diverse teaching staff. Innova Girls Academy will partner with local universities to create a pipeline of diverse teachers. Innova Girls Academy will seek to create a professional teaching environment that fosters collegial support and encourages teacher retention.	1 Community Member
12/9/2019	Nonprofit Leader	Meeting with Ashley Campbell, Founder of Ballet Afrikana	McDonalds: 820 Culver Rd, Rochester, NY 14609	-Discussion of the number of parents who are homeschooling their students: Consider how to ground students in their own culture during the school day. -Opportunities for partnership to outreach to parents of her students at Ballet Afrikana.	-Innova Girls Academy will train all staff members in the practices of Culturally Responsive Teaching. -Innova Girls Academy will host a Parent Focus group at the upcoming Ballet Afrikana class.	1 Nonprofit Leader
12/10/2019	Community Members and Families	Parent Focus Group #3 - Meeting at Ballet Afrikana	Ballet Afrikana: 1024 Garson Ave,	-Shared concept of Innova Girls Academy with 5 parents and 6 students. During the Ballet class, discussed the ideas with	-Innova Girls Academy will seek to hire a diverse teaching staff. -Innova Girls Academy will	5 Parents 6 Students

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			Rochester, NY 14609	4 of the parents. -Feedback from the parents included a strong focus on hiring a diverse teaching staff. -Additionally, we discussed how to hold high expectations for all children and ensure that students in the middle range of academic performance do not fall "through the cracks" but still get the individualized attention needed for academic success.	provide individualized learning opportunities to all students, not just those that are struggling in academic performance.	
12/11/2019	Elected Official	Meet and Greet with City Commissioner for the Department of Environmental Services.	The Hideaway: 199 Park Ave, Rochester, NY 14607	-Introduced to the City Commissioner and his staff. Shared concept for Innova Girls Academy. -The Commissioner is excited about encouraging young women to engage in STEM and leadership roles. Shared the efforts that his office has made to increase the number of women in leadership roles.	-Innova Girls Academy will strive to continue to increase the number of women in leadership positions throughout Rochester through leadership development.	1 Elected Official and 8 Staff Members
12/11/2019	Educator	Meeting with Virginia Gordon	The Hideaway: 199 Park Ave, Rochester, NY 14607	-Discussed the importance of providing students with consistency throughout the school day/year and build	-Innova Girls Academy will strive to create consistency from day to day with routines and systems that	1 Educator

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				strong relationships with students.	streamline the lived experience at Innova.	
12/11/2019	Educator	Meeting with Jeanne Strazzabosco	Victor Starbucks: 200 High Point Drive, Victor, NY 14564	-Shared concept of Innova Girls Academy. Jeanne is in support of a new school that will provide students opportunities for a higher-quality education than what is currently available. -Suggested reaching out to YMCAs to set up times to engage the YMCA communities to get feedback on the school design.	-Innova Girls Academy Lead Founder will reach out to local YMCAs for opportunities in community engagement.	1 Educator
12/11/2019	Community Members	Attended ROC Music Concert	Gantt Recreation Center: 700 North St, Rochester, NY 14605	-Share Innova Girls Academy with three families at the ROC Music Concert. Positive response from all families who are excited about the possibility of a new school option in Rochester.	-NO ACTION TAKEN.	Spoke with 3 Families
12/12/2019	Business Leader	Meeting with Danielle Raymo, Founder of the Rochester Brainery	The Brainery: 176 Anderson Ave F109, Rochester, NY 14607	-Danielle shared information about how to set-up a class through The Brainery or rent the space to host an educational session for the community.	-Lead Founder considered options for hosting events with The Brainery.	1 Business Leader

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
12/12/2019	19th Ward Community Delegates	Attended and presented 19th Ward Delegates Meeting	Arnett Library: 310 Arnett Blvd, Rochester, NY 14619	-Shared Innova Girls Concept with 16 Delegates at the 19th Ward Community Meeting. -General positive support, particularly for the all-girls component of the school design. -Questions about whether current RCSD teachers who are impacted by mid-year cuts could be hired by Innova Girls Academy.	-Innova Girls Academy would not be able to currently hire any teachers who may be experiencing a mid-year cut. -Innova Girls Academy will continue to seek feedback from community members in the 19th Ward in an effort to co-create a school that is uniquely positioned to meet the needs of its neighborhood.	16 19th Ward Delegates
12/13/2019	Community Members	Meeting with Miranda Heyward	1 Woodbury Blvd, Rochester, NY 14604	-Believes in the importance of high quality and engaged teachers.	-We will hire high-quality teachers who engage in more than a month of professional development throughout the school year.	1 Community Member
12/13/2019	Community Members	Meeting with Renee Cleare	1 Woodbury Blvd, Rochester, NY 14604	-Jumped around from many Rochester City School District schools when she was growing up. Ended in a suburban school. -Believes that there is too large a gap between the quality of suburban education and urban education. -"This school feels like hope."	-Evaluate quality of suburban schools and consider the differences between suburban and urban programs.	1 Community Member

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12/13/2019	Community Member	Meeting with Maria Cruz	1495 East Ridge Road, Rochester, NY 14621	-Parent of two students who attend Rochester charter schools. -Focus on resources available for Special Education.	-Evaluate the resources available from the District.	1 Community Member
12/14/2019	Community Members and Families	Hosted a table at WDKX STEP JAM	100 Exchange Boulevard, One War Memorial Square, Rochester, NY 14614	Themes from the 120 families we met and heard from at the event: -Diversity of Teaching Staff -Families are not satisfied with current options in Rochester. -Families want to see increased math/literacy scores. -Increase communication with families. -Incorporate Financial Literacy	-Innova Girls Academy will engage in weekly communication with families through the advisory system. -Innova Girls Academy will provide opportunities for students to learn financial literacy. -Innova Girls Academy will focus in Lower Academy on the remediation of literacy and math foundational skills.	120 community members
12/16/2019	Educator	Meeting with Barbara Zelazny, Principal of Young Women's College Prep	133 Hoover Dr, Rochester, NY 14615	-Meet with the Student Leadership Network. -Critical to develop a well-rounded understanding of the New York State Performance Framework. -Consider the grade span and when a parent may be interested in moving a child	-Set-up meeting with Laura Rebell Gross from the Student Leadership Network. -Included an overview of the Charter School Performance Framework in each board meeting, assigning key Board	1 Educator

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				from a district to charter school.	Members for each performance indicator.	
12/16/2019	Community Members and Families	Hosted a table at the Maplewood YMCA, Distributed flyers, collected surveys, and petition signatures	25 Driving Park Ave, Rochester, NY 14613	Themes from the 64 families we heard from at the events: - General support and excitement for all-girls and STEM opportunities. -Importance of ELL programming for students that are learning English as a Second Language. -Diversity of the teaching staff. -Increased quality of academics.	-Innova Girls Academy will provide excellent student outcomes through rigorous instruction in an environment that increasing opportunities for girls in STEM. -Innova Girls Academy will hire staff and provide training to support ELL/MLL students.	-64 Community Members -54 surveys collected, 10 are age eligible
12/17/2019	Elected Official	Meeting with Jose Peo, Rochester City Council Member representing the Northwest Quadrant	1 Woodbury Blvd, Rochester, NY 14604	-Believes that the Northwest needs a school like this; -Two All-Boys schools are in the Northwest, it could make sense for families to have an all-girls school in the Northwest as well. -Suggestion to meet with Many Neighbors Building Neighborhoods.	-Innova Girls Academy will reach out to present at the Charlotte Neighborhood Association and Many Neighbors Building Neighborhoods. -Innova Girls Academy will consider locating in the Northwest quadrant of the city.	1 Elected Official
12/17/2019	Community Members and Families	Hosted Parent Focus Group #4 and a Student Focus Group	Maplewood Community Library 1111 Dewey Ave,	Themes from the Parent and Students Focus Groups: -Opportunities for students to	-Innova Girls Academy will consider partnering with organizations to support girl-centered programming.	-5 Parents Attended -5 Student Attended

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			Rochester, NY 14613	build their confidence in the classroom. -More field trips. -Financial Literacy.	-Incorporation of financial literacy into once a week "Life Skills" elective.	-3 Surveys collected
12/17/2019	Elected Officials	Attended December City Council Meeting	30 Church St, Rochester, NY 14614	-Consider opportunities for partnerships with the Many Neighbors Building Neighborhoods Community Organization	-Schedule with president of MNBN to be added to the agenda for the Feb meeting of MNBN.	1 Elected Official
12/19/2019	Business Leaders	Meeting with CPA's from Freed Maxick	Village Bakery: 145 Culver Rd, Rochester, NY 14620	-Discussed options for back office provided support from Freed Maxick.	-NO ACTION TAKEN	2 Business Leaders
12/19/2019	Community Members and Families	Hosted table at Exploration Charter School December Family Night	Barnes and Noble - 330 Greece Ridge Center Dr, Rochester, NY 14626	Themes from the 31 families we spoke with: -Positive response to STEM and all-girls. -Ensure there are opportunities for leadership development. -Families at the elementary charter are looking for additional middle school charter school options.	-Innova Girls Academy will increase the number of middle school seats available for students in Rochester. -Innova Girls Academy will have leadership development through our SEL programming and Core Values.	31 surveys collected of which 13 are age eligible
12/22/2019	Educator	Laura Rebell Gross, Founder of Young Women's	Phone Call	-Invitation to attend the Young Women's Leadership Network events in Texas. -Invitation to visit The Young	-Innova Girls Academy seek opportunities to partner with YWLN in the future. -Innova Girls Academy Lead	1 Educator

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		College Prep and current Managing Director of Girls' Education at the Student Leadership Network		Women's Leadership Network schools in NYC. -Consider opportunities for partnership with YWLN for support as an all-girls school through the Student Leadership Network.	Founder will visit YWLN school's in NYC.	
1/3/2020	Nonprofit Leader	Shirley King, Founder of Women's Giving Circle	Canaltown Coffee Roasters: 1805 East Ave C, Rochester, NY 14610	-Disappointed with the current outcomes for education in Rochester - the system needs something new. -Supports the idea of a new all-girls school in Rochester.	-Innova Girls Academy will exercise the charter school autonomy to implement an innovative model that allows for improved educational outcomes for students.	1 Nonprofit Leader
1/3/2020	Community Member	Jamila Smith, Workforce Development Manager Finger Lakes Performing Provider System	Starbucks, 1914 Monroe Ave, Rochester, NY 14618	-Believes that this school needs to exist for students in Rochester. -Had to advocate for her son, who has an IEP, and worries about parents who are not able to advocate in the same way.	-Innova Girls Academy will empower parents as advocates for their students through weekly communication and monthly training.	1 Community Member
1/6/2020	Business Leader	Andria Langston, Director at WDKX	WDKX Offices: 683 East Main St. Rochester, NY 14605.	-In strong support of an all-girls school. -Has ideas for ways in which Innova Girls Academy can partner with WDKX for	-Innova Girls Academy will work with WDKX for community engagement and outreach.	1 Business Leader

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				community engagement and outreach.		
1/6/2020	Educator	Lindsay Haldeman, Vice President of Achievement Network, New England	Spot Coffee: 200 East Ave, Rochester, NY 14604	-Believes that assessment and rigor can exist in a culturally-responsive school. -Understands that strong leadership is crucial for the success of any school.	-Innova Girls Academy will ensure a strong leadership team. -Innova Girls Academy believes that all students have access to rigorous instruction and will utilize assessment to understand student performance to provide appropriate supports for students.	1 Educator
1/6/2020	Community Member	Parent Focus Group #5 - 5 Community Members in Attendance	Phillis Wheatley Community Library: 33 Dr Samuel McCree Way, Rochester, NY 14608	Themes from the event: -Importance of character development and Social Emotional Learning lessons -Importance of engaging teachers who spark student interest. -Financial Literacy -Culturally Relevant Pedagogy	-Innova Girls Academy will provide opportunities for students to engage in financial literacy instruction. -Innova Girls Academy will train all teachers in CRP. -Advisory will allow for SEL, which will also exist throughout the school day.	5 Community Members
1/7/2020	Nonprofit Organization	Meeting with the Girl Scouts to Discuss Potential School Based Partnership,	1000 Elmwood Avenue, Door 9 Rochester, NY 14620	-Opportunity for Innova Girls Academy to become a "Girl Scouts School." -Alignment between science and computational thinking with the STEM programming at	-Innova Girls Academy will pursue opportunities to partner with the Girl Scouts -The Girls Scout program directly aligns to the STEM and Leadership key design	3 Nonprofit Leaders

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		Alison Wilcox, Blair Yaiser, and Melanie Bloodworth		<p>the Girl Scouts.</p> <ul style="list-style-type: none"> -Girl Scouts programming has a focus on hands on activities and representation of women in STEM. -Strong community connections through the Girl Scouts programming. -Use of the summer camp/outdoor education. -Sisterhood development to develop a sense of community engagement and ownership. -Leadership Journeys allow young women to implement solutions to problems identified in the community. -80% of female in tech leadership roles were girl scouts. -Journeys are aligned to standards and learning connections. -There are badges connected to civics. -Next steps: Outline partnership and consider how to formalize. 	<p>elements at Innova Girls Academy</p> <ul style="list-style-type: none"> -Working with the Girl Scouts will provide access to all-girls programming with a track record of success for more than 100 years of work in Western New York. 	

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1/9/2020	Educator	Meeting with Sophia Amaxapoulos	Phone Call	<ul style="list-style-type: none"> -Developed a STEM Summer camp. -Believe in the importance of balancing explicit teaching with inquiry based access to content. -Important to incorporate a Life Skills Curriculum for students (doing taxes, laundry, etc). 	-Innova Girls Academy will develop inquiry based opportunities for students to problem solve in the classroom.	1 Educator
1/14/2020	Community Member	Meeting with Aliana Wong-Canissario	Phone Call	<ul style="list-style-type: none"> -Supports the school mission because it centers on building strong women. -Consider how different businesses are marketing STEM to girls. For example, Barbie STEM doll. 	-Innova Girls Academy will ensure that more young women have access to STEM programming.	1 Community Member
1/15/2020	Educator	Meeting with Lauren Koelbl	Phone Call	<ul style="list-style-type: none"> -Believes in helping young women overcome stereotype threat to pursue high paying careers in STEM. 	-Innova Girls Academy will ensure that more young women have access to STEM programming.	1 Educator
1/16/2020	Educator	Meeting with Lauren Calig, Director of Multicultural Curriculum	Phone Call	<ul style="list-style-type: none"> -Expert in Diversity, Equity, and Inclusion work as schools: -Affinity groups for teachers. -Curriculum for Teaching Perspective. -9 Grade Elective for Teaching Perspective, once every 8 days, 	-Innova Girls Academy will seek to replicate the best practices of schools across the country to focus on relevant Diversity, Equity, and Inclusion in order to foster a school culture that	1 Educator

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				<p>all students take it and its a month-long course.</p> <ul style="list-style-type: none"> -Meeting with Department Chairs to Look at Curriculum Choices. -Living the mission of the school through partnerships 	is welcoming and affirming to all.	
1/16/2020	Educator	Meeting with Kathy Sansocie Hoppe, Owner of STEMisED	Phone Call	<ul style="list-style-type: none"> -Believes in the importance of project-based learning and connecting students to problem solving through simulation in the classroom. 	-Innova Girls Academy will develop inquiry-based opportunities for students to problem solve in the classroom.	1 Educator
1/16/2020	Educator	Meeting with Danielle Ouillette	Starbucks, 1806 Penfield Rd, Penfield, NY 14526	<ul style="list-style-type: none"> -Importance of focusing on teacher development that blends the following: implicit bias training, teacher practice, and data analysis ensuing that there is a clear connection. -Look to Buffalo schools to see examples of project based learning. -Importance of individualized support. 	<ul style="list-style-type: none"> -Innova Girls Academy will seek to hire mission aligned teachers that push students for academic growth. Staff members will have ongoing professional development to develop techniques for building strong classroom culture. -Innova Girls Academy will use a two teacher model in each classroom to increase opportunities for individualized learning. 	1 Educator

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
1/18/2020	Community Members	Attended 19th Ward Dr. Martin Luther King Community Celebration	Arnett Branch Library: 310 Arnett Blvd, Rochester, NY 14619	-Shared information with Zola Brown, president of the 19th Ward Neighborhood Association on the school model.	NO ACTION TAKEN.	1 Community Leader
1/18/2020	Community Members	Hosted Table at MLK Songfest 2020	Aeon Baptist Church, 175 Genesee Street, Rochester, NY 14611	-Spoke with 10 community members to share Innova Girls Academy. -Feedback received: Hire a diverse teaching staff, ensure that students have opportunities to build relationships with teachers, consider how to work with churches to share more about Innova Girls Academy	-Innova Girls Academy will outreach to churches to share about our program and receive feedback from church groups. -Innova Girls Academy will seek to hire a diverse teaching staff.	10 Rochester Community Members
1/19/2020	Educator	Meeting with Veronica Vargas	Spot Coffee: 200 East Ave, Rochester, NY 14604	-Believes in school choice as a way for parents to make a decision for their students that makes the most sense for each student. Sent son to University Prep for Young Men and believes that his experience here led to his success in college.	-Innova Girls Academy will increase the number of charter school seats available for students in Rochester.	1 Educator

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1/19/2020	Community Members	Hosted table at "I Had a Dream Poetry Event"	204 N Water Street, Rochester, NY 14604	-Collected 59 surveys from community members. Themes from this feedback include: -Inclusive and safe classrooms. -Bringing role models into the classrooms for students.	-Innova Girls Academy will have structured classrooms and a school wide behavior management system that ensures our classrooms are safe and productive places.	59 Community Members
1/20/2020	Community Members	Attended MLK Day 2020	Kodak Hall at Eastman Theatre, 20 Gibbs Street, Rochester, NY 14604	No input received.	NO ACTION TAKEN.	
1/21/2020	Educator	Meeting with Kimberly Fluet, Associate Director of Science Education	Phone Call	-Important to consider the relationships between administrators, teachers, and students. -This must be a focus of the hiring process. -Important to understand the new science standards and to be creative about implementation.	-Innova Girls Academy will utilize and teach the Next Generation Science Standards. -Innova Girls Academy will create opportunities for teachers to be empowered at leaders in decision making at the school.	1 Educator
1/23/2020	Educator	Meeting with Linda Dickey, Chair at Leadership Institute at Our Lady of Mercy	Phone Call	-Worked in district, public schools for 22 years – now working at all-girls private school. -Inspired by the all-girls school model at Our Lady of Mercy	-Innova Girls Academy will increase the number of seats available in a single gender setting for girls in Rochester. -Innova Girls Academy will	1 Educator

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				and believes that more girls should have access to single gender programming. -Noted that there are many options for all-boys schools in the city but fewer for all-girls.	seek to learn from the best practices of single gender schools in Rochester.	
1/23/2020	Educator	Meeting with Kristen Driskill, Chair of Department of Teacher Education	Phone Call	-Discussed the teacher pipeline in Rochester. -Consider pathways to teaching programs. -Universities in the area are working to increase the diversity of their teaching staff but this is an area of growth for most Rochester schools.	-Innova Girls Academy will seek to hire a diverse teaching staff. -Innova Girls Academy will partner with local universities to create a pipeline for teachers to move from college to careers at Innova Girls Academy.	1 Educator
1/23/2020	Educator	Meeting with Connie Lucchese, Curriculum and Instructional Specialist	Phone Call	-Former principal at University Prep for Young Men. -Has seen that families in Rochester are invested in single gendered options for students. -Consider how to hook girls into the program and use this as a marketing technique for families and students.	-Innova Girls Academy will increase the number of seats available in a single gender setting for girls in Rochester charter schools.	1 Educator
1/24/2020	Elected Official	Meeting with Mary Lupien,	Phone Call	-Important to recognize the trauma that students are	-Innova Girls Academy will train all staff members in	1 Elected Official

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
		City Council Member Representing East District		<p>bringing into the classroom, students behind, lack of support in specialized areas (bilingual, special needs, refugees).</p> <p>-Social promotion means that students are being promoted when they are aged out of their grade, but not when they have mastered the content of a particular grade span.</p> <p>-Important for a class to cater to many different ability groups and trying to differentiate for all levels: support in the classroom for small group instruction.</p> <p>-Bilingual class (one for each classroom).</p>	<p>Trauma Informed Instruction</p> <p>-Innova Girls Academy will utilize a co-teaching model to increase the amount of individualized attention that each student receives</p> <p>-Small student groupings will be built into most class periods to increase each student's time spent in their zone of proximal.</p>	
1/30/2020	Nonprofit Organization	Meeting with the National Coalition of Girls Schools	Phone Call	<p>-Discussed opportunities for Provisional Membership with the National Coalition of Girl Schools.</p> <p>-NCGS will provide support in All-Girls Research, Advocacy, Networking, and Advertising.</p>	-Innova Girls Academy has become a provisional member of the National Coalition of Girls Schools.	1 Nonprofit Leader
1/30/2020	Elected Official	Meeting with Senator Joseph Robach,	Phone Call	-Senator Robach supports the expansion of charter schools in Rochester as they offer parents	-Innova Girls Academy will increase the number of seats available in a single	1 Elected Official

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
		representative of the 56 th Senatorial District		the ability to choose the school that makes the most sense for their students. -Supports the idea of an all-girls school that expands access to STEM foundations for students and believes it will support the development of the Rochester workforce.	gender setting for girls in Rochester charter schools. -Innova Girls Academy will equip students with the academic skills and problem solving mindsets that are required to thrive in STEM careers.	
2/3/2020	Elected Official	Meeting with Mitch Gruber, City Council Member	Phone Call	-Schools in Rochester are struggling for a number of different reasons: poverty levels in the city and the school board/ teacher's union plays a role. -Innova Girls Academy should consider partnering with Foodlink for nutritional programming. -Contact the newly formed women's caucus of the Monroe County Legislature. -Supports an all-girls STEM focused school to empower young women in the city.	-Innova Girls Academy will engage in further conversations about a partnership with Foodlink. -Innova Girls Academy will increase opportunities for young women to build strong foundations in STEM.	1 Elected Official
2/3/2020	Elected Official	Meeting with Deputy Chief of Staff for	Phone Call	-Senator Funke believes in the expansion of charter schools in Rochester as a way to improve	-Innova Girls Academy will increase the number of middle school, charter	1 Government Official

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
		Senator Rich Funke		educational outcomes for students in Rochester.	school seats available for students in Rochester.	
2/3/2020	Nonprofit Leaders	Attended and presented at "The Community Collaborative" hosted by Rochester Restoration	Bethel Fellowship Church: 321 East Ave, Rochester, NY 14604	<ul style="list-style-type: none"> -Consider how Innova Girls Academy can increase the self-sufficiency of our community. -Important to collect feedback on program ideas from both content experts and context experts (those who study challenges in our community and those who live through these challenges). -Consider journey mapping projects to learn more about the experiences of those who live in Rochester and navigate the educational system. 	-Innova Girls Academy will strive to solicit feedback from a wide variety of community stakeholders in order to co-create a school that authentically reflects the strengths and needs of the Rochester Community.	27 Rochester Nonprofit Leaders
2/3/2020	Educator	Meeting with Dr. Bridgitte Griffin	Tim Hortons: 2311 Chili Ave, Gates, NY 14624	<ul style="list-style-type: none"> -Importance of a strong marketing plan to engage the founding class of students. Consider the following strategies: local newspaper, radio, TV on local news stations, and canvassing. -Develop a common language for teachers to build consistency throughout the school day for students. -Ensure parents understand 	-Innova Girls Academy will utilize local media outlets to share more with the community about our programming and announce ways for the community to give feedback on these programs. If authorized, we will use these strategies to share the opportunity for students to participate in the charter lottery.	1 Educator

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				the lived experience of the students. Host events like a Curriculum Night, Code of Conduct Night, and Volunteer opportunity event to share details with parents.	-Innova Girls Academy will host multiple parent orientations each year to welcome parents to the Innova Girls Academy community and share expectations and opportunities for involvement in the school.	
2/4/2020	Government Official	Meeting with Sandra Simon, Rochester City Director of Special Projects and Educational Initiative	Rochester City Hall: 30 Church St, Rochester, NY 14614	-Suggestion to consider how to work with communities in the Northeast where there is the greatest need in the city. -Supports the idea of an all-girls school that will focus on helping students increase their capacity as leaders in the community -Looking to expand the Pillars of Hope program and would like to formalize a partnership with Innova Girls Academy.	-Innova Girls Academy will work closely with the Pillars of Hope program to bring diverse role models into the school to meet with students at least once per month, following the curriculum designed by Pillars of Hope through the City of Rochester.	1 Government Official
2/4/2020	Government Official	Meeting with Justin Roj, Rochester City Director of Communication	Fuego Coffee: 1 Woodbury Blvd, Rochester, NY 14604	-The mayor would like to see more Community school models in Rochester, look to School #17 for an example of this type of program with additional supports for families.	-Lead Founder, Lindsay Swanson, will reach out to the principal at School #17 to learn more about the programming available for the community in connection with the school.	1 Government Official

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				<ul style="list-style-type: none"> -Consider options to potential move into a school building in Rochester that RCSD may be moving out of as they downsize. -There may be opportunities for Innova Girls Academy to partner with the Mayor's Office to continue community engagement. 	<ul style="list-style-type: none"> -Innova Girls Academy will keep close watch on any changes that may be taking place with school closures within RCSD and will be in contact with the city to pursue building opportunities. -Lead Founder, Lindsay Swanson, will contact Justin Roj with questions regarding community engagement events. 	
2/5/2020	Rochester Charter School	Attended Rochester Charter School Fair	Central Library, Kate Gleason Auditorium 115 South Ave. Rochester, NY	-Connected with a representative from Vertus. Looking for opportunities to share community engagement events between the all-boys and all-girls schools in Rochester.	-Innova Girls Academy Lead Founder will seek to set up a meeting with Vertus to discuss opportunities for partnership.	3 Charter School Leaders
2/6/2020	Rochester Charter School Leaders	Visited Genesee Community Charter School	657 East Ave, Rochester, NY 14607	<ul style="list-style-type: none"> -Learned more about the EL programming and expeditionary. -Toured the school facility. 	-Innova Girls Academy will consider how best practices of EL programming could be used to design our inquiry-based programming.	1 Charter School Leader
2/6/2020	Community Members	Board Member Meet and Greet	The Hideaway: 199 Park Ave,	-Former Eugenio Maria de Hostos Charter School Board Member emphasized the	-Innova Girls Academy has budgeted for Board consultants to work with	25 Community Leaders

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			Rochester, NY 14607	<ul style="list-style-type: none"> importance of a strong board. -Members from the community shared interest and support in the all-girls programming. -Individuals from NextCorps support our work as a means to further diversity the technical workforce of Rochester. 	<ul style="list-style-type: none"> the Founding board and our board for the first 4 years to ensure a high-functioning board. -Innova Girls Academy will increase the number of seats available in a single-gender setting in Rochester. -Innova Girls Academy will prepare young women with strong foundations in STEM. 	
2/7/2020	Business Leaders	Presented at RocGrowth Coffee for a room of 100 Business and Community Leaders	Carlson Cowork: 60 Carlson Rd, Rochester, NY	<ul style="list-style-type: none"> -Shared introductory pitch about Innova Girls Academy with a request for support to a room of 100 Rochester small business owners and entrepreneurs. -Engaged in follow-up conversations with approximately 25 individuals who wish to support our work. 	<ul style="list-style-type: none"> -Innova Girls Academy will seek to leverage partnerships with business leaders in the community to further our programmatic impact for students in Rochester. 	100 Business and Community Leaders
2/8/2020	Community Members	Hosted a table at the "Black Emporium" at University of Rochester hosted for the Rochester community.	Wilson Commons: 201, Rochester, NY 14627	<ul style="list-style-type: none"> -Hosted a table at the Black Emporium at the University of Rochester. -Shared the Innova Girls Academy mission and vision with 27 Rochester students and community members. -Heard from community 	<ul style="list-style-type: none"> -Innova Girls Academy will establish an advisory system that positions teachers to make weekly contact with parents of the students in their advisory. -Innova Girls Academy will 	27 Community Members

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				members about the importance of hiring a diverse teaching staff and committing to strong parent communication.	seek to hire a diverse teaching staff.	
2/12/2020	Nonprofit Organization	Meeting with Girl Scouts: Alison Wilcox and Melanie Bloodworth	Virtual Call	<ul style="list-style-type: none"> -Review Vision for Innova and GSWNY Partnership -Staff will be trained in science and STEM Girl Scouts Curriculum -Advisory Lessons: time to engage in Troop Meeting routines -Opportunities for Innova students to utilize the GS outdoor space 	-Innova Girls Academy will work with GSWNY to identify the highest leverage programming opportunities (STEM badges, Journeys, outdoor activities, etc.) and will train Innova staff members to implement this programming.	2 Girls Scouts of Western New York Leaders
2/12/2020	Community Members	Hosted a table at the David F. Gantt Recreation Center	700 North St, Rochester, NY 14605	<ul style="list-style-type: none"> -Shared Innova Girls Academy will parents and community members at the David. F. Gantt Recreation Center. -Push for high-quality instruction and extended school day. 	<ul style="list-style-type: none"> -Innova Girls Academy will utilize an extended school day model. -Innova Girls Academy will engage in regular professional develop with teaching staff to ensure high-quality instruction for all students. 	9 Community Members
2/17/2020	Community Member	Meeting with Alaina Wong-Canissario	Village Bakery: 145 Culver Rd, Rochester, NY 14620	-Consider adding section on the website to share with parents why Innova Girls Academy is a strong choice for this daughters.	-Innova Girls Academy will add a section to the website to connect the Core Beliefs to the “why” behind a parent choice of sending	1 Community Member

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				-Continue to work on how to "meet parents where they are to seek out feedback": Consider RTS, Beauty Salons.	their daughter to Innova. -Innova Girls Academy will seek to extend events to include RTS, Beauty Salons, etc.	
2/17/2020	Educator	Meeting with Marcia DeJesus-Rueff	Village Bakery: 145 Culver Rd, Rochester, NY 14620	-Use the Technology Center at Brighton Middle School as a model for STEM integration. -Ensure that staff are able to connect with students to share encouragement for learning on a regular basis that is "deep and consistent."	-Innova Girls Academy will reach out to Brighton Middle School to get advice on our technology program. -Innova Girls Academy staff will strive to create a culture of encouragement that enables students to thrive in a community that encourages effort and academic risk taking.	1 Educator
2/18/2020	Elected Official	Meeting with Michael Patterson, Rochester City Council Member	Boxcar Donuts & Chicken 127 Railroad St, Rochester, NY 14609, United States	-Supports the concept of an all-girls charter school. -Believes that charter schools are an excellent form of public education because they must be held to a higher level of accountability than traditional district schools. -Believes that Rochester would benefit from Innova Girls Academy.	-Innova Girls Academy will increase the number of charter school seats available in an all-girls setting for students in Rochester.	1 Elected Official
2/18/2020	Community Members	Public Meeting #1	Phillis Wheatley Community	-Parents are excited to hear about the option for an all-girls STEM school in	-Innova Girls Academy will provide a foundation in STEM education that will	7 Community Members,

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			Library: 33 Dr Samuel McCree Way, Rochester, NY 14608	Rochester. -Local businesswoman in tech in Rochester agrees that the workforce needs more diverse leaders and that the work need to start with educational options. -Push for extended school day to ensure that parents do not need to seek out additional childcare.	allow girls to thrive in fields that have many high paying career options for the future. -Innova Girls Academy will utilize an extended school day model to increase the amount of time that students have access to high-quality education.	including 1 parent of age eligible child.
2/20/2020	Community Members	Volunteer Hour of Code for students during Winter Break	Phillis Wheatley Community Library: 33 Dr Samuel McCree Way, Rochester, NY 14608	-Lead Hour of Code activities with 5 students (grades 2-5) who were on Winter Break at the Phillis Wheatley Community Library. -All students were working on first coding experience. -Students expressed interest in continuing to work on the coding challenges beyond the allotted time.	-All scholars at Innova Girls Academy will have access to a 40 minute Computational Thinking class each day.	5 Students
2/21/2020	Educator	Meeting with Erin Dwyer, Director of Customer Success	Fuego Coffee: 1 Woodbury Blvd, Rochester, NY 14604	-Discussed the importance of inquiry in student learning: engaging students in project based work that helps them understand how skills can be implemented in a real-world context. -Discussed options for sports teams at Innova Girls	-Innova Girls Academy will seek to employ the best practices of inquiry based education though a prepared curriculum so that students have hands on access to problem solving, for example through CGI and	1 Educator

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				Academy, considering partnerships with “Girls on the Run” -Potential for collaborating with Community Gardens in ROC, ROC Urban Gardens.	Computational Thinking class periods. -Innova Girls Academy will seek out aligned partnerships to provide additional access to educational opportunities to students in Rochester.	
2/25/2020	Educator	Meeting with Ned Corman	Max of Eastman Place, 25 Gibbs St, Rochester, NY 14604	-Importance of a music program to the success of students. -Consider partnerships with Joseph Avenue Arts and Culture Alliance (JAACA) to provide access to music experiences. -Discussed Mr. Corman’s experience teaching in and out of the Rochester City School District. -Mr. Corman supports the initiative to provide an additional educational option for families in Rochester.	-Innova Girls Academy Lead Founder reached out to JAACA to discuss programming -Innova Girls Academy will create a new opportunity for families in Rochester that are looking for options beyond what is currently available in the District.	1 Educator
2/25/2020	Government Official	Meeting with Lia Anselm, Senior Community Housing Planner, City of Rochester	Glen Edith Roasters: 44 Elton St, Rochester, NY 14607	-Believes that the city would benefit from a new school. -Suggestion to reach out to the Neighborhood Service Centers in Rochester to get more information on need	-Innova Girls Academy Lead Founder will reach out to the suggested individuals at each of the Neighborhood Service Centers.	1 Government Official

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				based on neighborhoods in the city.		
2/27/2020	All-Girls Charter School	Visited The Young Women's Leadership School of Astoria	23-15 Newtown Ave, Astoria, NY 11102	<ul style="list-style-type: none"> -Met with school principal to discuss how STEM is implemented best in the context of an all-girls school: encourage collaboration, academic risk taking, and STEM in the context of helping the world around students. -Ensure that teachers are planning lessons with a gender consciousness and culturally responsive pedagogy. -Observed classrooms to observe pedagogy in action along with adult and student culture. 	-Innova Girls Academy will focus on developing an adult and student culture that encourages collaboration and academic risk tasking. Students will be encouraged to identify how they can use STEM skills to solve problems that impact their communities.	4 Educators
2/27/2020	All-Girls Charter School	Visited The Young Women's Leadership School of the Bronx	1865 Morris Ave, The Bronx, NY 10460	<ul style="list-style-type: none"> -Observed classrooms to see best practices of working with all-girls classrooms and how teachers prepare students for collaboration and problem-solving. -Discussed College Access with the office of College Bound Initiatives: push for all teachers to discuss college so college lives in and outside of 	-Innova Girls Academy will empower girls to solve problems in their community and utilize their academic skills in STEM and beyond to prepare innovative solutions. -Innova Girls Academy will prepare students for college by sharing information about pathways to college	4 Educators

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				the college counseling office - develop a "college going culture"	and career. Additionally, Innova Girls Academy will invite STEM role models from the community to come in to share with students.	
2/28/2020	All-Girls Charter School	Visited The Young Women's Leadership School of East Harlem	105 E 106th St #9, New York, NY 10029	<ul style="list-style-type: none"> -Met with STEM instructor to discuss TYWLS research projects and integration of animals in the science classroom. -Ensure that research projects are available to give girls experience in real scientific research. -Consider bringing in SPED teachers who are able to assist in making research experience accessible to all types of learners. 	<ul style="list-style-type: none"> -Innova Girls Academy will utilize Girl Scouts programming to create research experiences that are authentic. Additionally, Innova Girls Academy will seek out local institutions for research experiences for 7th and 8th grade students. -Innova Girls Academy will include a focus on ensuring research experiences are inclusive and support the needs of all learners. 	3 Educators
3/1/2020	Community Members	Attended "How Empowering Women Empowers Everyone"	693 East Avenue Rochester, NY 14607	<ul style="list-style-type: none"> -Discussion on how to empower girls and women in Rochester. -Presented concept of Innova Girls Academy to room of 26 Rochester community members. -Positive feedback on the 	-NO ACTION TAKEN.	26 Community Members

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				program and idea to support young women by increasing access to STEM foundations.		
3/3/2020	Nonprofit Leader	Meeting with Sarah Green, Cameron Community Ministries	48 Cameron St. Rochester, NY 14606	-Discussed the importance of the diversity of the teaching staff and the importance of Trauma Informed Instruction. -Invited Innova Girls Academy to Attend upcoming Family Involvement Night	-Innova Girls Academy will seek to hire a diverse teaching staff. -Innova Girls Academy will train all staff members in the best practices of Trauma Informed Instruction. -Members of the Innova Girls Academy Founding Team will attend the Family Involvement Night	1 Nonprofit Leader
3/3/2020	Educator	Meeting with Julia Postler, Executive Director Horizons Program	Village Bakery: 145 Culver Rd, Rochester, NY 14620	-Consider the cost of transportation and access to the location of the school for families in Rochester. -Work with existing community partners to connect with families in Rochester that are already utilizing resources in the city. -Empower parents to be advocates for their students and for the school to ensure that enrollment from year to year is strong.	-Innova Girls Academy will coordinate transportation for students with the Rochester City School District and will consider how school location impacts parent access to school events. -Innova Girls Academy will seek to partner with local Rochester nonprofits to engage parent communities for enrollment efforts.	1 Educator
3/4/2020	Nonprofit Leader	Meeting with Lyanette	Phone Call	-Discussed how to support families that may be	-Innova Girls Academy will seek to incorporate	1 Nonprofit Leader

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		Rivera, Rochester Area Interfaith Hospitality Network		experiencing homelessness. Suggestions include: ensuring that information is available for families (through website, etc) about the resources that are available in the city, having extra uniforms available for families that are able to afford the uniform, employee a position at the school that includes "Homeless Service Liaison" in the job description (this could be Family Coordinator who knows about what resources are available in the city).	regular practices that are inclusive of all students in Rochester, including those who are economically disadvantaged	
3/4/2020	Nonprofit Leader	Meeting with Tremain Harris, Youth Voice One Vision Coordinator/ The Mayor's Youth Advisory Council Department of Recreation and Youth Services	57 St. Paul St, Rochester, NY 14604	<ul style="list-style-type: none"> -As a charter school parent, Mr. Harris believes that it is important for parents in Rochester to have choices to make the best decisions for their students. -Utilize technology to differentiate for students in the classroom. -Seek options to incorporate student feedback in programming. 	<ul style="list-style-type: none"> -Innova Girls Academy will increase the educational options for families in Rochester. -Innova Girls Academy will utilize educational technology in the classroom in increase differentiation. -Innova Girls Academy Lead Founder will seek feedback from the Youth Voice One Vision Board. 	1 Nonprofit Leader

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3/4/2020	Nonprofit Organization	Meeting with The Girls Scouts of Western NY: Alison Wilcox and Melanie Bloodworth	1000 Elmwood Ave Door 9, Rochester, NY 14620	-Discussed MOU models from "Girl Scouts Schools" in Indiana and Texas -Outlined expectations of Innova Girls Academy and the Girl Scouts of Western New York in the partnership to draft the MOU.	-Innova Girls Academy Lead Founder will develop a draft MOU for review by the Innova Girls Academy proposed Board and the the Girl Scouts of Western New York Senior Leadership Team.	2 Nonprofit Leaders
3/5/2020	Church	Meeting with Marco Rivera, Youth Director at The Grace Road Church	Phone Call	-Engage students in hands on learning and avoid "busy work" -Create small class sizes and tailor small group instruction to the learning needs of students.	-Innova Girls Academy will focus on individualized supports for students through small groups through reading and math workshop lessons.	1 Church Leader
3/5/2020	Nonprofit Organization	Volunteer with the Champions Academy	MLK Memorial Park: 353 Court St, Rochester, NY 14607	-Volunteered at the Champions Academy, an after school program that seeks to support at-risk students in Rochester. -Met with Volunteer Coordinator to discuss the needs of the program and the way the the program has made an impact in Rochester for students over the past 6 years.	-Innova Girls Academy will continue to work with The Champions Academy to learn from the work that they are doing in the community.	1 Nonprofit Leader, 25 Students
3/7/2020	Community Member	Visited the Children's Library Saturday Programming	115 South Ave, Rochester, NY 14604	-Met with 4 parents whose children were enjoying Saturday programming at the Children's Library. -Discuss concept of Innova	-Innova Girls Academy will have an extended school day model that focused on additional learning time for students, particularly	4 Community Members

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				<p>Girls Academy. Suggestions to incorporate robotics into the programming for students.</p> <p>-Ensure that there is an extended school day or after school programs available at the school for parents that do not have additional childcare options.</p>	<p>in math and literacy in the 4th/5th grade to remediate anticipated learning gaps.</p>	
3/9/2020	Nonprofit Leader	Met with Kathy Cummins, Director of Volunteers and Community Relations, Center for Youth	905 Monroe Ave, Rochester, NY ,14620	<p>-Discussed the programs supported by Center for Youth particularly those available in school settings such as the restorative practice, trauma informed pedagogy, and culturally relevant trainings.</p> <p>-Discussed family/student counseling and the resources available to homeless students: shelters, food pantry, childcare, etc.</p> <p>-Discussed the 40 developmental asset inventory framework and how this could be used in school as a social emotional framework.</p>	<p>-Innova Girls Academy will meet with another Center for Youth employee to specifically discuss opportunities for partnership and supports that are available for Rochester schools.</p> <p>-Innova Girls Academy will work with the Center for Youth to identify resources available for economically disadvantaged families.</p>	1 Nonprofit Leader

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
3/11/2020	Community Members	Attended "An Evening with C4 and Adam Bello"	180 S. Clinton Ave, Rochester, NY 14607	<p>-Discussed Innova Girls Academy with 6 of downtown Rochester community members, all believe in the model of Innova Girls Academy and think that it would bring an excellent new option to the city.</p> <p>-Conversation with Shawn Dunwoody, local Rochester artists and activist, about Innova Girls Academy: importance of helping students identify as learners and fuel a curiosity that is innate in many children.</p>	<p>-Innova Girls Academy will increase the number of charter school seats in the city of Rochester and will increase the number of options families have when make decisions about school.</p> <p>-Innova Girls Academy will include the school value of "Curiosity" which will center on helping students realize their own passions for learning and fuel this learning through daily classroom activities and celebrations of students exhibiting curiosity.</p>	6 Community Members
3/12/2020	Nonprofit Leader	Meeting with Paul Clark, Director of School Based Programs Center for Youth	905 Monroe Ave, Rochester, NY 14620	<p>-Further discussed opportunities for school-based supports from the Center for Youth which includes training opportunities for staff members in Trauma Informed Instruction and restorative practices.</p> <p>-Center for Youth supports in more than 40 schools in the Rochester area, including district and charter schools.</p>	-Innova Girls Academy will continue to explore partnership opportunities with the Center for Youth: particularly as it pertains to training all staff to practice Trauma Informed Instruction	1 Nonprofit Leader

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				-Opportunity for partnership between Center for Youth school based programming and Innova Girls Academy		
3/13/2020	Nonprofit Leader	Meeting with Matt Hurlbutt, Greater Rochester Enterprise CEO and member of the Rochester Economic Development Team	Spot Coffee, 200 East Ave, Rochester, NY 14604	-Discussed the role of the Greater Rochester Enterprise to attract future businesses to establish offices in Rochester. There is are huge benefits to companies for being in Rochester. -Companies are looking for more talent in the area, establishing a school that provides strong foundations in STEM would ultimately lead to increasing the talent pool in the city. -Discussed possible STEM skills that students should learn in school to prepare for the industries in the city.	-Innova Girls Academy will build the foundations of STEM to empower young women to see STEM as a set of skills that can be used to solve a number of different problems. -Innova Girls Academy will seek opportunities to bring Rochester based tech and engineering companies into the school to expose students to the many different career paths available that require STEM foundations.	1 Nonprofit Leader
3/16/2020	Educator	Meeting with Stephanie White	Virtual Call	-Discussed the impact of COVID-19 on learning in Rochester. -Discussed ways that Innova Girls Academy could support the family transition to at-home learning. -Believes that Innova Girls Academy would be an	-Innova Girls Academy will provide opportunities for family engagement specifically around supporting the transition to at-home learning during the COVID-19 pandemic.	1 Educator

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				excellent choice for families in Rochester.		
3/16/2020	Educator	Meeting with Sharifa Whit, Science and Tech Entry Program at Monroe Community College	Phone Call	-Discussed the value of STEM programming for students and importance of students getting access to STEM early (before college). -Runs a program at another Rochester charter school and believes in the importance of students works on STEM projects.	-Innova Girls Academy will empower young women to engage in STEM on a daily basis and see opportunities for STEM careers. Innova Girls Academy will provide opportunities to expand STEM proficiency before college to ensure strong foundations.	1 Educator
3/17/2020	Nonprofit Leader	Meeting with Richard Glaser	Phone Call	-Believes in the potential impact for Innova Girls Academy to positively have in Rochester, particularly in regard to increasing innovation in the city. -Interested in connecting Innova Girls Academy with other community leaders, especially those in the technology space downtown.	-Innova Girls Academy will seek to continue to share the concept with local innovators and entrepreneurs to receive feedback on our program and design. -Innova Girls Academy will increase the number of students in Rochester with access to high-quality STEM programming.	1 Nonprofit Leader
3/18/2020	Business Leader	Tour of Skyview and the former Colgate Divinity School with	285 Medley Centre Pkwy, Rochester NY 14622	-Tour two possible facilities in Rochester, meeting with local developer to discuss options in the city. -Discussed priorities for the facilities search.	-Innova Girls Academy will seek to stay within the city limits of Rochester and within a community where families feel safe sending their students and that is	1 Business Leader

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
		Spot on Development, Jay Ingrassia			accessible by public transportation.	
3/18/2020	Community Members	Hosted "At Home Learning" Webinar	Virtual Call	<ul style="list-style-type: none"> -Lead Founder, Lindsay Swanson, developed an "At Home Learning Schedule" with links to free online resources for parents and students to use during the school closures prompted by COVID-19. -Hosted a webinar for parents to describe how to sign-up and use each of the free online resources. -Discussed District directions for at home learning along with other online resources. 	-Innova Girls Academy is committed to further supporting families during the COVID-19 outbreak and will seek to establish free, virtual STEM programming that Rochester families will have access to.	3 Community Members
3/19/2020	Nonprofit Leader	Meeting with Richard Bryant, FIRST Robotics Rochester Coordinator	Virtual Call	<ul style="list-style-type: none"> -Richard shared the many programmatic offerings of FIRST Robotics and the value of having student teams. -Believes that Innova Girls Academy will benefit the community by increasing the number of women in programs, like FIRST, that center on STEM through robotics, estimating that currently only about 30% of 	-Innova Girls Academy will explore FIRST curriculum and consider how to host a FIRST team in the future, potentially integrating FIRST Lego robotics into the Lower Academy and a FIRST competitive team in the Upper Academy	1 Nonprofit Leader

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				Rochester participants are girls.		
3/20/2020	Business Leader	Meeting with Leticia Fornataro, Senior Project Manager at SWBR	Virtual Call	-Discussed the lack of women in licensed Architecture roles and when women may choose to leave architecture. -Leticia shared resources on after-school programming that currently exists in Rochester to encourage young women to explore careers in architecture, design, construction, etc.	-Innova Girls Academy will increase the number of Rochester women interested in STEM. -Innova Girls Academy will meet with others from SWBR who are engaged in the school programming to learn more about the program curriculum and how to expand access to this curriculum.	1 Business Leader
3/26/2020 – 4/7/2020	Community Members	Hosts online “STEM Office Hours”	Virtual Platform	-Lead Founder, Lindsay Swanson, holds virtual office hours every weekday from 10-11am. -Families can log in to ask math, science, and technology questions. -Developed as part of the Innova Girls Academy approach to support the Rochester family transition to at home learning.	-NO ACTION TAKEN.	8 Community Members
3/26/2020 - Present	Community Members	Hosts Online Coding Class #1 for students ages 9-13.	Virtual Platform	-Lead Founder, Lindsay Swanson, teaches beginners programming to students every weekday from 2-3pm.	-NO ACTION TAKEN.	10 students, ages 9-13.

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
3/26/2020	Community Members	Hosted Virtual Public Meeting	Virtually through Innova Girls Academy Facebook Live	<ul style="list-style-type: none"> -Lead Founder, Lindsay Swanson, engaged the Facebook community with a virtual, public town hall. -Presented information on Innova Girls Academy including school design, proposed student body, community engagement efforts and feedback from community engagement that will be implemented in the school proposal. Additionally, presented on the at home learning supports that Innova Girls Academy has developed and is implementing. -Received comments/questions regarding current online learning supports, proposed school location, support of all-girls school design, number of students in each classroom. 	<ul style="list-style-type: none"> -Innova Girls Academy commits to serving students within the Rochester City School District and enrolling a population that reflects the current demographics of the City School District. -Innova Girls Academy will seek to find an appropriate facility that is accessible by the community by public transportation. -Innova Girls Academy will have 26 students in each classroom, with cotaught classes in Lower Academy. 	17 Viewers on Live, Recording posted on Facebook with an additional, organic exposure to a total of 390 Facebook Users.
4/2/2020	Educator	Virtual Meeting with Tory Van Voorhis, Founder and CEO of Second Avenue	Virtual Meeting	<ul style="list-style-type: none"> -Discussed the proposal for Innova Girls Academy. -Ms. Van Voorhis shared more about Vertus Charter School and the way in which an online learning platform is used to ensure students can 	<ul style="list-style-type: none"> -Innova Girls Academy will utilize online learning platforms to differentiate educational opportunities for students. -Innova Girls Academy will be well versed in the NYS 	1 Educator

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
		Learning. Vertus Board Member		master content at their own pace. -Discussed the importance of the NYS Performance Framework.	Performance Framework. The board will use this tool to ensure that Innova Girls Academy is being held accountable to excellent academic outcomes.	
4/2/2020 and 4/6/2020	Community Leaders	Virtual Situation Room hosted by Restoration Rochester	Virtual Meeting	-Meeting of Community Leaders to discuss the impact of COVID-19 and the supports that Rochester families may need to get through this difficult time. -Shared more about Innova Girls Academy, virtual public meetings, and online coding classes.	-NO ACTION TAKEN.	27 Community Leaders between two meetings
4/13/2020 - Present	Rochester Students	Began Class #2 for Online Coding	Virtual Meetings	-Started a second daily coding class to virtually teach introduction to coding through Code.org. -This class met daily for 1 hour for one week for the week of 4/13-4/17. Since 4/20, we have met for 1 hour each day on Monday, Wednesday, and Friday.	-NO ACTION TAKEN.	14 students, ages 6-13
4/13/2020	Nonprofit Org.	Allison Shultes: Rochester Science Center and	Phone Call	-Shared more about Innova Girls Academy. -Discussed opportunities for future students of Innova	-Innova Girls Academy will seek out opportunities to work with the Rochester Science Center and Museum to enrich the	1 Non-Profit Leader.

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
		Museum, Director of Education Department		Girls Academy to visit the science center. -Discussed alignment between the science center mission and the mission of Innova Girls Academy. -Ms. Shultes offered to provide a letter of support.	STEM experience of our students.	
4/16/2020	Community Members	Virtual Public Meeting #2	Virtually through Innova Girls Academy Facebook Live	Lead Founder, Lindsay Swanson and two board members, Kyle Banks and CaTyra Polland, share more about Innova Girls Academy to our community and took questions from the community through Facebook Live. 7 Comments on our virtual post that were all positive in Nature. Two questions: - What are your plans for ensuring representation among teaching staff? -Can you tell us more about the Girl Scout partnership?	-Innova Girls Academy commits to hiring, developing, and retaining a diverse teaching staff.	33 Viewers on Live, Recording posted on Facebook with an additional, organic exposure to a total of 626 Facebook Users.
4/17/2020	Community Members	Meeting with SWBR: Lynanne Wehner and Allison Shannon	Virtual	-Shared more about Innova Girls Academy. -Discussed current facilities search: space needs, preferred location in the city,	-Innova Girls Academy will create a document to outline the key space requirements for the develop of program that reflects the mission and	2 Community Members

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				<p>current and known facility options.</p> <p>-Discussed the work of SWBR and the work that they have done with educational institution in Rochester.</p>	<p>priorities of Innova Girls Academy.</p> <p>-Innova Girls Academy will continue to build a relationship with SWBR to consider future opportunities for partnership upon authorization.</p>	
4/23/2020	Community Members	Virtual Public Meeting #3	Virtually through Innova Girls Academy Facebook Live	<p>Lead Founder, Lindsay Swanson and two board members, Jonathan Nwagbaraocha and Veronica Vargas, shared more about Innova Girls Academy. During the conversation, 22 Comments were posted on the live stream: These posts were all positive and include:</p> <p>-“This will definitely be a great opportunity for young women.”</p> <p>- “This will be great for my girls.”</p> <p>-“Definitely want it for my two girls!!”</p> <p>-“How soon can we sign up? I’m super excited.”</p> <p>-“When is the school going to open?”</p>	<p>-Innova Girls Academy will share more with the community to provide opportunities for families to express “Intent to Enroll” such that, upon authorization, we are able to notify interested families that there may have a chance to enroll.</p> <p>-Innova Girls Academy will continue to share virtually with the community and board members will continue to be involved in this process.</p>	35 Viewers on Live, Recording posted on Facebook with an additional, organic exposure to a total of 493 Facebook Users.

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				-“How do you get involved?”		
4/27/2020	Educator	Meeting with Vertus Principal: Julie Locey	Virtual	<ul style="list-style-type: none"> -Shared more about Innova Girls Academy. -Discussed the Vertus transition to online learning – this was made easier by the fact that the school already uses an online learning platform during the school year. -Discussed the importance but also challenge in hiring a diverse teaching staff. -Discussed strategies to help students feel excited and engaged about attending an single-gender school. 	<ul style="list-style-type: none"> -Innova Girls Academy will prioritize developing relationships with local teacher preparation programs to see to hire a diverse teaching staff. -Innova Girls Academy will utilize an online learning platform to help differentiate instruction for students during small group rotations. -Innova Girls Academy will build a culture of sisterhood to ensure girls are excited to attend an all-girls school. 	1 Educator
4/27/2020	Educator	Meeting with Urban Choice Charter Principal: Chris Vernon	Virtual	<ul style="list-style-type: none"> -Shared more about Innova Girls Academy. -Discussed the importance of parents knowing what they should expect from teachers, regular communication and regular feedback on student achievement. -Discussed the opportunity for charter schools in Rochester to increase partnerships with one another for the overall 	<ul style="list-style-type: none"> -Innova Girls Academy will host Parent Orientations to share with parents what they should expect from us as a school. We will ensure that we evaluate parent feedback from surveys to track overall satisfaction with the quality of their student’s experience. -Innova Girls Academy will seek work with charter 	1 Educator

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				advocacy of charter education.	schools in Rochester to increase the communities awareness of charter schools as an option for students.	
5/4/2020	Rochester Students	Began Online Coding Class #3	Virtual	-Started a second daily coding class to virtually teach introduction to coding through Code.org. -This class met daily for 1 hour for one week for the week of 5/4-5/9. Since 5/11, we have met for 1 hour each day on Monday, Wednesday, and Friday.	-NO ACTION TAKEN.	12 Students, Ages 6-13
5/4/2020	Community Members	Virtual Public Meeting #4 + Student At-Home Science Demo	Facebook Live	Lead Founder, Lindsay Swanson, and two board members, George Daddis and Renee Cleare, shared more about Innova Girls Academy. An 8-year-old student led an at-home science experiment. 20 Comments were posted on the Facebook live stream. All comments were positive and include: -“I love the design model. Our children/students would really benefit from this.” -“If this school were to materialize, what do you	-Innova Girls Academy will continue to provide our community with information about Innova Girls Academy and about at-home science experiments that students can do while they are engaging in at-home learning.	33 Viewers on Live, Recording posted on Facebook with an additional, organic exposure to a total of 147 Facebook Users.

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				hope each student would gain or walk away with?" -“This is really amazing. I know from just watching the 3 of you, this is going to be so successful. Best of luck! Girl power”		
5/6/2020	Elected Official	Meeting with Kevin Beckford, Pittsford Town Board Member	Virtual	-Discussed the impact of COVID-19 on the Rochester community and the opportunity that we now have to learn from the changes that have taken place to support residents. -Shared more about Innova Girls Academy, Mr. Beckford supports this plan and believes it will increase equity in the city.	-Innova Girls Academy will learn from the changes that schools in Rochester are making to support at-home learning. -Innova Girls Academy will create a framework and plan for at-home learning, in case this transition needs to take place again in the future.	1 Elected Official
6/5/2020	Charter School Leader	Meeting with NYCSA – Ashara Baker	Virtual Meeting	-Discussed the importance of community engagement and parent/family support for the school. -Discussed partnerships with NYCSA and how to support charter schools in Rochester.	-Innova Girls Academy will continue to build strong partnerships with community members, other Rochester charter schools, and parents.	1 Charter School Leader
6/11/2020	Community Members	Book Discussion	Virtual Meeting	-Hosted a community book group on the book: <i>“So you want to talk about race”</i> .	-Innova Girls Academy will continue to develop a vision for anti-racism in education and will commit to DEI practices.	6 Community Members

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6/12/2020	Community Leader	Meeting with Richard Glaser, Founder of RocGrowth	Phone Call	-Discussed Rochester education technology opportunities and the importance of educating the next tech workforce in the city.	-Innova Girls Academy will provide access to STEM curriculum that prepares girls to be innovative leaders.	1 Community Leader
7/2/2020	Community Members	Racist Policy and Resistance in Rochester meeting	Virtual	-Listened into a community meeting that discussed redlining and other racist housing policies both in the past and in the present in Rochester.	-Innova Girls Academy will serve students from the Rochester community where racist housing policies have led to extreme poverty. We will support students and ensure that economically disadvantaged students receive the support they need to thrive at school.	20 Community Members
7/6/2020	Community Leaders	Community Collaborative Meeting	Virtual	-Engaged in a community meeting with a variety of other service providers in Rochester. Shared more about Innova and heard about the importance of support for individuals facing homelessness.	-Innova Girls Academy will seek to partner with a variety of Rochester service providers (such as the Center for Youth) to provide resources to students and families.	25 Community Leaders
7/7/2020	Education Leaders	Start of Buffalo Collegiate Residency	Virtual and In-Person	-Proposed Head of School, Lindsay Swanson, began her residency at Buffalo Collegiate. She worked with the Buffalo Collegiate staff from July 7 th - Oct 31 st . She	-Ms. Swanson learned more about the operational components of running a school and will carry all the important lessons with her in her	Buffalo Collegiate Charter School Community

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				worked to support the transition back to school in the Fall including developing the COVID response plan. She also drafted a vision for anti-racism, supported with recruitment events, ran MAP testing, and supported with educational technology integration.	role as proposed Head of School.	
7/9/2020	Charter School Leader	Meeting with Mike O'Brien	Virtual	-Discussed the Innova Girls Academy proposed budget to seek feedback from Mike O'Brien	-Budget adjustments for fringe benefits for staff.	1 Charter School Leader
7/10/2020	Community Leader	Meeting with Alaina Wong	Virtual	-Discussed the Innova marketing plan and how to ensure that content aligns with parent interest and is accessible to parents.	-Innova Girls Academy founding team updated marketing to reflect suggestions from Wong and will ensure that we describe what STEM means to families	1 Community Leader
7/14/2020	Community Leader	Start of Social Change Class	Virtual	-Proposed Head of School, Lindsay Swanson, participated in an eight-week course on social justice and change.	-The Innova Girls Academy founding team is committed to ensuring that our program promotes educational equity and that our curriculum encourages our students to bring their whole selves to school.	8 Community Leaders

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7/17/2020	Legal Counsel	Meeting with Jennifer Aronson-Jovcevski	Phone Call	-Discussed proposal for Innova Girls Academy and opportunity to work with Jennifer as a possible legal counsel for the school.	-Innova Girls Academy will keep in touch with Jennifer and will consider working with her if authorized.	1 Legal Counsel
7/27/2020	Community Members	Rochester Anti-Racism Action Coalition	Virtual	-Lindsay Swanson, proposed Head of School, worked with community leaders to co-found the Rochester Anti-Racism Action Coalition. The group met regularly in the Spring-Fall of 2020 to discuss techniques to curb day-to-day racism.	-Innova Girls Academy will commit to a Vision for Equity that challenges the ways in which white supremacy culture shows up in traditional schools.	50 Community Members
8/1/2020	Community Members	Edgerton Listening Session	Edgerton Rec Center	-Partnered with the Lyell-Otis Neighborhood Association for an Edgerton Listening Session. -Discussed our proposal with community members who support the idea and would like to see an all-girls school available for their children.	-Innova Girls Academy will affirm student identities in an all-girls setting focused on leadership.	15 Community Members
8/3/2020	Education Leader	Meeting with Mark Manners: School Runner	Virtual	-Discussed Learning Management Systems available and how to leverage data in the school to information instruction.	-Innova Girls Academy will considering using School Runner as a platform to make data-informed decisions.	2 Education Leaders

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8/4/2020	Community Members	Lyell-Otis Group Meeting	Paul Bianchi Park	-Listened to the Lyell-Otis neighbors discuss crime in the neighborhood. -Shared more about the Innova Girls Academy proposal. -More/improved schools will lead to more school engagement and less crime.	-Innova Girls Academy will seek to ensure engagement in the classroom and empower girls to see themselves as leaders.	9 Community Members
8/8/2020	Community Members	Hosted a table at the Black Culture Festival	Genesee Valley Park	-Shared Innova Girls Academy with approximately 50 community members. -Heard themes of the following: Ensure teachers are diverse, celebrate student cultures, importance of art at school.	-Innova Girls Academy seeks to hire a diverse staff that reflects the diversity of the city of Rochester.	50 Community Members
8/13/2020	Community Leader	Meeting with Joyce Duckles	Virtual	-Met with Joyce Duckles to discuss the Freedom Scholars Learning Center that is in formation in the Beechwood community. -Discussed the importance of culturally relevant pedagogy and a diverse teaching staff.	-Innova Girls Academy will continue to listen and learn from the Rochester community to develop a school that reflects the strengths and needs of the Rochester community.	1 Community Leader
8/14/2020	Education Leaders	Pod Based Learning Discussion	Virtual	-Met with other charter school leaders to discuss opportunities to get involved in learning pod options for the return to school in 2020.	-Innova Girls Academy will partner with leaders from the Freedom Scholars Learning center to try to bring cost-free pods to the City of Rochester.	8 Education Leaders

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8/17/2020	Community Leader	Meeting with Joe Klein	Virtual	-Innova Girls Academy Board members met with Joe Klein to discuss the upcoming board capacity interview. -Discussed plan for Innova Girls Academy and board development.	-Innova Girls Academy will seek to develop a diverse board that represents the school and performs regular oversight on the school's academic program, financial status, and organizational capacity.	4 Charter School Leaders
8/21/2020	Leader in Restorative Practice	Erie County Restorative Practice Circle Training	Virtual	-Innova Girls Academy founding team members participated in an Erie County Restorative Practice Training.	-Innova Girls Academy will engage in restorative justice practices with staff, students, and community members.	8 Education Leaders
8/24/2020	Leader in Restorative Practice	National Federation for Just Communities Training	Virtual	-Innova Girls Academy founding team members participated in a National Federation for Just Communities Training.	-Innova Girls Academy seeks to hire a diverse staff that reflects the diversity of the city of Rochester. -Innova Girls Academy will be continuing to engage in high quality trainings by organizations that promote racial justice.	8 Education Leaders
9/2/20	Community Leaders	Meeting with the Rochester Freedom School	Freedom School Location	-Innova Girls Academy leaders met with the group that was previously known as the Rochester Freedom school. The group is now known as the Freedom Scholars Learning Center and is aimed at providing culturally relevant literacy	-Innova Girls Academy will seek ways to collaborate with the Freedom Scholar Learning Center and will partner on projects that promote equity, literacy, and culture in the Rochester community.	10 Community Members

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				instruction to students in Rochester. -Shared more about Innova Girls Academy and discussed ways that our missions support one another.		
9/13/20	Community Members	Participated in the Rochester Summit to End Hate	Virtual	-Innova Girls Academy board members participated in the Rochester Summit to End Hate. -Listened to community leaders discuss ways that community members can practice anti-racism everyday.	-Innova Girls Academy will continue to listen and learn from the Rochester community to develop a school that reflects the strengths and needs of the Rochester community.	10 Community Leaders
9/14/20	Community Members	Community Collaborative Meeting	Virtual	-Engaged in a community meeting with a variety of other service providers in Rochester. Shared more about Innova and heard from other community organizations about the services available to Rochester residents.	-Innova Girls Academy will continue to listen and learn from the Rochester community to develop a school that reflects the strengths and needs of the Rochester community.	20 Community Leaders
9/15/20	Community Leaders	Meeting with the Rochester Freedom Scholars Learning Center	Freedom School Location	-Met with the Freedom Scholars Learning Center team to share more about ways in which we could partner and to discuss what support Innova Girls	-Innova Girls Academy will seek ways to collaborate with the Freedom Scholar Learning Center and will partner on projects that promote equity, literacy,	10 Community Members

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				Academy could provide to the Pods project.	and culture in the Rochester community.	
9/16/20	Community Member	Meeting with Raquel Royes	Virtual	-Discussed possible future staff roles at Innova Girls Academy including roles in operations and development at Innova.	-Innova Girls Academy seeks to hire a diverse staff that reflects the diversity of the city of Rochester.	1 Community Member
9/17/20	Community Member	Meeting with Jill Freeman	Virtual	-Met with Jill Freeman, a mother with children who have attended many of the online coding classes provided by Innova Girls Academy. -Sought feedback on the programming and discussed ways to engage additional families in the programming.	-Innova Girls Academy will continue to offer free online coding classes to students in the City of Rochester.	1 Community Member
9/23/20	Real Estate Agent	Tour of the Kodak Tower Commons Site Visit	Kodak Tower	-Members of the Founding Innova Girls Academy team met with the Kodak facilities team to tour the Kodak tower as a possible school location.	-Innova Girls Academy will stay in communication with the Kodak team as a possible school site location.	4 Facilities Specialists
9/24/20	Community Leader	Meeting with Andrea Zuegel	Virtual	-Discussed proposal for Innova Girls Academy -Discussed importance of literacy and receiving feedback from community members.	-Innova Girls Academy will continue networking with community leaders to learn more about priorities for the development of educational programs in Rochester.	1 Community Leader

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9/24/20	Community Leader	Meeting with Leah Kazmierski, Founder of Restoration Rochester	Phone Call	-Discussed ways in which Innova Girls Academy can support the work of Leah's organization, Restoration Rochester.	-Innova Girls Academy founding team members will support upcoming meetings for the Restoration Rochester's Community Collaborative such as technical and facilitating support.	1 Community Leader
9/24/20	Community Member	Meeting with Lily Lopez	Virtual	-Innova Girls Academy founding members met with Rochester parent, Lily Lopez, to share the proposal for Innova Girls Academy. -Lily supports the concept of Innova Girls Academy and believes that the staff diversity should reflect the student diversity.	-Innova Girls Academy seeks to hire a diverse staff that reflects the diversity of the city of Rochester.	1 Community Member
9/28/20	Facilities Specialist Meeting	Meeting with Cameron Quick	Virtual	-Cameron Quick shared information about how to engage in a facilities search, including options for funding that may be available to start-up charter schools.	-Innova Girls Academy will continue engaging in an informed facilities search using the best practices shared in this meeting.	1 Facilities Specialist
10/2/20	Facilities Specialist Meeting	Meeting with SchoolPrint	Virtual	-The SchoolPrint team built on the concepts shared in the meeting with Cameron Quick. -Discussed how to evaluate buildings as potential school sites.	-Innova Girls Academy will continue engaging in an informed facilities search using the best practices shared in this meeting.	5 Facilities Specialists

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
10/5/20	Community Leaders	Community Collaborative Meeting	Virtual	-Engaged in a community meeting with a variety of other service providers in Rochester. Shared more about Innova and heard from other community organizations about their services available to Rochester residents.	-Innova Girls Academy will continue to listen and learn from the Rochester community to develop a school that reflects the strengths and needs of the Rochester community.	20 Community Leaders
11/7/20	Community Members	Innova participation in the Girl Scouts of Western New York's "STEM-A-POLLOZA"	Virtual	-Proposed Head of School, Lindsay Swanson, hosted coding class for students through the Girl Scouts to help students earn the "Coding Basics" Badge. -Led girls in introduction to coding, exploring the basics of writing algorithms, incorporating loops, and learning about female computer scientist role models.	-We will continue to develop Innova Girls Academy's strategy for providing high quality computer science education. -We will continue building girl centered curriculum that successfully engages girls in coding.	40 students, 40 parents
11/9/20	Community Leader	Meeting with Ann Michael Henry	Virtual	-Met with Ann Michael Henry to discuss the grade spans served by Innova Girls Academy. -Asked for feedback on a 4 th grade start vs. a K start. -Ann Michael Henry recommends making the switch to Kindergarten.	-Innova Girls Academy will adjust grade levels to serve students from grades K-6. -Innova Girls Academy will partner with YWCP to build a full K-12 pipeline for all-girls schools in Rochester.	1 Charter School Leader

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
11/12/20	Education Leader	Meeting with Anna Hall	Virtual	<ul style="list-style-type: none"> -Met with Anna Hall to discuss the grade spans served by Innova Girls Academy. -Asked for feedback on a 4th grade start vs. a K start. -Anna believes that it would be beneficial to make the switch to elementary school and work with YWCP. 	<ul style="list-style-type: none"> -Innova Girls Academy will adjust grade levels to serve students from grades K-6. -Innova Girls Academy will partner with YWCP to build a full K-12 pipeline for all-girls schools in Rochester. 	1 Charter School Sector Leader
11/19/20	Education Leader	Meeting with Jean Baker from National Coalition of Girls' Schools	Phone Call	<ul style="list-style-type: none"> -Met with Jean Baker of the National Coalition of Girls' Schools to discuss a possible switch from grades 4-8 to grades K-6th. -Jean supports the switch and will connect Innova leaders with all-girls elementary school leaders. 	-Innova Girls Academy will reach out to other all-girls elementary school leaders to learn more about best practices in all-girls elementary education including recruitment strategies for K and 1 st grade.	1 Education Leader
11/19/20	Education Leader	Meeting with Elissa Klein	Virtual	<ul style="list-style-type: none"> -Met with Elissa and Joe Klein to discuss Innova Girls Academy community engagement strategy. -Elissa shared strategy techniques used with the Chicago based charter school team that she is a staff member of. 	-Innova Girls Academy will seek to continue engaging with the Rochester community in order to develop a program that authentically reflects the strengths and needs of the Rochester community.	2 Education Leaders
12/5/20	Community Members	Hosted online free computer	Virtual	-Proposed Head of School, Lindsay Swanson, hosted coding class for students	-We will continue to develop Innova Girls	20 students, 20 parents

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
		science class for Girl Scouts		through the Girl Scouts to help students earn the "Coding Basics" Badge. -Led girls in introduction to coding, exploring the basics of writing algorithms, incorporating loops, and learning about female computer scientist role models.	Academy's strategy for providing high quality computer science education. -We will continue building girl centered curriculum that successfully engages girls in coding.	
12/8/20	Education Leaders	Meeting with Barbara Zelazny of Young Women's College Prep	Virtual	-Members of the Innova Girls Academy founding team met with YWCP to discuss the transition to a K start. -YWCP believes that a partnership between Innova Girls Academy and YWCP would be a win-win for both organizations.	-Innova Girls Academy will adjust grade levels to serve students from grades K-6. -Innova Girls Academy will partner with YWCP to build a full K-12 pipeline for all-girls schools in Rochester.	1 Education Leader
12/9/20	Education Leader	Meeting with Jaimie Brillante	Virtual	-Members of the founding team met with Ms. Brillante to share more about Innova Girls Academy and the model of an all-girls STEM focused school.	-Innova Girls Academy will develop a STEM based program that supports girls and empowers them to graduate as innovative leaders and confident problem-solvers.	1 Education Leader
12/9/20	Community Leader	Meeting with Erika Green, Ibero Action League	Virtual	-Erika shared that she would not have enrolled her daughter in a 4 th grade start, but that she would have	-Innova Girls Academy will adjust grade levels to serve students from grades K-6.	1 Community Leader

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				<p>considered a kindergarten start.</p> <p>-Believes that parents want to have a K-12 option so that they do not need to think about selecting a new school for elementary, middle, and high school.</p>	<p>-Innova Girls Academy will partner with YWCP to build a full K-12 pipeline for all-girls schools in Rochester.</p> <p>-Innova Girls Academy will share information with Erika to share with the Ibero community.</p>	
12/12/20	Community Member	Hosted online free computer science class for Girl Scouts	Virtual	<p>-Proposed Head of School, Lindsay Swanson, hosted coding class for students through the Girl Scouts to help students earn the "Coding Basics" Badge.</p> <p>-Led girls in introduction to coding, exploring the basics of writing algorithms, incorporating loops, and learning about female computer scientist role models.</p>	<p>-We will continue to develop Innova Girls Academy's strategy for providing high quality computer science education.</p> <p>-We will continue building girl centered curriculum that successfully engages girls in coding.</p>	20 students, 20 parents
12/13/20	Community Leaders	Meeting with Hipocampo Bookstore	Virtual	<p>-Met with the founders of Hipocampo Bookstore to share proposal for Innova Girls Academy and seek partnership opportunities.</p> <p>-Received feedback around the importance of working in partnership with the district.</p>	<p>-Innova Girls Academy will schedule programming with Hipocampo Bookstore to increase access to coding for young children in Rochester.</p> <p>-Innova Girls Academy will seek opportunities to support and collaborate</p>	2 Community Leaders

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
					the district in whatever way possible.	
12/14/20	Education Leader	Meeting with Rebekah Adamek of Girls Prep	Virtual	-Met with leader at Girls Prep to learn more about the successful all-girls programming and to share more about Innova Girls Academy. -Discussed elementary school for girls and how the environment centers on sisterhood and female empowerment.	-Innova Girls Academy will use recruitment strategies discussed in the meeting including helping parents understand the power of all-girls education particularly as it pertains to building confidence. -Innova Girls Academy will continue to learn from other schools that have track records of academic excellence.	1 Education Leader
12/15/20	Community Leaders	Meeting with Allison Shannon and L Wehner, SWBR Architects	Virtual	-The SWBR Architects shared that there may be district buildings available in the Fall of 2022 when we will seek to open our doors.	-Innova Girls Academy may seek to work with the district to find available facilities in the city of Rochester.	2 Facilities Specialists
12/16/20	Community Leader	Meeting with Helen Titus	Phone Call	-Met with Helen Titus to discuss Innova Girls Academy marketing and consider how to ensure that families in Rochester learn more about Innova.	-Innova Girls Academy will continue to market using our website, Facebook, and hosting meetings through Zoom. -Innova Girls Academy will rephrase key design elements to ensure they are accessible and meaningful to families.	1 Marketing Specialist

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
12/21/20	Education Leader	Meeting with Vee Pryor, Rise STEM Academy for Girls	Virtual	<ul style="list-style-type: none"> -Rise STEM Academy was founded recently in Lexington, Kentucky with tons of community support. -The community believes in an all-girls elementary model and they have already demonstrated demand with a healthy waitlist. 	<ul style="list-style-type: none"> -Innova Girls Academy will adjust grade levels to serve students from grades K-6. -Innova Girls Academy will continue to listen and learn from the best practices of successful all-girl schools to build a program with a strong start in Rochester. 	1 Education Leader
12/21/20	Political Leader	Meeting with Malik Evans	Virtual	<ul style="list-style-type: none"> -Discussed Innova Girls Academy with Malik Evans. -Malik Evans is supportive of Innova Girls Academy and believes that our mission is one that will improve outcomes for students in Rochester. -Suggested that we collaborate with the district when possible. 	<ul style="list-style-type: none"> -Innova Girls Academy will seek opportunities to support and collaborate with the district in whatever way possible. 	1 Community Leader
12/29/20	Education Leader	Meeting with Beth Reaves of the Washington School for Girls	Virtual	<ul style="list-style-type: none"> -Met with the school leader of Washington School for Girls to talk about best practices in all-girls education. 	<ul style="list-style-type: none"> -Innova Girls Academy will continue to listen and learn from the best practices of successful all-girl schools to build a program with a strong start in Rochester. 	1 Education Leader

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
1/4/21	Community Leaders	Community Collaborative Meeting	Virtual	-Engaged in a community meeting with a variety of other service providers in Rochester. Shared more about Innova and heard from other community organizations about the services available to Rochester residents.	-Innova Girls Academy will seek to partner with a variety of Rochester service providers (such as the Center for Youth) to provide resources to students and families.	20 Community Leaders
1/7/21	Community Members	Innova Public Meeting #5 – Facebook Live	Virtual	-Lindsay Swanson and Jonathan Nwagbaraocha shared the announcement that Innova Girls Academy would be switching to a Kindergarten start. -Took questions and comments from community members.	-Innova Girls Academy will make the transition to serve students in grades K-6 th . -Innova Girls Academy will engage community members to continue to gather feedback and community support for the program.	Viewed by 390 Community Members
1/8/21	Education Leader	Meeting with Maura Farrell of Sophia Academy	Virtual	-Met with the school leader of Sophia Academy to talk about best practices in all-girls education.	-Innova Girls Academy will use recruitment strategies discussed in the meeting including helping parents understand the power of all-girls education particularly as it pertains to building confidence.	1 Education Leader
1/11/21	Community Members	Hosted online free computer science class for Girl Scouts	Virtual	-Proposed Head of School, Lindsay Swanson, hosted coding class for students through the Girl Scouts to	-We will continue to develop Innova Girls Academy's strategy for providing high quality	20 students, 20 parents

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				help students earn the "Coding Basics" Badge. -Led girls in introduction to coding, exploring the basics of writing algorithms, incorporating loops, and learning about female computer scientist role models.	computer science education. -We will continue building girl centered curriculum that successfully engages girls in coding.	
1/14/21	Community Members	Innova Public Meeting #6 – Facebook Live	Virtual	-Innova Girls Academy founding team members shared information about Innova Girls Academy through Facebook Live. -Shared more about our "Why" and Vision for Innova.	-Innova Girls Academy will continue to seek innovative ways to connect with the Rochester community. -Innova Girls Academy will seek opportunities to support and collaborate with the district in whatever way possible.	Viewed by 295 Community Members
1/15/21	Community Leader	Meeting with the Girl Scouts of Western New York – Alison Wilcox	Virtual	-Met with the CEO of GSWYN to discuss Innova transition to K start. -She shared support for this transition, and we discussed how to share more about Innova Girls Academy with the Rochester community.	-Innova Girls Academy will share information with the Girl Scouts of Western New York	2 Community Leaders
1/20/21	Community Members	Hosted online free computer science class for Girl Scouts	Virtual	-Proposed Head of School, Lindsay Swanson, hosted coding class for students through the Girl Scouts to	-We will continue to develop Innova Girls Academy's strategy for	20 students, 20 parents

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				<p>help students earn the "Coding Basics" Badge.</p> <p>-Led girls in introduction to coding, exploring the basics of writing algorithms, incorporating loops, and learning about female computer scientist role models.</p>	<p>providing high quality computer science education.</p> <p>-We will continue building girl centered curriculum that successfully engages girls in coding.</p>	
2/5/21	Education Leaders	Attended the Young Women's College Prep Board of Trustees Meeting	Virtual	<p>-Members of the founding Innova Girls Academy team attended the YWCP board meeting to listen and learn from the veteran charter school board.</p> <p>-Members of our board were impressed by the efficient meeting and numerous committee report outs.</p>	<p>-The Innova Girls Academy board will continue to develop as a group and will seek to replicate the best practices from successful charter school boards.</p> <p>-Innova Girls Academy will seek opportunities to support and collaborate with the district in whatever way possible.</p>	16 YWCP and Innova Board Members
2/10/21	Education Leaders	Meeting with Eboni Chopp of Girl Scouts of Northeast Texas to discuss Solar Prep	Virtual	<p>-Met with a member of the Northeast Texas Girl Scout Council to discuss Solar Prep.</p> <p>-The Solar Prep program is very similar to the vision for Innova Girls Academy as they are a Girl Scouts Academy. All girls at Solar Prep have the opportunity to be Girl Scouts and Girl Scouts programs are</p>	<p>-Innova Girls Academy will partner with the Girl Scouts of Western New York to develop the first Girl Scouts Academy in New York State.</p>	2 Education Leaders

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				integrated into every school day.		
3/25/21	Education Leaders	Meeting with the National Coalition of Girls Schools Formation Virtual Convening	Virtual	<ul style="list-style-type: none"> -Founding members of the Innova Girls Academy team attended a Girls School in Formation workshop with the NCGS. -Listened to presentations from Solar Prep and the Girls Academic Leadership Academy. -Leaders shared importance of recruiting and building community support. 	--Innova Girls Academy will continue to listen and learn from the best practices of successful all-girl schools to build a program with a strong start in Rochester.	17 All-Girls School Leaders
3/30/21	Real Estate Developer	Facility tour of 545 Humboldt St.	545 Humboldt St. Rochester, NY	-Members of the Founding Innova Girls Academy team met with the facilities team at 545 Humboldt St to tour as a possible school location.	-Innova Girls Academy will stay in communication with the property manager at 545 Humboldt St as a possible school site location.	2 Facilities Specialists
4/5/21	Community Members	Community Collaborative Meeting	Virtual	-Engaged in a community meeting with a variety of other service providers in Rochester. Shared more about Innova and heard from other community organizations about the services available to Rochester residents.	-Innova Girls Academy will seek to partner with a variety of Rochester service providers (such as the Center for Youth) to provide resources to students and families.	20 Community Leaders

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
4/9/21	Education Leader	Attended Young Women's College Prep Board Meeting	Virtual	<ul style="list-style-type: none"> -Members of the founding Innova Girls Academy team attended the YWCP board meeting to listen and learn from the veteran charter school board. -Members of our board were impressed by a report out from the academic team that highlighted a tiered approach to student supports. 	-The Innova Girls Academy board will continue to develop as a group and will seek to replicate the best practices from successful charter school boards.	18 YWCP and Innova Board Members
4/13/21	Community Leader	Meeting with Rosa Marie of the Marvelous Mind Academy	Virtual	<ul style="list-style-type: none"> -Met with the Marvelous Mind Academy to discuss opportunities for partnerships and best practices for early childhood education. -Discussed importance of students building a strong self-concept related to education and a strong community of support. 	-Innova Girls Academy will partner with Marvelous Mind Academy for recruitment, building community support, and learning best practices.	1 Education Leader
4/18/21	Community Members	Hosted a Table at the Brothers and Sisters Unisex Hair Salon's Stop the Violence Rally	1274 Dewey Ave, Rochester, NY 14613	<ul style="list-style-type: none"> -Hosted a table and shared information about Innova Girls Academy with community members at the "Stop the Violence" festival. -Community members signed the petition and shared excitement for our program. 	-Innova Girls Academy will continue to share information about our proposed school at community events to ensure that families know about the opportunity to enroll their daughters in an all-girls elementary.	40 Community Members

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				<ul style="list-style-type: none"> -Met two school board candidates and discussed Innova Girls Academy with candidates. -Heard feedback from families that STEAM is important to them, they would like to see Innova Girls Academy incorporate the "A" in STEAM to ensure that students build creativity through their STEM work. 	<ul style="list-style-type: none"> -Innova Girls Academy will seek opportunities to support and collaborate with the district in whatever way possible. -Innova Girls Academy will transition and develop our focus from a STEM to a STEAM school. 	
4/21/21	Community Members	Innova Girls Academy Virtual Public Meeting #7	Virtual	<ul style="list-style-type: none"> -Hosted online virtual public meeting with members of the Innova Girls Academy founding team to share more about our proposal. 	<ul style="list-style-type: none"> -Innova Girls Academy will continue to seek innovative ways to connect with the Rochester community. -Innova Girls Academy will seek opportunities to support and collaborate with the district in whatever way possible. 	120 people viewed video
4/23/21	Community Member	Meeting with Sharifa Whitt	Fuego Coffee: 1 Woodbury Blvd, Rochester, NY 14604	<ul style="list-style-type: none"> -Discussed opportunities to connect with STEAM organizations in Rochester and other network opportunities with Rochester non-profit leaders. 	<ul style="list-style-type: none"> -Innova Girls Academy will seek to increase opportunities for Rochester girls to be engaged in STEAM programs. 	1 Community Member
4/26/21	Community Members	Online Computer Science Class	Virtual	<ul style="list-style-type: none"> -Proposed Head of School, Lindsay Swanson, hosted a 	<ul style="list-style-type: none"> -We will continue to develop Innova Girls 	5 students, 5 parents

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
		(Free to students)		coding class for students in Rochester. -Led girls in introduction to coding, exploring the basics of writing algorithms, incorporating loops, and learning about female computer scientist role models.	Academy's strategy for providing high quality computer science education. -We will continue building girl centered curriculum that successfully engages girls in coding.	
4/27/21	Education Leader	Meeting with Dr. Tolga Hayali	Virtual	-Met with Dr. Hayali to discuss proposal for Innova Girls Academy and what the SANY founding team learned from their process of applying to open in Rochester. -Dr. Hayali shared more about the importance of building strong relationships with district schools and political leaders in the Rochester community.	-Innova Girls Academy will seek ways to collaborate with the district to improve educational outcomes for students in Rochester.	1 Education Leader
4/28/21	Education Leaders	Meeting with Unique Child Daycare	Virtual	-Met with the Unique Child Daycare to discuss opportunities for partnerships and best practices for early childhood education. -Discussed importance of pairing a structured school	-Innova Girls Academy will partner with Unique Child Daycare for student recruitment, building community support, and learning best practices.	2 Education Leaders

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				day with strong adult relationships.		
4/28/21	Community Members	Interview with News 8 – RochesterFirst	Virtual	-Met virtually with a reporter from New 8 to share more about the proposal for Innova Girls Academy.	-Innova Girls Academy was featured on News 8 in Rochester. -Innova Girls Academy will continue to collect petition signatures to demonstrate community support.	2-minute news clip was included on local news station
4/28/21	Community Members	Innova Girls Academy Virtual Public Meeting #8	Virtual	-Hosted online virtual public meeting with members of the Innova Girls Academy founding team to share more about our proposal. -We discussed the Girl Scouts partnership and the importance of all-girls education.	-Innova Girls Academy will continue to seek innovative ways to connect with the Rochester community.	120 people viewed video
4/29/21	Community Members	Innova Girls Academy Virtual Public Meeting #9	Virtual	-Hosted online virtual public meeting with members of the Innova Girls Academy founding team to share more about our proposal. -We discussed the Innova vision for STEAM, the Girl Scouts partnership, and individualized student supports.	-Innova Girls Academy will provide students with hands-on STEAM projects that will develop innovative problem-solvers. -Innova Girls Academy will partner with the Girl Scouts to provide daily leadership development.	182 people viewed video

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
5/2/21	Community Members	Hosted Table at the La Marketa	828 N Clinton Ave, Rochester, NY 14605	<ul style="list-style-type: none"> -Hosted a table at La Marketa with a slime making STEAM activity. -Shared more with community members about Innova Girls Academy and heard lots of positive feedback about program ideas. Collected 20 petition signatures. -Met community organization leaders (head of Clinton Ave Business Association, representative from Rochester Museum & Science Center) and discussed opportunities for partnerships. 	<ul style="list-style-type: none"> -Innova Girls Academy will provide girls in Rochester with a high-quality school option that centers on STEAM development and leadership. -Innova Girls Academy will partner with local organizations to increase community engagement and enhance school wide program offerings 	20 Community Members

Attachment 2a: Initial Samples of Public Outreach

1. Evidence of Sharing Proposed Charter School with Rochester Community

We have shared our proposal with the Rochester community online and in person. We have created an Innova Girls Academy Website which currently has 2,100 unique views and 8,200 total views. We have also created a Facebook account which has 780 likes. Posts from our Facebook page have reached a total audience of 7,800. We distributed more than 800 information flyers at events throughout Rochester. We sent press releases to local news stations and we were featured as a news story on News 8. We have collected 308 surveys and 665 petition signatures.

Figure 1: Front and Back of Innova Girls Academy Printed Flyer

Innova Girls Academy
Girls Today, Innovators Tomorrow

We believe...

- STEAM EDUCATION UNLOCKS DOORS**
We will teach girls to code, do hands-on science experiments, use art to express ideas, and empower girls to change the world.
- A GREAT TEACHER INSPIRES EXCELLENCE**
We will support our teachers to grow into the best educators that they can be and will build a strong, caring community.
- CLASSROOMS SHOULD SPARK CURIOSITY**
We will use culturally relevant curriculum that honors our student's culture and inspires them to become confident problem-solvers.
- ALL-GIRLS SETTING DEVELOPS LEADERS**
We will provide an all-girls setting that affirms that girls can do anything.
- ALL CHILDREN SHOULD THRIVE AT SCHOOL**
We will support all students with care and will prove that everyone can excel in school.

Do you agree?

Fast Facts about Innova

- We are a proposed tuition-free charter school in Rochester, NY.
- We plan to open in the fall of 2022 with K and 1st grade.
- We'll grow to serve student in grades K-6th.
- We will be the only all-girls elementary school in ROC.
- Everyday, all students will have access to engaging and hands-on Girl Scouts programs.

We are currently offering free coding classes! Check out our website for more details.

Our Mission:
Through a supportive and rigorous STEAM-integrated academic program, **Innova Girls Academy** empowers girls to excel as innovative leaders and confident problem-solvers.

Interested in learning more?
Check out our website at innovagirlsacademy.org.

We need your help to open Innova!
Take our quick survey: bit.ly/InnovaSurvey1
Sign our petition: bit.ly/innova-petition
Write a letter of support: lswanson@bes.org

Do you want your daughter to be a founding student at Innova?
Fill out our Interest Form to be the first to hear about enrollment opportunities: bit.ly/InnovaInterest

Figure 2: Press Release Shared with News Outlets

Proposed All-Girls Rochester Charter School Focuses on the STEAM Disciplines to Create Leaders of Tomorrow

If approved by the New York State Education Department, Innova Girls Academy would be the state's first Girl Scouts Academy and only all-girls elementary school in Rochester.

(Rochester, N.Y.) – The Innova Girls Academy Charter School is a K-6th grade school proposed in the City of Rochester. Focused on providing a supportive and rigorous STEAM (Science, Technology, Engineering, Arts and Mathematics) integrated academic program, Innova Girls Academy has partnered with the Girl Scouts of Western New York to provide a unique educational option for Rochester families. The academy is designed to empower young women to excel in school, college and career as innovative leaders and confident problem-solvers.

"Traditionally, co-ed schools have lacked opportunities for young women to develop confidence of voice in STEAM," said the lead founder of the Innova Girls Academy, Lindsay Swanson. "Our single-gender school will focus on breaking down the stereotype threat and proving that women belong as leaders in the science, technology, engineering and mathematics fields."

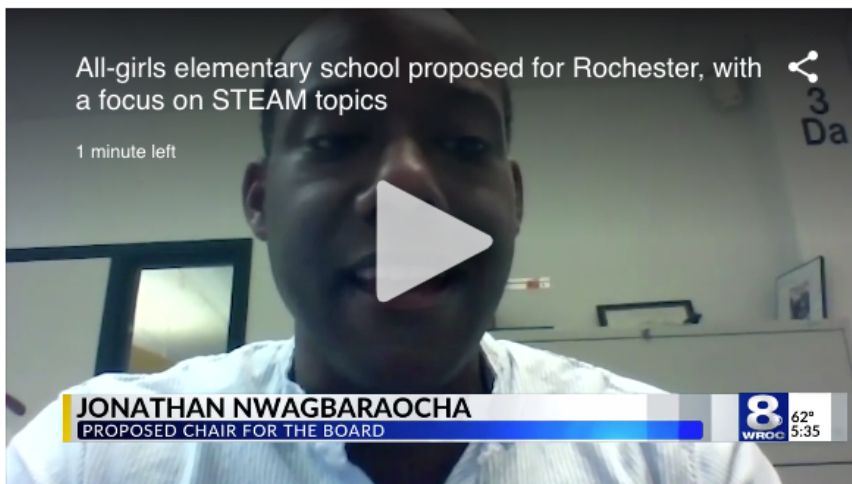
The vision for Innova Girls Academy has been in development for the past year and is currently engaged in the application process with the New York State Education Department. If the school is approved by the state, it will be the only elementary all-girls school in Rochester.

Studies show that young women attending an all-girls school are six times more likely to consider majoring in STEM fields. Currently, there are approximately 1,300 seats available in all-boys schools, both in public charter schools and within the Rochester City School District. Conversely, there are nearly 350 seats available in public all-girls schools.

Figure 3: News Segment from Rochester First News 8

EDUCATION

Proposed all-girls elementary school for Rochester would center around 'STEAM' topics



by: Eriketa Cost

Posted: Apr 29, 2021 / 08:14 AM EDT / Updated: Apr 29, 2021 / 08:47 AM EDT

ROCHESTER, N.Y. (WROC) – A new all-girls elementary school (K-6) could be opening in the City of Rochester, come Fall of 2022. The proposed charter school would focus on STEAM-related topics (Science, Technology, Engineering, Art and Math).

Lindsay Swanson is the founder of the proposed school, [Innova Girls Academy](#). She says the idea behind it is to make education more equitable for girls, and present more bridges to career paths where women have traditionally been minorities. Classes involving lessons on coding, math and engineering would

Figure 4: Sharing Innova Girls Academy in the Girl Scouts Newsletter



MEMBER ESSENTIALS

Camp Service Days

Want to go outside? We're looking for some help to get our Camp Properties ready for the season. Troops who participate will receive an outdoor service fun patch! Some of our needs include: sweeping out tents, wiping down beds, raking out fire-pits, cleaning dining areas, trail work and more. If you are available, please fill out our interest form. We hope to see you out at camp soon!

[CAMP SERVICE DAY INTEREST FORM](#)

Proposed All-Girls Rochester Charter School Focuses on the STEAM Disciplines to Create Leaders of Tomorrow

Innova Girls Academy has partnered with the Girl Scouts of Western New York to propose the first "Girl Scouts Academy" in New York State. All girls who attend Innova Girls Academy Charter School will receive high quality Girl Scouts programming focused on STEAM and Leadership on a daily basis in their academic courses. With over 100 years of empowering young women through all-girls programming, Girl Scouts of Western New York will support the Innova vision of positioning Rochester's girls to become tomorrow's leaders.

Innova Girls Academy is hosting a virtual public hearing on April 29th at 6pm via their Facebook page. Interested community members can learn more about the school while asking questions and providing feedback online. The founding group seeks to develop a program that authentically reflects the strengths and needs of the Rochester community.

For more information Innova Girls Academy, visit innovagirlsacademy.org

2. Evidence of Rochester Public Meetings

Since November 2019, the Innova Girls Academy founding team has hosted 14 public events: 5 Parent Focus Groups and 9 Public Meetings. We have also attended 15 additional events in Rochester to set-up a table and speak with community members about our proposal. Our events have been advertised through Facebook, Instagram, and a local radio station. Below is the advertisement that was used to communicate to the public about our first Public Meeting and other ways to get involved with Innova Girls Academy. The advertisement reached 4,259 people. We also hosted virtual public meetings through Facebook Live which have reached over 3,500 views. Figure 6 shares snapshots from some of these virtual events with viewership data.

Figure 5: Sharing Innova Girls Academy Public Meeting and Events through Facebook

Innova Girls Academy is in Rochester, New York. ...
March 22, 2020 · Instagram · 🌐

We are thrilled to share three new, online Innova Girls Academy initiatives. We are honored to support our community as we work together to [#flattenthecurve](#)

👤 1) Free, online coding classes for students ages 9-13 - Does your student need something to do from 2-3pm every day? Sign them up for our virtual coding class!

👤 2) Virtual STEM Office Hours K-12 - Need help with science or math work to support your student's online learning? Call in to our virtual office hours every day from 10-11am.

👤 3) Online Public Meeting, 3/26 - Join us to learn more about Innova Girls Academy through our Facebook Live on Thursday from 7-8pm. All participants will be enter into a raffle for a free computer!

Find more information on our website at: www.innovagirlsacademy.org/covid

Event Title	Time	Target Audience	Registration Link	Additional Info
Online Coding Class	2-3pm	Ages 9-13	bit.ly/codingROC	Free, live online class to learn how to code!
STEM Office Hours	10-11am	Grades K-12	bit.ly/STEMHELP	Learning at home and need help with science, tech, or math work?
Online Public Meeting	7-8pm	All ages	N/A	All attendees entered into raffle for a computer!

4,259 People Reached **140** Engagements [Boost Again](#)

Figure 6: Snapshots from Innova Girls Academy Virtual Public Meetings with Viewership Data

Innova Girls Academy was live.
April 16, 2020 · 🌐

1,006 People Reached **872** Engagements

[Boost Post](#)

Innova Girls Academy was live.
April 23, 2020 · 🌐

937 People Reached **693** Engagements

[Boost Post](#)

25 22 Comments 4 Shares

Innova Girls Academy was live.
May 4, 2020 · 🌐

531 People Reached **274** Engagements

[Boost Post](#)

30 20 Comments 1 Share

Innova Girls Academy was live.
May 18, 2020 · 🌐

1,021 People Reached **172** Engagements

[Boost Post](#)

15 4 Shares

Innova Girls Academy was live.
January 7 · 🌐

Join us for a big announcement this evening!

390 People Reached **89** Engagements

[Boost Post](#)

12 8 Comments 2 Shares

Innova Girls Academy was live.
April 21 at 7:03 PM · 🌐

Join us to learn more about Innova Girls Academy!

123 People Reached **36** Engagements

[Boost Post](#)

3. Evidence of Community Engagement through Online Coding Classes

On March 26th, 2020, we started our first online coding classes. Since then, we have provided free online coding instruction to more than 150 students. We have offered multiple levels of classes that have served students in K through 12th grade. Many families have enrolled their students in multiple courses throughout the school year. We also partnered with the Girl Scouts of Western New York to host three “Coding Basics” badge coding sessions. All three of these sessions sold-out. Advertisements for our courses have reached more than 3,500 people. Figures below include examples of advertisements and parent feedback from the courses.

Figure 7: Coding Class Advertisement

Performance for Your Post

3,714 People Reached

172 Reactions, Comments & Shares

77 Like	6 On Post	71 On Shares
35 Love	4 On Post	31 On Shares
1 Wow	0 On Post	1 On Shares
28 Comments	0 On Post	28 On Shares
31 Shares	31 On Post	0 On Shares

80 Post Clicks

1 Photo Views	33 Link Clicks	46 Other Clicks
-------------------------	--------------------------	---------------------------

NEGATIVE FEEDBACK

0 Hide Post	0 Hide All Posts
0 Report as Spam	0 Unlike Page

Reported stats may be delayed from what appears on posts

Figure 8: Emails from Parents of Students in Coding Classes

Heather

to me ▾

I would like to have [REDACTED] participate again. He has learned so much and I love the structure you provide for the kids.
Thank you,
Heather

Amberlee

Thu, Aug 6, 2020, 9:55 AM ☆ ↶ ⋮

to me ▾

I'm happy to hear there will be another class in sept! I'm high risk, so we are leaning heavily towards virtual learning this year. She loves this class and it really breaks up her day and let's her flourish :) Thank you so much for teaching this!

Tomicka

to me ▾

Hi Lindsay,

This is great! [REDACTED] has really enjoyed the class this week and will be excited to know that it is extended. Thank you for doing this.

Best,
Tomicka

Osita

Wed, Dec 9, 2020, 11:37 AM ☆ ↶ ⋮

to me ▾

Good Morning

Back in May my [REDACTED] took one of your online coding classes. She enjoyed it and I was looking to her back into it. Do you have any classes available or know of any others offering coding lessons for kids?

Kasia

Tue, Apr 27, 11:17 AM (2 days ago) ☆ ↶

to me ▾

Thank you so much for the class last night!

Girls had fun [REDACTED] is usually pretty shy and quiet) and they stayed up practicing coding! [REDACTED] even asked me: "Mom, is this something we will do more often?" Haha! She is funny and always eager to learn new things!

LP

to me ▾

This is great! [REDACTED] is super excited the class isn't ending today.

Thank you for offering this, it really makes a difference for her to be able to connect with peers for a bit during this.

Lara

Figure 9: Girl Scouts Advertisement of Innova Programming

Coding Basics with Innova Girls Academy - J/C

 [View event on calendar](#)

GIRLS

Date:	Wed Jan 20, 5:00 PM	Category:	Girls
	- 7:00 PM	Level:	Cadettes, Juniors
		Minimum Attendance:	5
			girls
		Maximum Attendance:	20
			girls

REGISTER NOW

Join us to explore the basics of computer programming! Engage in exciting coding challenges to learn more about how programmers write computer programs. At the end of our session, we will consider how people can use computers to help others. Girls will earn the Coding Basics badge by attending this program. Badge included (to be mailed after program).

**NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE**

**ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE
SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)**

Applicant Group Members (“AG”): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

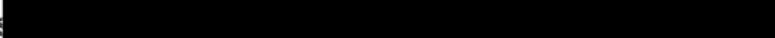
Prospective BOT Members (“BOT”): Service on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

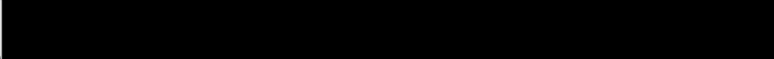
Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

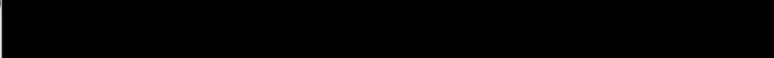
CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

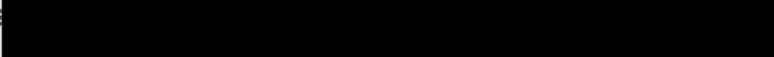
Member Name: Kyle P. Banks

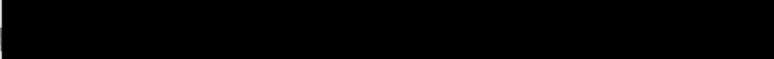
Proposed Charter School Name: Innova Girls Academy Charter School

E-Mail Address 

Home Telephone 

Home Address 

Business Telephone 

Business Address 

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identity verification only.

Résumé Attached

Copy of Diploma, Transcript or Supporting Documentation Attached

- If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

I was introduced to Ms. Lindsay Swanson, BES Fellow, by a work colleague with the understanding that Ms. Swanson was looking to bring a STEAM based charter school to Rochester. Ms. Swanson and I, with the support of BES, setup several meetings to discuss the details of the school model and discussed my interest to be a part of bringing this charter school to Rochester. I am aligned to the values, mission, and vision of Inova Girls Academy.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

I work in Economic Development and Workforce Development where education is a main part of the conversations that I am a part of. I work with business owners in and out of the tech realm utilizing program grants to assist with local growth and job opportunity. Our area is constantly looking for ways to strengthen our workforce and the answer is to strengthen our educational options. I also advocate in equity based discussions regarding options available to our youth in impoverished areas. I am very connected to the issues and local stakeholders in the conversations. As a native in the city of Rochester, I take education conversations personally. I want to be a part of the many solutions my city needs by way of impactful, actionable opportunities.

My focus has always been my community with a focus on equity development for families facing hardships due to resource limitations created around them. I am proud to support the creation of Innova Girls Academy because it will change the trajectories of our students and their families. In my current role, I see tons of hi-tech companies that complain about not having an adequate workforce and then the workforce they do have lacks diversity. There is a need on both sides. The community benefits and the business economy does as well.

I work with the business community and local officials to discuss projects paramount to the area. With my role at RG&E, I work with highly visible business owners and public officials. I have a strong ability to tap into that audience and appeal to them for the engagement aspect that is key to a charter school.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

I see my role and responsibilities being largely geared towards providing oversight regarding academics, fiscal wellness and the organization dynamics. My role is to make sure there is quality control at all levels with the application so that the charter is accepted and consistently thriving. We are setting the groundwork for an entire charter, so this comes with much work and study of “Best-in-class” charters around the country. I am focused on the strategic planning that will allow Innova to be successful throughout its future. I am firmly committed to doing research and have tough conversations that are necessary to put this charter in a prime spot where it can stay.

With my role at RG&E, I work with highly visible business owners and public officials. I have a strong ability to tap into that audience and appeal to them for the engagement


aspect that is key to the charter school. I also handle a lot of applications through my position in regards to grants that my company provides so I feel I would be able to assist in the development of applications for any potential future grants that are looked into.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

I currently serve on the Workforce Development board of RochesterWorks! and on the advisory board of the Center for Employment Opportunities.

Kyle P. Banks

Printed Name


Signature

2/3/2020

Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

Board Member, Member of the Finance Committee

12. Please explain why you wish to serve on the board.

Since my undergraduate years, I have grown more involved with the educational system by way of mentoring. I love mentoring but I want to have a deeper impact on the system issues that are creating unnecessary barriers for women and women of color. By serving on the board of Innova Girls Academy, I will ensure that young women in Rochester have access to a school that will empower them to become leaders in their communities. I am committed to holding the school accountable to our mission and vision in order to bring new opportunities to Rochester.

My mother was one of the first black women to graduate from St. John Fisher College in Rochester, NY. She faced various barriers in order to attain a level of education she deserved. She shows what is possible for young women in Rochester. To create impactful opportunities means to address a system that still creates barriers towards families in underserved communities, systemic issues plaguing our inner-city female youth.

I wish to serve on the board because I recognize there is a need for Innova Girls in Rochester, and I will lend my professional network and resources to support its growth. In the city of Rochester, there is a push for STEAM.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

This does not apply to me. Yes. (Include description here):

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Yes.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Yes.

Not applicable because the School will not contract with a management company or charter management organization.

I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

Yes.

Not applicable because the School will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

The Innova Girls Academy Board will, each year, review and sign a Conflict of Interest policy. We have a zero-tolerance policy for any self-dealing. If a conflict of interest does arise, the member of the board has a responsibility to make the board chair aware of this. Should a conflict be determined, the member of the board must recuse themselves from the discussion and vote. If the board member is found to have participated in self-dealing, that member will be removed from the board in accordance with our Bylaws.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

This does not apply to me, my spouse or other family members.

Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.

The mission aims to empower young women and create innovative future leaders. It is understood that leaders are developed, and Innova Girls Academy proposes to develop students as leaders. The importance of problem solving skills cannot be stressed enough. Innova will build these skills in our young women so they can take them into high school

and college. This mission reflects helping young women break barriers that they don't even understand yet. It means showing them and teaching their true talent and capabilities, so they can grow into them.

24. Please explain your understanding of the educational program of the charter school.

Innova Girl's Academy has 6 core beliefs which are based on strong STEAM education. This means daily computational thinking in class to challenge students with consistency. Project-based learning with an inquiry model which has been proven as effective based on the success the Girl Scouts have had utilizing this. Integration of digital literacy through all classes is stressed based on where technology is today. Children need to be taught in ways that resonate with technology at its current form. There is also emphasis on collaboration and problem-solving techniques which are crucial for development. These are main points to the dynamic teaching style that Innova will bring.

Innova will also focus on intentional individualized supports like data driven instruction and self-regulated learning because they allow customization of learning and assistance. It gives the student exactly what they need. No more "one size fits all" teaching styles. Innova's co-teaching model and small group instruction allow for students to get adequate attention while helping them get to levels of mastery in understanding content.

Innova will also stress that leaders are developed by way of training and sharpening skills that leaders utilize. This takes place in advisory and with our SEL curriculum focused on character development using Girl Scouts curriculum. This makes the leadership qualities of each student a necessity. Students will even learn about exceptional women leaders of color so they see the importance of their growth in this aspect. Staff also has an expectation of leadership development and will have opportunities in that area as well. With families also being tied in through communication on their children's needs and ability, parents will be expected to and guided towards better assisting with their children's development. This focuses all of the stakeholders towards the common necessity of creating a leader of the student in a curriculum that celebrates it.

With a truly rigorous instruction, we know Innova will focus on results with regard to student performance. Students at Innova will benefit from a challenging yet engaging curriculum that is customized based on their needs day to day. With this the expectation is that students will perform at or above grade level. Innova believes the confidence of leaders is earned through the pride of finishing their work and excelling.

The next element is the concept that every moment matters. To create successful leaders with impactful problem-solving abilities Innova will have to take advantage of every amount of time we have with students from grades 4 through 8. Students will need to spend 200 minutes in ELA and 140 minutes on math each day. This constant development will not only remediate foundational skills but put students ahead with their academic level. With added digital tracking of data, this will help Innova keep up with where each student is educationally while making sure to customize their learning experience, so they excel faster.

Innova believes in excellence in an all-girls school which will create more opportunities within Rochester for a diversity of educational options. This school will be the first of its kind in a time where young women of color need more opportunities. Innova also believes the young women of Rochester deserve this opportunity and that this charter school will open up many opportunities for young women of color in the Rochester area.

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

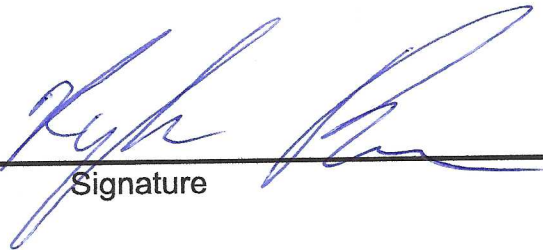
I believe a successful charter school will create a safe and challenging environment for innovative leaders to be created. A successful charter needs to have innovative and knowledgeable leadership. Leadership needs to fully understand the economy in which they are and fully include the community in what they are doing. Building strong community partnership is not only important for support but for the marketing of the school as to make sure retention and growth are attained.

Charters need to remain engaged with the progress of students, the development of staff and support of parents. It is of importance to consistently provide a challenging curriculum and utilize the data from our assessments to ensure the charter remains accountable to the goals set by the board. The charter must exceed its goals while maintaining its mission.

In order for the school to be successful, there must be a strong board at the helm. The board plays a crucial role in ensuring that the school is able to meet the needs of all students. The board must ensure that the school is moving towards stated academic, fiscal, and organizational goals. To govern effectively, the board must work in a committee structure that meets to review school data on a regular basis. For example, the Finance committee should meet on a monthly basis to review finance documents such as budget vs. actuals. During the meeting the committee would ensure that the school is on track with appropriate spending each month. If there is variance, the board would discuss with the management with the school to better understand the variance. The committee would ensure that spending is in alignment with the mission of the school and will report out in financial updates to the full board on a monthly basis. The academic committee would work through a similar structure, reviewing student academic data on a monthly basis. Finally, the Governance committee would ensure that the board continues to develop and that the organization follows all state compliance requirements.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Kyle P. Banks (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.



Signature

2/3/2020

Date

**NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE**

**ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE
SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)**

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Prospective BOT Members (“BOT”): Service on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

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CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: George E. Daddis Jr. PhD

Proposed Charter School Name: Innova Girls Academy Charter School

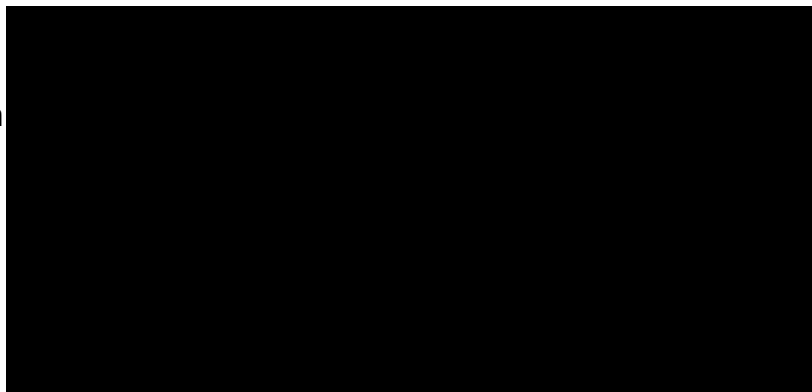
E-Mail Address:

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Business Address:



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Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

Résumé Attached

Copy of Diploma, Transcript or Supporting Documentation Attached

If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

I was contacted by the Lead Founder, Ms. Swanson, after meeting her at an entrepreneurial event. After several follow-up meetings and telephone calls, including a meeting with personnel from BES, I was formally invited to join the founding team.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

My 35-year professional career and experiences have been focused on building small businesses and in music. Based on my career founding and running technology companies, my primary skills lie in the area of strategic planning, performance management, financial management, operations and personnel/HR management, recruitment/enrollment, and communications. These have been gained through 30+ years of entrepreneurial leadership experience in managing high technology companies as CEO and through service in other community boards and organizations.

Experiences gained through building businesses from the ground up I hope will be especially relevant. While there are many fundamental differences between launching a Charter School and Technology Company, I believe many competencies will transfer directly. My entrepreneurial experiences that should support the founding and growth of Innova Girls Academy Charter School include:

- Ability to build teams, recruiting excellent people into the right roles*
- Ability to communicate and sell the mission and purpose of the organization*
- The ability to raise funding as necessary. I've raised ~\$150M in my career through venture capital, strategic/corporate financing, banking loans and lines of credit, etc.*
- The ability to construct a long-term plan including staffing and resource planning, revenue growth, communications/marketing, etc.*
- The ability to construct and track to a complete financial plan including various expenses (labor, non-labor), taxes, revenue outlooks, and the many balance sheet accounts (A/P, A/R, various liabilities, etc.).*
- Ability to interface efficiently with many professional service organizations including attorneys, accounting/auditors, financial institutions, recruiting agencies, and communications agencies.*
- Ability to build brand and awareness through digital media, news organizations, direct marketing, and grass-roots campaigns such as learning events, seminars, and community building efforts.*
- Ability to lead and manage multiple multifunctional teams of people – performance management, personal growth, and mission alignment.*
- Board management from both the point of view of management as well as a board member*

My secondary skills lie in music, mathematics, and computer science, gained through my education and personal interests. I am a board member of the Rochester Philharmonic and a member of several other community music organizations which may allow me to make appropriate connections to the school as required. In addition, I am advising several early stage high technology companies in structuring business plans, fundraising and capitalization, and market strategies. These experiences also provide a basis for managing a non-profit charter school organization.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).
- *My experience in founding high-growth technology companies may be applied to the development of a sound school-design/strategic-plan. I can support the development/analysis/approval of financial projections and tracking processes, staffing and resource planning, facilities and other non-labor planning, and strong operational (KPIs) metrics for healthy operation.*
 - *I can contribute strongly in effectively overseeing proper operation and governance of this new and ultimately growing organization based on my similar experiences building companies and working on boards. I look forward to supporting board activities such as annual audits, legal matters including contracts/leases/HR-agreements, sound financial practices, and board organizational groups such as Comp, Audit, Executive, and other committees.*
 - *I have significant experience in hiring experienced leaders and top talent as well as individual contributors in many roles across the country and can apply this to support our hiring plan and networking for excellent candidates.*
 - *I have a large personal network that can be leveraged for school funding, staffing candidates, music resources, facilities, communications, local government and business contacts, and other uses.*
 - *I can apply my experience serving on both commercial high-technology boards and community non-profit boards directly, supporting our founder/CEO and holding our organization accountable to its mission, performance objectives, and most importantly our commitment to a positive impact on the student girls of the City of Rochester.*
 - *My experience in creating strategic partnerships and fostering strong customer relationships with large entities I hope will support this school's critical relationships with its community, suppliers, and parents. Effective communications and relations with the local City of Rochester school system and parent groups will be especially important.*
 - *My experience in launching and growing high technology companies enables me to provide relevant perspective on the STEM curriculum, especially in the areas of computer science, IT, and mathematics.*
7. Please provide any other information that you feel is pertinent to the Department's review of your background.

I have some tangentially related experiences with education that I believe can support my role in Innova Girls Academy Charter School.

I participated as COO in an entrepreneurial online-education company (SoundReading / Ithaca, NY), which provided phonetics based remedial reading education through a game-centric approach to elementary children in the US. This provided me with experience in the education industry and interfaces with the public-school system that I believe can apply to this endeavor.

I was a board member of “The Commission Project” which brought professional musicians, composers, and arrangers into schools. This was a small program that had an outsized reach, extending across the United States. It allowed students in Middle to High School settings to interact with and co-create musical works that they would perform later. In this era of pressure on arts funding in schools, these types of adjunct programs are extremely important as they have many additional beneficial effects outside the skill of music: discipline and focus, working in teams, emotional maturity, and the often cited positive effects on mathematical and problem-solving skill.

George E. Daddis Jr. PhD

Printed Name

George E Daddis Jr. PhD

George E Daddis Jr. PhD (Apr 1, 2020)

Signature

Apr 1, 2020

Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

Board Member, Member of the Finance Committee

12. Please explain why you wish to serve on the board.

I am truly excited to have an opportunity to contribute to our City of Rochester and its people. I have been a member of this community for over 50 years. I see the struggles that some of the inner-city students must endure with their current educational opportunities and realize how this challenge is compounded by the lack of single-sex female school options. Confidence is a key ingredient in strong growth of a child and it is difficult to foster in economically depressed and/or opportunity-challenged areas and even more difficult for female students in mixed-gender middle school environments. Innova Girls will address both issues by providing a strong educational organization that frees the female student population from the often-cited effects of mixed-gender environments:

“93% of girls’ school grads say they were offered greater leadership opportunities than peers at coed schools and 80% have held leadership

positions since graduating from high school.” —Goodman Research Group, The Girls’ School Experience: A Survey of Young Alumnae of Single-Sex Schools

Further, Innova Girls Academy Charter School has an opportunity to not only provide options for a basic education, but to provide a specialized and nurturing STEM / problem-solving education to inner city girls. STEM skills have been the basis for my own personal and professional growth for my entire life, and I look forward to championing this part of the mission for our City of Rochester girls.

This school, operating in the all-important foundational years of 4th – 8th grade, will prepare our next generation women not just for success in high school, but will set them on a path for success in technology, business leadership, health sciences, and other careers critical to the economy of the next several decades. This opportunity to positively impact people in such a way is very rare and I am excited to contribute.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

This does not apply to me. Yes. (Include description here):

The Commission Project

<http://www.garciamusic.com/educator/iaje.journal/jej.article.archive/comm.project.html>

An organization that brings professional musicians/composers into schools to commission music for student musicians and underwriting composer-in-residence programs.

Rochester Philharmonic Orchestra

www.rpo.org

Rochester’s symphony orchestra, which provides symphonic music for our community in a number of genres and venues as well as educational programs including the Rochester Youth Orchestras and many in-school programs.

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Yes.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Yes.

Not applicable because the School will not contract with a management company or charter management organization.

I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

Yes.

Not applicable because the School will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

Innova Girls Academy Charter School will hold a zero-tolerance policy towards such conflicts of interest. If a conflict of interest should arise, the individual with a conflict has a responsibility to notify the Board Chair of this conflict. The individual will sit out of any discussion or vote that involves the conflict of interest. If an individual does not notify the board of a potential conflict of interest, the board chair will investigate further and follow with the appropriate steps depending on the situation at hand including termination of their service. The Conflict of Interest policy will be reviewed and signed each year by all members of the board. If I found that someone on the board was working for their own benefit, I would immediately bring that to the attention of the Board Chair. The board would hold a zero-tolerance policy towards self-dealing and would immediately follow the procedures in place to remove that member from the board.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

This does not apply to me, my spouse or other family members.

Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.

Our mission is to provide an opportunity to Rochester inner city female students to not only receive a strong education that prepares them for a successful high school experience, but to also build extraordinary problem-solving and science, technology, math, and engineering skills that are critical to this next generation economy.

Importantly, our mission is to ensure our students are confident – in the large sense of the word. Confident in their ability to build a successful life filled with opportunity for them and their future family, confident in becoming leaders of new businesses and areas of technology, and confident in their ability to make strong contributions and positive change in their communities.

The all-girls aspect of the Innova Girls Academy Charter School address many of these issues in conjunction with its focus on inquiry, problem-solving, and hard-sciences (i.e. STEM) studies. An all-girls environment, especially in the middle school years, I believe will result in more girls learning and majoring in math, science, or technology roles and will also result in more girls building the confidence and experience in leadership roles that they will later use in their careers.

24. Please explain your understanding of the educational program of the charter school.

The Innova Girls Academy Charter School program is focused on providing an education built on several key principles:

- STEM/Problem-solving Focused Education: Sciences, Mathematics, Tech/Engineering and the underlying skills to recognize, solve, and implement results are the keys to success in today's careers.*
- Disciplined approach with Individualized support: STEM is characterized by disciplined thinking and skills development. I believe everyone can excel in these disciplines. To achieve this goal for our students, individually fostering creativity and inquisitiveness, providing positive encouragement and motivation, and time (through an extended school day) are critical.*
- Leadership: The all-girls nature of the program will provide many more opportunities for our students in leading, voicing their opinions and beliefs, and becoming their own person in their own personal view of success. Our programs should encourage leadership and provide every chance we can to open these roles to our students.*

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

The ultimate test of a successful charter school program is its ability to provide a model for other schools serving the inner-city Rochester area student body at large.

With this in mind, a successful school would build great relations with the community, its leaders, the City of Rochester School District, and most importantly, its parents and students. Embedding within the neighborhoods it serves, drawing in people to support and build this school can result in positive ideas taking root and influencing other educational institutions. Success in our school is then

communicated to other educational institutions, in part or in whole, through direct relationships with these adjacent institutions, strong community reputation, and through the student alumni and their parents.

A charter school must hold itself accountable to quantifiable performance measures and governance processes. Academically, and particularly within specialty curricula areas such as STEM, in the STEM curricula, a successful school must clearly demonstrate strong progress in student learning, not only through the standard testing provided by most schools, but in the (academic and social) success of its students in subsequent high school and collegiate years.

Further, the school must hold itself to the highest standards of operational excellence – finances above reproach, positive engaged staff/leaders, excellent reporting and relationships with NYSED and related institutions, and strong community engagement.

For the board to accomplish the goals stated above, the board must work as a collective to ensure academic, fiscal, and organizational oversight. The board will establish goals on an annual basis that will direct the management of the school to move towards the overall mission of the school. For example, in the start-up year the board will establish goals for the number of students entered in the charter school lottery based on available seats. The board will monitor the school management's progress towards this goal. The board will meet on a monthly basis in a committee structure to ensure that the school is held accountable across all measures.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, George E. Daddis Jr., state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

George E Daddis Jr. PhD

George E Daddis Jr. PhD (Apr 1, 2020)

Signature

Apr 1, 2020

Date

**NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE**

**ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE
SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)**

Applicant Group Members (“AG”): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members (“BOT”): Service on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Melanie Bloodworth

Proposed Charter School Name: Innova Girls Academy Charter School

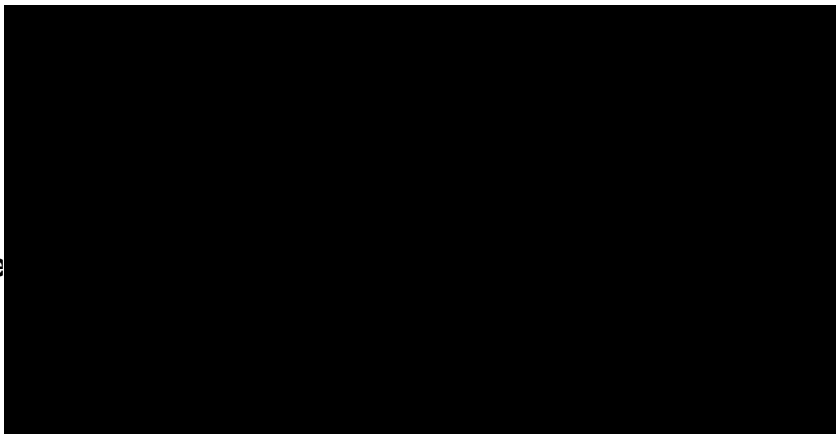
E-Mail Address:

Home Telephone:

Home Address:

Business Telephone:

Business Address:



Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

Résumé Attached

Copy of Diploma, Transcript or Supporting Documentation Attached

If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

Lindsay Swanson reached out to Girl Scouts of Western New York to share her plans and vision for Innova Girls Academy and to begin conversation for potential partnership. There was a clear connection between the mission of Innova and Girl Scouts of Western New York so a more formal partnership was established. As part of that partnership Ms. Swanson requested a staff member to join the proposed Board of Trustees. As the Senior Director of Girl Experience it was an excellent fit for my skills and experience.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

For over 19 years I have worked professionally in the field of positive youth development. I have extensive experience in developing and executing youth programming focusing on the social emotional development of youth, STEAM, entrepreneurship, civic engagement and health facilitated in school and out of school time. In addition to facilitating programming, I am also an experienced trainer supporting adults in learning and executing programs.

In addition to my skills that I will bring to the table to support the development and growth of Innova Girls Academy, I have professional connections developed from my time working at the City of Rochester Department of Recreation & Youth Services, Monroe County Youth Bureau and Girl Scouts of Western New York. Currently as the Senior Director of Girl Experience at the Girl Scouts of Western New York, I oversee the Girl Scouts programming in Rochester. I bring to the table the experiences from this role which include managing a staff, developing new programs to benefit Girls in Rochester, and managing partnerships with key Rochester stakeholders.

I am also a parent of a 4th grade girl currently attending a Charter School in the City of Rochester and will be able to bring a parent perspective to the table.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

As a member of the proposed board of trustees I will be working to support the board on the following areas:

- a. Community awareness of Innova.
- b. Outreach and establishment of additional partnerships in the Rochester community to increase resources and opportunities for girls attending Innova.
- c. Support board in the start-up year to continue developing community engagement.
- d. Development of plan for incorporation of Girl Scout programming into the school curriculum.
- e. Training and ongoing support of school staff to implement Girl Scout programming.
- f. Connecting Innova families and girls to ongoing Girl Scout opportunities such as programming, summer camp, travel etc.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Melanie Bloodworth

Printed Name

Melanie Bloodworth

Melanie Bloodworth (Mar 27, 2020)

Signature

Mar 27, 2020

Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

Board Member, Member of the Academic Committee

12. Please explain why you wish to serve on the board.

I wish to serve on the board because I believe in the mission of Innova Girl Academy and strongly believe that girls in the City of Rochester deserve better educational opportunities. An inclusive all-girl environment will offer girls attending Innova the opportunity to excel. In my role at The Girl Scouts of Western New York, I am excited for this school to exist in Rochester because I believe in the power of all girl programming to empower young women. In my capacity on the board, I will ensure that the Girl Scouts partnership is strong and benefiting the students of Innova Girls Academy. I also believe strongly in school choice, having chosen a charter school for my daughter as the best fit for her and our family. I know that students in Rochester need more access to high-quality programs so that more families have the ability to exercise choice when deciding where their child should go to school. I am honored to serve on a board like Innova Girls Academy to increase options for parents in the city.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

This does not apply to me. Yes. (Include description here):

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

As the Senior Director of Girl Experience, there will be moments of work during the board where I will need to recuse myself from discussion and votes that pertain to the Innova Girls Academy relationship with the Girl Scouts of Western New York. I would recuse myself from the discussion and vote for any conversation related to Innova Girls Academy contracts or any monetary exchange with the Girl Scouts of Western New York.

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Yes.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For

any interest indicated, please provide a detailed description.

- Yes.
- Not applicable because the School will not contract with a management company or charter management organization.
- I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

- Yes.
- Not applicable because the School will not contract with a management company or charter management organization.
- I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

- None Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

Our board will have zero tolerance for self-dealing. If it comes to my attention that someone is engaging in this type of behavior, I would reach out to the board chair to inform them of the situation. As a board, we would follow predetermined procedures and policies to address the situation. If a person is found to be engaging in self-dealing, they would be removed from the board. If there is a person who has a conflict of interest, they are responsible for disclosing this conflict before a discussion and vote takes place. If I found that someone had not disclosed this conflict, I would again notify the board chair.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

- This does not apply to me, my spouse or other family members.
- Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.

The mission of Innova Girls Academy is to provide girls, grades K-6, with the academic skills and problem-solving mindset necessary to be prepared for college and life beyond high school. Innova Girls Academy will empower young women through STEAM and will focus on leadership development in partnership with the Girl Scouts of Western NY.

24. Please explain your understanding of the educational program of the charter school.

The educational program of Innova Girls Academy is centered on six key design elements. First, we will ensure that each girl attending has access to a rigorous educational experience focusing on STEAM education. Through Girl Scouts aligned project-based learning in Computational Thinking and Science classes, girls will develop the skills to be strong, creative problem solvers. Second, we will ensure that students, staff, and families are developed as leaders. Students will have access to leadership development through the Girl Scouts. Staff will develop in their leadership and teacher pedagogy through regular professional development. Families will be trained as advocates for their children through regular check-ins with teachers and through community partnerships. Third, we will ensure that students have access to on-grade level material to ensure that they make the academic gains necessary to demonstrate on or above grade level proficiency. In conjunction with rigorous content, our fourth key design element centers on providing girls with individualized supports to aid them in excelling academically, while also focusing on their individual social emotional development. Fifth, we believe that every moment matters and are committed to ensuring students have access to Innova Girls Academy starting in the kindergarten to establish the foundations of math, reading, and writing that they will need to thrive through school and career. Finally, we will develop all of these components within an all-girls setting. We believe that this setting will empower young women to build the confidence that will set them on a path towards innovative leadership.

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

A successful charter school must be able to provide an academic experience that allows for a child to thrive as a life-long learner. This means that the school must foster the academic success for each child and help each child develop their own identity as a learner. The school must be able to provide a quality education for all students, meaning that there must be supports in place for students with special education needs and English Language Learner/Multilingual Learners. Students at the school must experience academic growth that outpaces the options in the city. The school must also foster a sense of community and inclusion among staff, students and families. The culture of the school should be supportive and ground in a pursuit

of excellence for all stakeholders. This means that the staff must be committed to growth and development to ensure that they continue to grow for the sake of student performance.

In order for a board to ensure that the school is successful, there must be clear and established expectations for the board, staff, families, and students. The board must hold the management of the school accountable to the standards outlined in the NY State Performance Framework. This accountability will include fiscal, organizational, and academic oversight. The board must hear feedback from the stakeholders of the school, from twice a year surveys, and must hold the management accountable for implementing changes in accordance with this feedback. Finally, we must ensure that there is transparency across all stakeholders. This means that the board will comply with Open Meeting Law, posting publicly when board meetings are taking place. The board will also ensure that an annual audit takes place and that all required documents are public for the community to access. There must be an open line of communication between the board and management of the school. The board will meet on a monthly basis in focused committees to perform the role of oversight and in meetings of the full board to report out and perform any necessary votes. The board will also continue to develop as a team to ensure that governance is being performed at a level of excellence to ensure the overall success of the charter.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Melanie Bloodworth state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Melanie Bloodworth

[Melanie Bloodworth \(Mar 27, 2020\)](#)

Signature

Mar 27, 2020

Date

**NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE**

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Prospective BOT Members (“BOT”): Service on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Veronica Vargas

Proposed Charter School Name: Innova Girls Academy Charter School

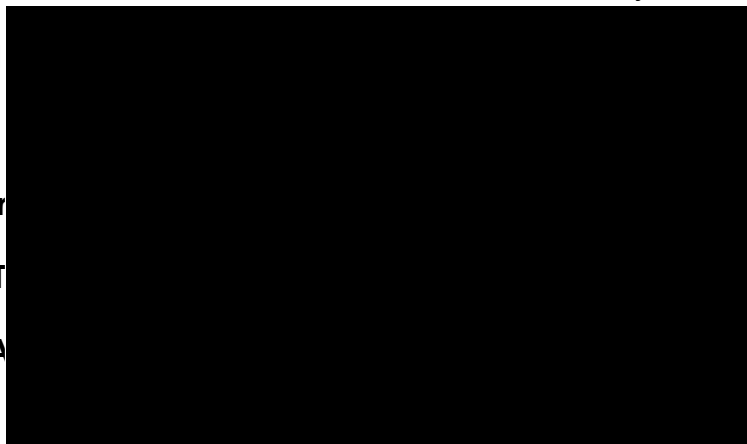
E-Mail Address: _____

Home Telephone: _____

Home Address: _____

Business Telephone: _____

Business Address: _____



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Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

Résumé Attached

Copy of Diploma, Transcript or Supporting Documentation Attached

If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

During a networking event, Ms. Swanson and I connected as our work intersects. Ms. Swanson and I discussed the mission of Innova Girls which aligns with my work as an educator. We have had several phone calls and in-person meetings to discuss the school model and the role of a founding team member. I believe in the mission of Innova Girls, and I feel my skills and expertise can support the growth of Inova Girls Academy and provide an excellent school for the students and families in the city of Rochester.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

I have been an educator in the City of Rochester for 11 years receiving both my undergraduate degree in elementary education, and my master's degree in literacy. I am currently teaching fifth grade, however I've taught second through sixth grade over the span of my career. Given my experience as an educator in this city, I have a deep understanding of what it takes to run a classroom and school that is committed to excellent student outcomes for Rochester students. Specifically, I understand the importance of student data and how it is used to drive instruction. Paired with strong relationships, I have seen the way that providing individualized instruction based in data can result in incredible student academic growth. To the Innova Girls Academy board, I bring an understanding of what excellence in education looks like for Rochester students and a commitment to holding the school accountable to the NY State Performance framework from an academic perspective.

Additionally, I have strong ties in the community. I grew up in Rochester and have lived in the city as an active community member and educator for my entire life. My son attended a charter school in Rochester and I truly believe in the importance of school choice for families in the city. I bring the perspective of what it is like to be a charter school parent to the board. Additionally, I currently lead a Girl Scout Troop and have done so for the past 6 years. Given our partnership with the Girl Scouts, there is direct alignment between my experience as a troop leader and the work that students and staff will engage in during their advisory time during the school year. Finally, through my community ties, I can help to continue to build our community engagement to ensure that parents in Rochester know about Innova Girls Academy and the benefits of enrolling their child.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

I have been fortunate to teach multiple grade levels and work with different grade level teams throughout my years of teaching. I have also served on an Instructional Leadership Team for the past three years. As an Innova Girls Academy board member, I will use these experiences to ensure that I provide the appropriate educational oversight to ensure that Innova Girls Academy is on track to meet the New York State Performance Framework. As a member of the Academic Committee, we will meet monthly to review student data to determine if students are making the academic growth necessary to meet NY state aligned standards. I will also attend monthly meetings for the full board and will report out on the academic progress of the school to the full team based on the oversight of the Academic Committee. As a Rochester native, I also bring a level of understanding about our community as a whole. I understand both the strengths and the needs within the community. Therefore, I will bring to the board a level of insight on Rochester that is necessary to open a school that is prepared to respond to the unique context of the city.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Veronica Vargas

Printed Name

V Vargas

Veronica Vargas (Mar 27, 2020)

Signature

Mar 27, 2020

Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction. De

This does not apply to me. Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

Board Member, Proposed Secretary, Chair of the Academic Committee

12. Please explain why you wish to serve on the board.

I am a Rochester native, born and raised in the inner city. I am committed to helping the community I reside in. Having the opportunity to serve as a board member for a school designed to educate young girls in the City of Rochester will be an honor. Throughout the years as a city school teacher, I have seen the daily struggles of students and parents. I understand the cycle of poverty and the effects it has on a community. Despite those challenges, in my classroom I have created an environment where children strive to achieve excellence and parents feel welcomed. My goal as a board member is to bring that same energy for Innova Academy. Additionally, my son benefited from an all-boys charter school experience. I believe the success that he is currently experiencing in his senior year of college is based on the strong foundation that he received from his charter experience from 7th-12th grade. I know that charter schools can partner with families to help young people accomplish incredible things. I am committed to being part of a team to ensure that there is another high-quality charter school option for families in Rochester.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

This does not apply to me.

Yes. (Include description here):

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Yes.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Yes.

Not applicable because the School will not contract with a management company or charter management organization.

I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

Yes.

Not applicable because the School will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

All members are expected to disclose any conflicts and to sign the Conflict of Interest Policy every year. If a conflict of interest should arise, the member with a conflict has a responsibility to notify the Board Chair of this conflict. If a member has a real or perceived conflict, they are to sit out of any discussion and vote that involves the conflict of interest. The Innova Girls Academy Board has zero tolerance for any self-dealing. If a member has been found to participate in any self-dealing, the Board Chair will investigate further and we as a board will vote to remove that member.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

This does not apply to me, my spouse or other family members.

Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.

The mission of Innova Girls Academy is to provide students with a rigorous academic program in a single gender setting that will help build girls' confidence and character. Providing hands-on opportunities in math, science, and computer science, Innova Girls Academy will prepare students for college and career by teaching the foundations in STEAM. Innova Academy will serve all scholars in grades 4-8.

24. Please explain your understanding of the educational program of the charter school.

Innova Girls Academy is a K through 6th grade school that integrates STEAM throughout the curriculum. Students will have access to project-based learning through their daily Computational Thinking and Science classrooms. These curriculums will be aligned to the Girl Scouts of Western New York programming. This partnership will allow for all girls at Innova Girls Academy to receive leadership development on a daily basis. Additionally, the school is committed to providing teachers and families with leadership development and support. Teachers will complete approximately a month of professional development before the school year begins and will meet weekly to continue this development throughout the year. The school is committed to strong partnerships between the staff and the students and families. Teachers will call home once a week and there will be monthly opportunities for families to connect with the school administrators. The goal of the educational program is to help students reach their highest possible academic potential. This goal is centered on a commitment to rigorous and challenging curriculum to ensure that all students have access to schoolwork that is appropriately aligned to NY state standards. This challenging curriculum will be paired with small group instruction to ensure that the needs of all students are being met. In an all-girls setting, our program will build confidence and character to empower each girl to reach her potential as an incredible leader and problem-solver.

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

For a charter school to be successful, I believe there are four crucial components:

1) Commitment to Community, 2) Exceptional Teaching Staff, 3) Dedicated Leadership, 4) Strong, Mission Aligned Board.

First, I believe a successful charter school is invested in the community. Strong community ties are extremely important because having support from parents and the neighboring community is critical to the success of the school. Second, I believe the selection of highly trained, enthusiastic, and nurturing teachers and staff is also the key to a successful charter school. For students to make tremendous academic growth, we must have a staff of teachers that facilitate engaging and impact lessons. Teachers must be committed to their development as teachers and committed to building strong partnerships with families. Third, a successful charter school must have a strong school leader, who has high expectations for staff and students. The school leader must carry the vision of the school and drive towards excellence each day. Finally, the school must have a mission-aligned board that had a deep understanding of the NY State Performance Framework. The board must hold the school accountable by performing academic, fiscal, and organizational oversight. The board members must be committed to their continued development to ensure that the school is able to deliver on the promises that it makes to its community through the charter.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Veronica Vargas, state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.


Veronica Vargas (Mar 27, 2020)

Signature

Mar 27, 2020

Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

**ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE
SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)**

Applicant Group Members (“AG”): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members (“BOT”): Service on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Abigail (Abby) Reinhard

Proposed Charter School Name: Innova Girls Academy Charter School

E-Mail Address: _____

Home Telephone: _____

Home Address: _____

Business Telephone: _____

Business Address: _____

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identity verification only.

Résumé Attached

Copy of Diploma, Transcript or Supporting Documentation Attached

If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

I was introduced to Ms. Lindsay Swanson, the Lead Founder of Innova Girls Academy, by someone who also attended the Harvard Graduate School of Education and who has been an advocate for charter schools. Ms. Swanson and I initially connected via email. After discussing Innova Girls Academy via email, Ms. Swanson and I set up follow-up conversations to further explore the vision and mission for the school. We also discussed the need in Rochester and how an all-girls STEAM focused school would address this need.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

As a board member of Innova Girls Academy, I am honored to bring to the table my experience as an entrepreneur; my background in public relations, sales, and fundraising; and perspective from my study of leadership and management at the Harvard Graduate School of Education. Serving on a few other boards, I consider the Innova board to be my greatest opportunity for having an impact on my community.

My success in growing my business more than 3X in less than five years in large part from my leadership and management skills. On January 1, 2015, I acquired a small commercial flooring business that had customers but no infrastructure to support the business. I learned quickly and implemented best practices to build a sustainable, successful company by focusing on having the right systems and people in place, with a foundation of a thriving company culture. In my role as President and Owner, I am responsible for the vision and direction of the company, human resources, legal, and finances, as well as the management of our leadership team. I am a strategic problem solver who can hold the vision for our future and can build a team to drive effectively toward that vision.

Last year, my company was named to the Rochester Top 100 and the Inc 5000 fastest growing private companies in the nation. I've also been named Business Person of the Year (2018) by the Small Business Council of Rochester. In addition, I was named to a prestigious industry board – Fuse Alliance – despite my relative few years in the commercial flooring industry at the time. I'm grateful for my wonderful team that has made our growth possible, and I'm proud that my hard work and leadership skills have been recognized by my industry and the Rochester business community. It has been a labor of love building our company's team and continually working to make sure we have the right people in the right seats doing the right activities using the right tools, all the while safeguarding and enhancing our company culture. This is the work of leading any enterprise, and I look forward to bringing these leadership skills to my work as a board member, as I can ask the right questions and influence decisions to help ensure the sustainable growth of Innova.

Early in my tenure as a business owner, I realized that my experience in graduate school, using the case method, helped prepare me for running a business. Rather than assessing the situation and writing a paper about what I would do to improve the organization in each case, I am living my own case study with my company. In graduate school, I studied leadership and management with a focus on education. While I took several higher education administration courses, most of my case method leadership courses focused on K-12 schools more than any other area. My experience at the Harvard Graduate School of Education has greatly influenced my success as a leader and has prepared me well for my role as a board member of Innova Girls Academy.

The first part of my career was in public relations, working for one of the world's

largest, leading PR agencies, where I worked to place my Fortune 100 clients in the media. I synthesized complex business ideas, pitched stories to the media, did media training and facilitation, and executed on internal communications for clients as well. I then brought my communication skills to a small engineering college, a K-12 independent school, and ultimately to Harvard University – and at each institution I developed communication vehicles to improve outreach and connection with key stakeholders. While attending graduate school at Harvard, I moved to a different department within my organization so I could experience fundraising. Although I had established myself as a leader in the communications wing of Alumni Affairs and Development, I was honored to be given the great responsibility of making the leap to running the 35th and 50th reunion gift campaigns for Harvard. Being able to run \$20M+ campaigns was a rewarding challenge, as I learned fundraising from the mecca of fundraising organizations. As a board member of Innova Girls Academy, I can draw on my experiences in both communicating effectively with the public and raising support for the organization.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

As described above, I will draw upon my professional background to provide organizational oversight of Innova Girls Academy. I will serve on the Governance Committee and will have a vigilant eye on the finances. Since joining the board, I have participated in our community engagement efforts. This has included reaching out to my network of community organizations to garner support for the school and participating in local Innova Girls Academy events.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Abigail A. Reinhard

Printed Name

Abigail A. Reinhard

Abigail A. Reinhard (Mar 27, 2020)

Signature

Mar 27, 2020

Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

Board Member, Member of the Governance Committee

12. Please explain why you wish to serve on the board.

The mission of Innova Girls Academy resonates with me deeply. As a woman in the construction industry, I encounter gender stereotypes frequently in a way that I didn't previously in my career. I took a women's studies course and sociology course at the University of Michigan many years earlier – which opened my eyes to biases; however, I didn't feel it as keenly as I did before I entered a male dominated field. I feel a responsibility to be a role model for girls, and I am enthusiastic about having a STEAM school focused solely on girls, so that young women can see themselves in technical fields and environments that are often lacking in female role models. Additionally, I believe deeply in the school model proposed by our Founding Team. I believe that Innova Girls Academy has the potential to have an incredible positive impact on families in Rochester. I am committed to working within my role on the board to bring Innova Girls Academy to Rochester.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the

extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

This does not apply to me. Yes. (Include description here):

I currently sit on the board of: Blackfriars Theater (a 501c3 non-profit), Fuse Commercial Flooring Alliance (non-profit membership organization in my industry), and EO of Western NY (chapter of international Entrepreneurs Organization). I have previously served on the board of the Hochstein School of Music and Dance (501c3).

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Yes.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Yes.

Not applicable because the School will not contract with a management company or charter management organization.

I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

Yes.

Not applicable because the School will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

If I learned that any members of Innova's board were involved in working for their own benefit or their family/friends' benefit, I would notify the chair of the board and/or other board members, depending on who it is, to discuss my concern as a first step. I would work with the board to ensure that the appropriate determination was made to identify if the person was engaging in self-dealing. If they were engaging in self-dealing, they would be immediately removed from the board. If needed, I would check with legal advisors who specialize in non-profit work to advise the board to the best next steps.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

This does not apply to me, my spouse or other family members.

Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.

Innova Girls Academy will offer a rigorous, STEAM-based academic program to prepare girls to succeed in college and careers as confident problem-solvers and effective leaders. The program will serve students in grades K-6.

24. Please explain your understanding of the educational program of the charter school.

The educational program of Innova Girls Academy has been developed to support young women. The decision to be an all-girls school is based on research that demonstrates that an all-girls setting empowers young women to be more confident. According to research by the National Coalition of Girls School, girls who graduate from all-girls schools are 6 times more likely to pursue careers in STEAM. Our program will also focus on the development of leadership for young women. We have established a partnership with the Girl Scouts of Western New York which will allow us to build on the successful programming of years of all-girls experiences. We will incorporate Girl Scouts practices and curriculum into our classes and advisory periods. Students will also have access to project-based STEAM content. STEAM will be integrated into our academic program through these projects. We will ensure that students have access to challenging curriculum and individualized supports.

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

There are very many characteristics of a successful charter school. First, a successful charter school must have talented and dedicated teachers and staff. Teachers must see themselves as professionals who have the capacity and opportunities to grow and develop. Second, there must be a school wide culture of high expectations and accountability. The school must be accountable to the Performance Framework and have the academic results to reflect the high expectations that stakeholders have for one another. This culture must also be based in a passion and joy for learning and growth. Students should be excited to come to school each day and adults should foster the natural curiosities of each student. Finally, the school will know that it has been successful if students see themselves as capable leaders with a bright future. The school should bring role models into the school who look like their students to help students see what is possible with their futures through a dedication to learning.

The Innova Girls Academy board will need to hold the school accountable to ensure that the charter school is successful. To hold the school accountable, the board will need to adhere to best practices for charter school boards per the research and successful role model schools. This will include monthly review of financial and academic records of school performance. In response to these records, discussion and action on areas of needed improvement will take place. The board will meet with the senior leadership team to ensure that decisions being made at the leadership level are in alignment with the mission and vision of Innova Girls Academy.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Abigail Reinhard, state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Abigail A. Reinhard

[Abigail A. Reinhard \(Mar 27, 2020\)](#)

Signature

Mar 27, 2020

Date

**NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE**

**ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE
SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)**

Applicant Group Members (“AG”): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

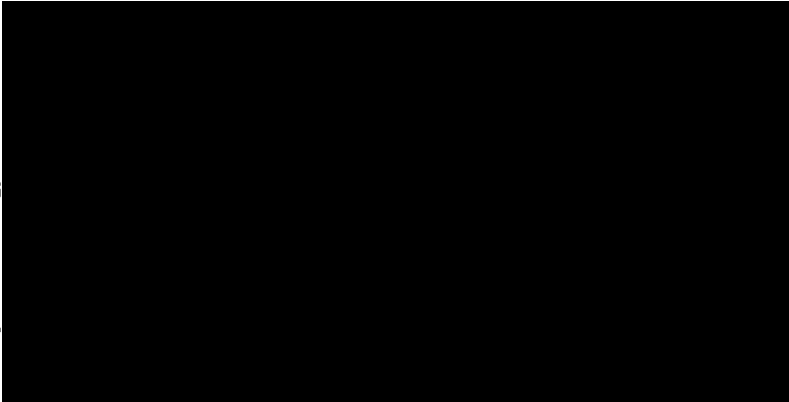
Prospective BOT Members (“BOT”): Service on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Lindsay Swanson

Proposed Charter School Name: Innova Girls Academy Charter School

E-Mail Address  _____

Home Telepho _____

Home Address _____

Business Tele _____

Business Addr _____

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

Résumé Attached

Copy of Diploma, Transcript or Supporting Documentation Attached

- If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

In August of 2019, I joined the BES Fellowship. I was introduced to the Fellowship in the summer of 2017, shortly before I began working at Democracy Prep Charter School as I was researching the history of the school and found that it was founded through the BES Fellowship. Impressed by the quality of instruction and impressive student outcomes at Democracy Prep, I further researched the BES Fellowship program. In the winter of 2018, while working at Democracy Prep, I applied for and accepted a position in the 2019 cohort of the Fellowship. Understanding the importance of preparation and the valuable opportunity for leadership development, I was committed to completing the BES Fellowship and all aspects of the work required to design, found, and lead a high performing school for the students of Rochester. Through the BES Fellowship, I have had the opportunity to study the work of high-performing charter schools across the country. In visiting over 40 schools, I have refined the vision of Innova Girls Academy Charter School (“Innova Girls Academy”) to replicate the best practices of schools that are changing the narrative of what is possible for students that have traditionally been underserved by their education in their communities. I have paired my national learning with a dedication to understanding the unique context of the city of Rochester. In listening and learning from key community stakeholders, elected officials, parents, business and nonprofit leaders, I have worked with our Founding Team to tailor the mission and vision to the specific strengths and needs of our community. I am honored to part of the Founding Team to propose Innova Girls Academy as a school that has been simultaneously informed by the best practices from across the country and designed in response to the Rochester landscape in order to create an educational institution that empowers our scholars to change the narrative of what is possible for Rochester’s girls.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

My professional career has centered around creating equitable access to high-quality science education for students who otherwise would not have access. I began my teaching career through Teach for America as a Regents Chemistry teacher at Fordham High School for the Arts (FHSA) in the Bronx, NY. Through my work in the classroom in the Bronx and my master's program, I immediately recognized the discrepancies in the level of opportunities and access available to students from low-income backgrounds, compared to the more affluent families living in other parts of New York City. I became committed to working with my students and their families to identify opportunities to enhance the student experience and get students excited about learning. In my second year at FHSA, I built a partnership with the Wishbone to match more than 20 students with mentors and full-scholarship summer programs, I founded coordinated an in-school seminar program for all students in the school to learn unique topics from their classroom teachers, and I lead the Computer Science Club, cultivating a relationships with Code/Interactive. In my third year, I became a member of the Teacher Leader Team, served as a teaching coach, and developed protocol for a teacher-lead video observation practice.

My experience with the Computer Science Club led me to take part in the Code.org Lead Learner program. Faced with a national shortage of qualified Computer Science (CS) teachers, Code.org's program trains teachers with little to no computer science background in the best practices of CS instruction and provides curriculum to ensure that students receive access to computer science before college. Through this experience, I became the first Computer Science teacher at FHSA. Eager to expand access to CS to more students in NYC, I wrote a proposal to Democracy Prep (DP), a charter school network with 21 schools, to develop a position as the CS Curriculum Specialist who would design CS curriculum for teachers across the DP campuses to use. Throughout my time at Democracy Prep, I served at the Science Department Chair and network Computer Science Curriculum Specialist.

In addition to my classroom experience, I have committed to summer roles that focus on the training of newly developing teachers. As a coach through The New York City Teaching Fellows, I worked with a cohort of 12 new teachers to provide daily coaching and feedback. As an Operational Director for Teach for America NYC's first ever regional Summer Institute, I designed and implemented streamlined operational systems to facilitate the summer experience for more than 300 incoming Corps Members. Finally, as a Lead Mentor Science Teacher, I coached a team of 5 Mentor Teachers who gave direct feedback to a total of 25 incoming science Corp Members. I facilitated daily instruction to this group of 25 new teachers on the best practices of science pedagogy.

My experience the BES Fellowship has focused on leadership development and school observation. We have met with leaders of high-performing charter schools

across the country to develop a better understanding of the practices of a highly-effective school leader. School observation has allowed for a sharp focus on the system, practices, and policies that facilitate incredible instruction and increased student engagement. In addition to visiting more than 40 charter schools across the country, I completed a Leadership Residency with Springfield Prep Charter School, a top performing Massachusetts charter school. Throughout this month-long residency, I shadowed the work of the School Founder, Principal, and Academic Dean. Observing coaching, running teacher development, facilitating weekly data analysis, and developing Common Core aligned Math and ELA curriculum, I was immersed in the day to day of a school that demonstrates that incredible educational outcomes are possible for students regardless of race, economic resources, or special education status. In addition to my winter residency, I completed a summer residency at Buffalo Collegiate Charter School.

Since the fall of 2019, I have committed to identifying a group of highly qualified individuals that will serve as the Innova Girls Academy Charter School Founding Team. I have shared the Innova Girls Academy vision and inspired Rochester leaders to support our work as part of this Founding Team. I have facilitated the further development of our vision as a team through our regular meetings and community engagement with key Rochester stakeholders. With the enthusiastic support of the community, I am honored to continue to grow the vision of Innova Girls Academy to ensure that we meet the needs of all learners and partner with families to empower young women in Rochester.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

As the Lead Founder and Proposed Head of School, I am the primary author of this charter application. I developed the initial proposal for the mission and vision of Innova Girls Academy Charter School, building from the best practices of high-performing charter schools across the country. I then developed the Founding Team through a rigorous process, interviewing each member to determine overall commitment to the ambitious educational goals of Innova Girls Academy. With the Founding Team, I engaged in regular community engagement to inform Rochester on our proposal and to position our team to receive feedback on this proposal. Concurrently, I studied the curricular choices at schools like Springfield Prep, Achievement First, and Forte Prep that lead to impressive student outcomes. Our Founding Team implemented this community feedback and learning's from charter schools that serve similar student populations to finalize a school vision that reflects the strengths and addresses needs of the Rochester education landscape.

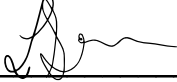
7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Thank you for the opportunity to propose a school with the community of Rochester

that will have the potential to empower young women to excel as our city's next leaders and innovators.

Lindsay Swanson

Printed Name



Signature

May 2nd, 2021

Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

12. Please explain why you wish to serve on the board.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

This does not apply to me. Yes. (Include description here):

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

**ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE
SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)**

Applicant Group Members (“AG”): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members (“BOT”): Service on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: CaTyra Polland

Proposed Charter School Name: Innova Girls Academy Charter School

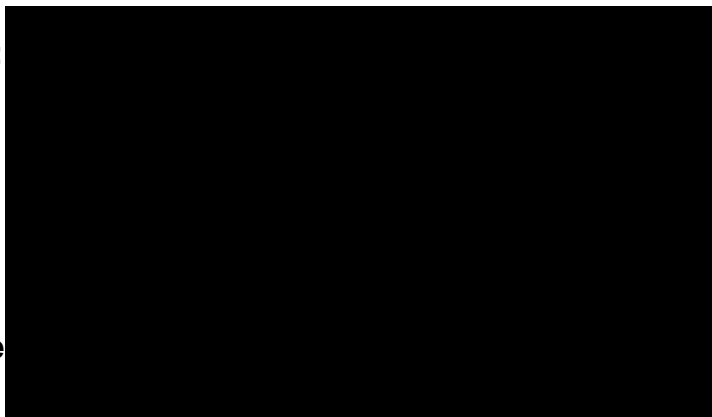
E-Mail Address:

Home Telephone:

Home Address:

Business Telephone:

Business Address:



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Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identity verification only.

Résumé Attached

Copy of Diploma, Transcript or Supporting Documentation Attached

If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

In the fall of 2019, I was contacted by Lindsay Swanson. Ms. Swanson found my information on the Rochester Business Journal 40 Under 40, 2018 list. Ms. Swanson invited me to learn more about the school over the phone. After our phone conversation, we met in person to talk more about the vision and mission of Innova Girls Academy. The mission and vision resonated with me and I decided to join the applicant group as a proposed board member.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

In 2015, I joined the AmeriCorps program in Savannah, GA. In this role, I was introduced to the work of nonprofits and the impact that a nonprofit can have in a community. Also in the role, I experienced my first work in writing grant proposals and organizing volunteers. Upon completion of my AmeriCorp service, I continued my impact in Savannah through the work of the Fair Housing Council. In this role, I developed strategic partnerships with other community service providers. After moving back to my hometown of Rochester, I sought to continue to positively impact my community through program coordinator roles in the city.

My professional experience in Rochester has been dedicated to enhancing the lived experience of currently under-resourced community members. Each role has connected me to local partners in the community and pushed me to develop strong methods of organizational communication. As a board member of Innova Girls Academy, I would lend these areas of expertise. In founding a school, it is crucial to respond to the strengths and needs of the community. My roles have helped me develop a keen understanding of the resources available in the community and the ways in which a new school could be positioned to have the greatest impact. Additionally, I would connect the management of Innova Girls Academy with many local Rochester community organizations.

In addition to the work that I have done as a program coordinator, I have also founded my own company in Rochester. I founded Polland Enterprises as a parent company to several businesses and Rochester based projects. One of these businesses, Love for Words, provides editing services and encourages the writing and development of Black Authors. Founding and running multiple businesses in Rochester has given me the unique perspective of what it will take to found Innova Girls Academy. As a board member, I will share my knowledge of the business world in Rochester and use local connections to enhance and support the success of Innova Girls Academy.

Lastly, my strength of communications in various mediums will benefit Innova Girls Academy. I have a solid social media following, have been on several local radio shows, podcasts, television, in print publications and other media channels. I look forward to spreading the message about Innova Girls Academy to garner support.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

Since joining the Founding Team of Innova Girls Academy, I have committed my time to Rochester community engagement and our board development. I have shared opportunities for community engagement with the team and sought to establish further ways to connect with the Rochester community. I have attended multiple events to

share the mission and vision of Innova Girls Academy with the community and discuss feedback to further develop our plans. I have also shared information about Innova Girls Academy with my professional network to further engage in conversations about how to ensure Innova Girls Academy will be prepared to make a positive impact in the community.

Upon authorization, I would become a member of the Innova Girls Academy Governance Committee. As a member of the Governance Committee, I will provide organizational oversight to ensure the success of Innova Girls Academy. Additionally, we will focus on the development of the board to ensure that our entire board is prepared to fulfil the duties of the board. We will meet on a monthly basis to evaluate student outcomes, fiscal responsibility, and organizational soundness.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

CaTyra Polland

Printed Name


CaTyra Polland (Mar 27, 2020)

Signature

Mar 27, 2020

Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

Board Member, Member of the Governance Committee

12. Please explain why you wish to serve on the board.

I want to ensure girls can receive an education in an environment that promotes creativity, growth, learning, and confidence. Innova Girls Academy will be an institution that nurtures girls and helps them reach their goals. I envision the school preparing girls for career, school, vocation, entrepreneurship or other paths the students want to pursue.

I will provide feedback on school policies, academic performance, organizational oversight, and fiscal matters. I believe our girls deserve an institution that is committed to their success, happiness, and achievement. I want Innova Girls Academy to be a pillar in the community and top choice for parents of girls in elementary school.

I will continue to identify marketing and vendor opportunities for Innova Girls Academy. Additionally, I will research programs and other opportunities for our girls. I look forward to Innova Girls Academy coming to fruition as a resource and haven for our girls and their families.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

This does not apply to me. Yes. (Include description here):

I serve on the following non-profit boards:

540 WMain Communiversitry
CASA Rochester NY/Monroe County
Rochester Black Authors
Association Rochester Young
Professionals

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Yes.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Yes.

Not applicable because the School will not contract with a management company or charter management organization.

I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

Yes.

Not applicable because the School will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

Our board will have a zero-tolerance policy for self-dealing. If I believed that there was a conflict of interest, I would encourage the board member to inform the board chair. If he/she refused to do so, I would inform the board chair about the potential conflict of interest. I would speak with the board member to gather more information. I would work with fellow board members to determine if a conflict exists. If a conflict of interest did exist, the board member would sit out of the vote related to the conflict of interest and be subject to appropriate consequences, as determined by our Conflict of Interest policy. If it were found that a board member was working for their own benefit, they would be immediately removed from the board.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

This does not apply to me, my spouse or other family members.

Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.

Innova Girls Academy will teach students academic and problem-solving skills to succeed in whatever endeavors they choose to pursue. We will foster an environment that promotes self-esteem, leadership, and creativity. We are committed to the personal, academic, and professional development of our students.

We also value parental and student feedback and input, community involvement, and active board participation.

24. Please explain your understanding of the educational program of the charter school.

Our educational program incorporates daily STEAM courses, rigorous courses, assignments and expectations that challenge our students. Additionally, we honor personal, professional, and academic development that molds our students into the leaders they are destined to be. We will help our students practice “Self-Regulated Learning” to grow their capacity to become life-long learners. Our girls will have individualized supports and resources. We offer an extended school day for extra support for our students and our families. Lastly, our curriculum and programming promotes and encourages our girls to be courageous, confident innovators and leaders who make a positive difference in the community.

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

In order for Innova Girls Academy to have the biggest impact in our community and to empower young women in Rochester, we must implement the best practices of highly effective charter schools. Some of these best practices are as follows:

Rigorous Curriculum Paired with Academic support: We should ensure that students have access to on-grade level curriculum. Teachers will engage in professional development on a weekly basis and will use curriculum that has been thoroughly vetted to ensure alignment to on-grade level NY state standards. On a daily basis, teachers will review academic data which will drive the individualized supports that students receive in the classroom. Students will often work in small group settings to have access to supports that will allow for exponential academic growth. Our teachers and support staff will be able and willing to provide encouragement and assistance with homework, studying for tests, reading comprehension, and writing assignments.

Parent Partnerships: The best schools are those with multiple opportunities for parents to engage and support the work of their students. We will have a Parent Advisory Council that will allow the management of our school to regularly engage with parents. We will host monthly events to engage parents in the work of students at the school. Through surveys, we will seek and gather parent and family feedback about Innova Girls Academy. We will ask for recommendations, follow up regarding family and student experiences, and reflect on our efforts including successes and failures.

Student input: In addition to seeking feedback from parents, we will also seek the feedback of students. We will help our students grow as leaders by providing them with opportunities to share their voices and ideas. We will use our daily advisory model to build strong relationships between students and staff. Our students are the most important part of the academy. Without the girls Innova Girls Academy will not exist.

Culturally Relevant Practice: Our teachers will trained in Culturally Relevant Pedagogy to appropriately educate and interact with our students. Teachers are expected to incorporate diverse learning styles, activities, themes, etc. to reflect, celebrate, and highlight racial and ethnic positive information, community members, leaders etc.

Transparency: As a public school, it is our responsibility to share with our stakeholders. We will comply with all NY State policies and practices. We will share key documents like yearly student performance data and our annual operating budget with the community. We will abide by Open Meeting Law and ensure that the community is aware of opportunities for public comment which will mean notifying the public through appropriate sources, for example posting information on the school website, of the regular board meeting schedule. The board will perform oversight to the management of the school to ensure these measures are being met.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, CaTyra Pollard, state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.


CaTyra Pollard (Mar 27, 2020)

Signature

Mar 27, 2020

Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

**ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE
SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
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CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Robert Cain

Proposed Charter School Name: Innova Girls Academy Charter School

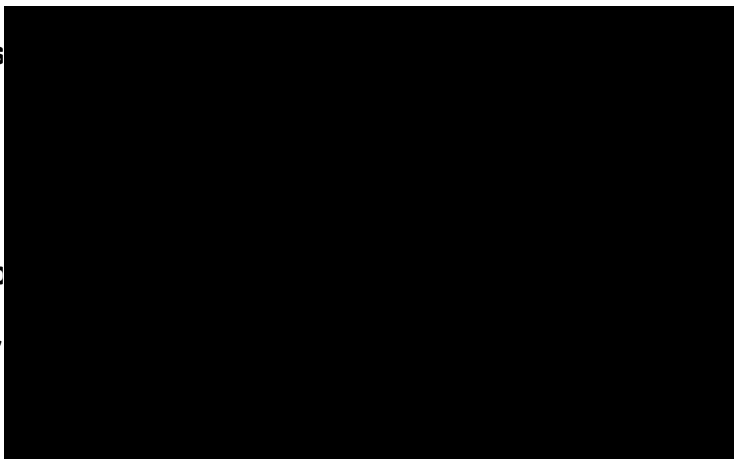
E-Mail Address

Home Telepho

Home Address

Business Telep

Business Addr



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Résumé Attached

Copy of Diploma, Transcript or Supporting Documentation Attached

If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

I was contacted by Ms. Lindsay Swanson through LinkedIn. Ms. Swanson and I had several meetings and phone conversations to discuss the mission and school model of Innova Girls Academy. Ms. Swanson discussed the time commitment needed to join the board and my commitment to the city of Rochester and the school. After meeting with Ms. Swanson and the BES Governance Coach, I was extended an offer to join Innova Girls as a Founding Board Member.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

As a real estate professional I have had the opportunity to work on transactions as simple as \$10k private loans and single family home closings to complex as \$53MM new construction mixed-use developments. I have working experience, an extensive education background, and various community-related volunteer opportunities that I believe will contribute to the success of Innova Girls Academy Charter School (known herein as “Innova Girls”).

I have been in the real estate industry for more than 9 years, including over 6 years as a real estate developer at PathStone Corporation. As a Senior Real Estate Developer, I am responsible for fulfilling all tasks associated with the development of property for residential use throughout PathStone’s geographic footprint, including site selection and control, concept creation, feasibility analysis, securing local approvals and financing, loan closing, construction oversight and coordination of start-up operations. In addition, I am responsible for providing staff with technical assistance, operations management support, reporting functions, and strengthening municipality relationships.

I have a Bachelor of Art in Communications and a Bachelor of Science in Business Administration from Alfred University, and a Masters of Business Administration from The University of Rochester. I also hold professional certifications in Funding and Finance and Community Economic Development from NeighborWorks Training Institute, a Land Use Decision Making Certificate, and a certification as a LEED Green Associate.

I fully commit my time, expertise, and experiences to helping Innova Girls meet its full potential and achieve its mission. My experience will support the growth of Innova Girls and ensure academic, financial, and organizational oversight. Rochester is a city in need of greater educational choice to better equip its leaders of tomorrow, and I am confident that Innova Girls will play a critical part in helping the future of Rochester succeed.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

Growing up in a family with limited financial resources in a neighborhood reddened with crime, I understand the need to provide strong schools in the city of Rochester. I was fortunate enough that my family moved to a different neighborhood, but that is not true for many of our families. Many residents of the Rochester community, in fact 52% of Rochester children, are living in poverty. Innova Girls will be a choice for our families so they will not have to move to different neighborhoods to feel safe and have strong schools. Innova Girls will create an educational environment that fosters the

creativity, curiosity, and leadership that every child possesses.

My career in real estate has afforded me the opportunity to dedicate time to community development, and as a member of the Founding team and proposed governing board, I will provide expertise when dealing with real estate and facilities, finance, community engagement, advocacy, and strategy through both board meetings and committee meetings. I will apply what I have learned throughout my career and accumulated experiences at Innova Girls to ensure our students benefit from a high-quality school. The Founding team's composition for Innova Girls and our proposed Head of School gives me confidence that the right people are together to make meaningful change for the Rochester community.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Robert Cain

Printed Name



Signature

Mar 29, 2020

Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

Board Member, Member of the Finance Committee

12. Please explain why you wish to serve on the board.

I have been working in real estate and community development for about a decade, and over that time I have developed a passion to help others have success of their own. My life experiences have certainly played a role in why I wish to serve on the Innova Girl Board and – to that extent – I strongly believe in providing families access to a high-quality school.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

This does not apply to me. Yes. (Include description here):

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Yes.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Yes.

Not applicable because the School will not contract with a management company or charter management organization.

I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

Yes.

Not applicable because the School will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

I, along with other members of the proposed governing board, will sign a Conflict of Interest each year. We are responsible for disclosing any real or perceived conflicts to the Board Chair and removing ourselves from any discussion or vote should a conflict be determined. Should I be made aware that a member, or members, are involved in working for their own benefit or their friends and family, I would then immediately disclose this to the Board Chair. The Board Chair will investigate, and if self-dealing is found, the member will be removed from the board in accordance with our Bylaws. At Innova Girls, there is no tolerance for self-dealing.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

This does not apply to me, my spouse or other family members.

Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.

The mission of Innova Girls Academy is to provide young female scholars, grades 4-8, with the fundamental skills to excel in high school college and ultimately the workforce for today's economy in Science, Technology, Engineering and Math. Innova Girls believes that all students have the ability to be problem solvers and to create an environment that fosters creativity, curiosity and leadership. Innova Girls will tap into the potential of its young scholars by its strong focus on STEAM, implementing a rigorous curriculum, providing a necessary support network, providing extended learning opportunities, and building confidence through experiences and achieving success in the classroom.

24. Please explain your understanding of the educational program of the charter school.

Innova Girls is built upon six key pillars: STEAM Education, Data-Drive Support, Staff Development, Rigorous Curriculum, Extended Time, and Excellence in All-Girls School. Each of these pillars is vital to its success not only operationally but to its students. Innova Girls believes in a strong STEAM education in math, science, and computer science to better equip students with the skills required for 21st century jobs that drive society. As a data-driven school, Innova Girls is committed to data to improve instruction and student outcomes.

Building culture from within is an important core belief and it all starts with investing in our staff and teachers. Teachers will have ongoing professional development, about 25 more days, to ensure their readiness to lead instruction and success in the classroom. Innova Girls is committed to providing access to college-prep curriculum that challenges and engages our students. In addition, providing an extended school day to support student growth, proficiency, and college-readiness.

Finally, Innova Girls is committed to designing an educational experience with Rochester girls at its core. Innova will provide its students with the opportunities to develop confidence of voice in STEAM.

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

I vehemently believe that a successful charter school should contain exceptional leadership and high-quality staff, a well-defined mission and culture that helps fulfill it, and adequate oversight necessary that provides transparency, accountability, and clear direction. Like any high performing business, the board of a charter school must understand key components of organizational performance that include decision rights, performance evaluation, and an effective reward system to ensure

that the school is and remains successful. In this section, I will explain what I believe in and how I foresee applicability of that at Innova Girls.

Most importantly, beginning with leadership and high-quality staff, Innova Girls has an exceptional leader in Ms. Swanson. Not only does she have an impressive background of experience but she has personality characteristics that go well beyond the years of experience on any resume. She has a knack to motivate and obtain the most out of people she surrounds herself with. She is extremely polished and has been very well coached throughout her years of training and certification. As Innova's leader, Ms. Swanson will be provided with the resources and authority to run the school, with the ability to appropriately handle employment opportunities.

Hiring high-quality staff at Innova Girls will be at the responsibility of Ms. Swanson, and making sure that the school is able to attract, retain, and empower superior talent is of the utmost importance to the Board as it relates to having the right people on board to make the greatest impact in the community. The selection, and hiring, of personnel is critical as the teachers must: have an absolute core belief that every child can learn, be receptive to feedback and be coachable in order to get better at meeting the needs of the students on a regular basis. Furthermore, successful charter schools invest in teachers, providing them with hours every week on good teaching practices with the goal to help every teacher reach their full potential.

Intensive hands-on training in various areas including lesson plans, classroom management and how to build rapport with students is commonplace within high performing schools. Innova Girls pledges to provide these very same opportunities to its leadership and staff in order to achieve and maintain success.

The topic of the former paragraph goes hand-in-hand with setting a well-defined mission and establishing a culture that helps fulfil it. Having a defined mission, like Innova Girls, is critical to any organization. As any organization evolves with new staff, rising stars, leadership, directors of its board, identifying people that can help achieve its mission is critical. Oftentimes an organization can grow to become dysfunctional if it loses sight on key components of organization performance formerly established as containing decision rights, performance evaluation, and an effective reward system. At Innova Girls, this will not be the case. The Board of Directors has established a clear mission through multiple conversations and planning efforts with Ms. Swanson. Ms. Swanson, or any future leader of Innova, will have the decision rights to identify, recruit, and hire key personnel to aid Innova Girls to achieve its mission and future success. The Board will also deploy performance measures on an ongoing basis as defined in its bylaws. Furthermore, staff will be the beneficiaries of reward systems such as competitive compensation, training opportunities, personal and professional development, small wins in the community, and student successes and achievements. At Innova, this approach will lead to a culture that is student focused, team-oriented, continuously focused on student

successes and achievements, community engaged, and committed to the mission and vision of Innova Girls.

In closing, I believe that a successful charter school must have adequate oversight necessary that provides transparency, accountability, and clear direction. The Board will not only adhere to high standards, but it is committed to being transparent with its policies and financials as a not for profit. It keenly understands that the members of it will play critical roles in both market accountability and authorizer accountability and in turn will hold the school leader accountable for the results of the school.

Through regular meetings and governance protocol outlined in the bylaws the Board will continue to adapt and work with critical staff to ensure clear direction and most importantly success.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Robert Cain, state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.



Signature

Mar 29, 2020

Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

**ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE
SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)**

Applicant Group Members (“AG”): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

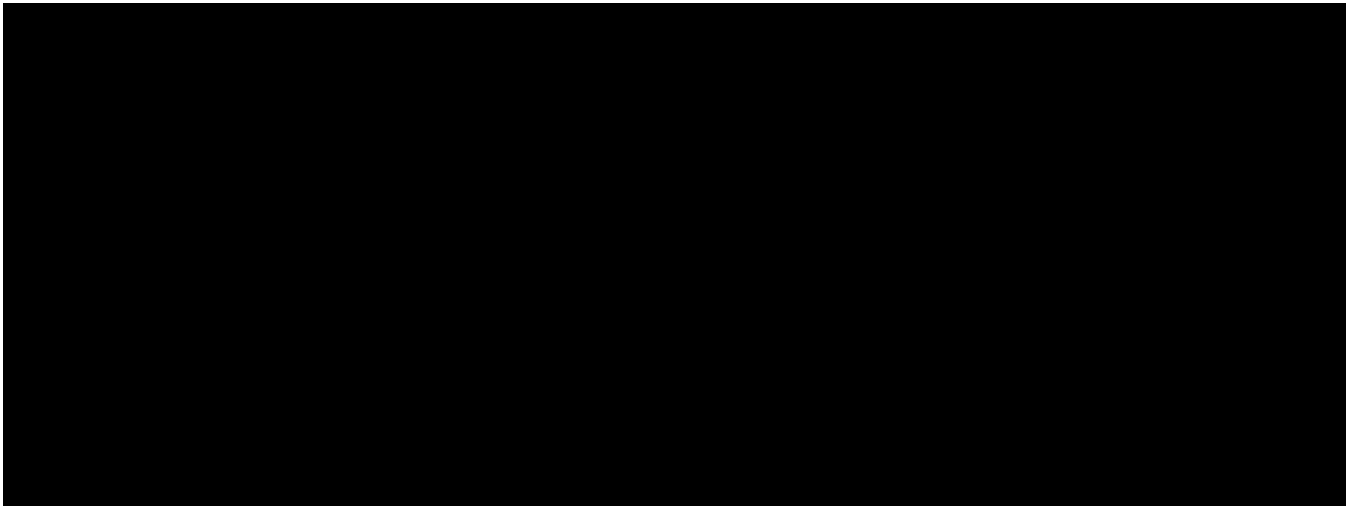
Prospective BOT Members (“BOT”): Service on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Jonathan Nwagbaraocha

Proposed Charter School Name: Innova Girls Academy



Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identity verification only.

Résumé Attached

Copy of Diploma, Transcript or Supporting Documentation Attached

If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

In November 2019, I was approached to join as a Founding Board Member by Ms. Lindsay Swanson, the school's Lead Founder. We had several phone and in person conversations which helped me discern about committing to be a Founding Board member. During these conversations, we discussed how the school would have a focus on STEAM in an all-female school environment and the expectations of Board members. The mission and vision we discussed for Innova Girls aligns with my interest in creating a positive and empowering experience for female students and providing them tools critical to achieving their goals and dreams.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

My parents are both involved in academia and instilled in me the importance of education and supporting students to succeed. My dad grew up in Nigeria and Cameroon and moved to the United States to pursue his college education. My mother grew up in the projects of Memphis, Tennessee. Both were able to succeed in life because of their commitment to education and the support of others helping them along the way.

This commitment to education is the reason why I earned my law and master's degrees with a focus on environmental law and policy. This enabled me to focus my career initially on environmental justice interacting families with lead poisoned children in Baltimore, MD. In this role, I worked with families throughout the state to educate them about the negative effects of lead exposure, how to minimize exposure, and representing these families in court. During this experience, I was able to witness firsthand how important providing tools, resources, and education to underserved populations can positively impact their life and experience.

When I moved to Rochester, I was looking for an opportunity to get involved in the community, especially an opportunity that focused on mentoring and empowering students. I found that opportunity in the City of Rochester's Pillar of Hope Program. For the past five years, I have participated in the City of Rochester's Pillar of Hope Program. Pillars of Hope are local African-American and Hispanic professionals who volunteer to visit city schools, share their experiences and provide positive support to the students. My team has worked in classrooms in Flower City School Number 54. I have acted as lead organizer for the Pillar of Hope assigned to School 54 and helped plan effective sessions with students. In this role, I organize planning sessions with volunteers and communicate with the city to ensure that each session with the students runs effectively. My participation in the Pillar of Hope program has enabled me to develop contacts with individuals in city hall and teachers in the Rochester City School District. I also am an environmental attorney and bring skills allowing me to quickly analyze laws/regulations, identify potential legal risks, and understand the necessary actions to minimize and avoid identified risks.

In addition to Pillars of Hope, I volunteer as the Councilmember for the American Bar Association Section of Environment, Energy, and Resources (SEER), The Elder Serving on Church Board/Session for the United Presbyterian Church, and as the Associate Board Member for the American Cancer Society.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

Through my education and experience, I have developed critical skills to work positively with a diverse group to identify goals/deliverables, monitor progress,

and take the appropriate action to ensure that we achieve established goals/deliverables. The critical skills include establishing a clear code of conduct/covenant among the team about how we will make decisions, emphasizing the importance of listening to one another, and staying focused on the mission and purpose of the organization. As the proposed Board Chair, I will employ all of these skills to effectively develop the board to ensure that we are prepared to hold Innova Girls Academy accountable to the New York Performance Framework.

Through the Pillar of Hope Program, I have a strong professional network with the City of Rochester, which will help facilitate a positive partnership with the city.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

I am very much an advocate for Innova Girls Academy. I decided to join as a Founding Board member because I believe in creating a supportive and challenging environment for students that focuses on developing critical thinking skills using a STEAM focused curriculum. I believe that a charter school with the right leadership, vision, and passion can create such an environment. Innova Girls Academy will offer an opportunity not currently provided to girls in Rochester.

First, girls are currently underserved given that there is currently only one all-girl charter school in the area while there are a number of all-male charter schools. Second, there is currently no STEAM focused all-girls school in the Rochester area. Third, Innova Girls Academy will provide an opportunity for girls to learn in an environment where they will be encouraged that there are no limits to what they can achieve. As a Board member and proposed Board Chair, I will support the vision and mission of the school by 1) committing to the students, faculty/staff, and community, 2) remaining accountable to the terms of the charter, 3) encouraging continuous improvement, and 4) facilitating partnerships within the community.

Jonathan Nwagbaraocha

Printed Name

Jonathan Nwagbaraocha

Jonathan Nwagbaraocha (Mar 31, 2020)

Signature

Mar 31, 2020

Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

Board Member, Proposed Board Chair, Governance Committee

12. Please explain why you wish to serve on the board.

I want to serve as a Board member because I believe in the mission and vision of Innova Girls Academy. By providing girls with an education based on a STEAM curriculum, Innova Girls Academy will give them important analytical and personal skills and create an environment where they can explore and discover their interests without limitations based on gender. I want to put part of a group committed to ensuring that the school provides girls with the skills critical to their future success.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

This does not apply to me. Yes. (Include description here):

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Yes.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Yes.

Not applicable because the School will not contract with a management company or charter management organization.

I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

Yes.

Not applicable because the School will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

The Innova Girls Academy Board will have a zero-tolerance policy for members who are engaging in self-dealing or for their own benefit. Board members are responsible for notifying the Board Chair of any conflict of interest that is real or perceived and that removal from the board is a potential action that can be taken for failing to disclose a conflict. If I suspected that a fellow member or members were breaching the board's zero-tolerance policy for self-dealing, I would connect directly with that board member as well as share the information with the vice chair (as the proposed Board Chair). We would investigate further and follow with the appropriate steps depending on the situation at hand, including removal from the board. In the event of a conflict, the individual with the conflict must remove themselves from any discussion or vote that involves the conflict of interest.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

This does not apply to me, my spouse or other family members.

Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.

The mission of Innova Girls Academy is to provide students with critical academic, problem-solving, and personal skills to graduate as innovative leaders and be empowered to succeed in college, career, and beyond. In order to fulfill this mission, the school will focus on a Science, Technology, Engineering, and Mathematics (STEAM) curriculum. The curriculum will focus on developing necessary communication, decision-making, and problem-solving skills to enable their future success.

Critical to the success of the school is engagement with students, their families, and the community. The school's model will focus on feedback for continuous improvement. The school will facilitate weekly communication and opportunities for involvement for families. Additionally, there will be quarterly surveys from all stakeholders to help the school continuously improve. Staff will be encouraged to provide feedback, staff will receive more than 30 hours for professional development and have opportunities for leadership as the school grows.

24. Please explain your understanding of the educational program of the charter school.

By focusing on the STEAM curriculum described above beginning in Kindergarten, the school will utilize educational technology that will allow for an agile response to each student's need and emphasize collaboration and problem-solving techniques. There will be 180 minutes of literacy and 120 minutes of math. Students will spend additional time in English language arts (ELA) and math developing foundational skills and critical thinking critical to problem solving both in and out of the classroom. An essential element to the STEAM curriculum will involve integration of digital literacy for all classes.

The STEAM curriculum is enhanced by the all-girl school setting and will allow the school to create a learning environment that challenges stereotypes. Innova Girls Academy will implement a co-teaching model and small group instruction. The co-teaching model will enable a small group learning experience with teachers who are subject matters experts in the key components of the STEAM curriculum. Students with and without disabilities benefit from the co-teaching model. Students benefit from this co-teaching model because it will facilitate more individual attention and interaction with teachers, increases emphasis on social skills, and improves classroom communities.

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

The key characteristics of success are 1) a board that provides proper oversight and holds the leader accountable for reaching goals, 2) a school that seeks to continually improve, 3) a school that partners with the community, and 4) a school that values open communication.

First and foremost, a charter school board must provide oversight and governance which will include holding the school leader accountable for reaching the goals of the charter. While not being involved in day-to-day operations of the school, the board will make key organization decisions. The Board will complete annual training to understand their legal and fiduciary duties, explain their responsibilities, and provide skills to ensure they can effectively perform oversight and governance responsibilities. The board will engage in governance best practices regarding committee structure, meetings, and decision-making processes to enable use to work efficiently. During this initial startup phase of the school over efforts will focus on actively engaging in the initial planning and formation of the school, including community outreach. Once approved, the board will focus on activities to ensure the school opens and will start the process of monitoring and evaluating goals and systems.

Second, for a charter school to fulfill its mission, the school is responsible for embracing continuous improvement. This improvement begins with the oversight of the board. The board is responsible for ensuring that the management of the school is utilizing data to reflect on practices. Critical activities that the Board will have to engage in are PDCA (plan, do, check, act/adjust). Each activity will require the board to review existing key data and think about new and innovative ways to analyze information and monitor success.

Third, for the school to be successful, there must be strong partnerships with the community. This work again begins with the board. The board should also leverage its connections and contacts to form key partnerships with the community. This will enable the school to succeed by engaging key partners to enhance the student experience. The board is responsible for setting an example of commitment. The board demonstrates this commitment by being an active participant, understanding the schools mission, how the school will fulfill its mission, reviewing key data (finance and student achievements), and taking the appropriate action to ensure that the school is sustainably fulfilling its mission. Appropriate action also means holding the school administration accountable if it does not fulfill the mission and vision of the school.

Finally, the Board is also responsible for setting the tone for open communication. The covenant/code of conduct, which should be communicated to school administration, staff, students, and the community should describe how the board itself is transparent and believe in open communication, not just among board members but between key stakeholders and the board.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Jonathan Nwagbaraocha, state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Jonathan Nwagbaraocha

[Jonathan Nwagbaraocha \(Mar 31, 2020\)](#)

Signature

Mar 31, 2020

Date

**NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE**

**ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE
SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)**

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Prospective BOT Members (“BOT”): Service on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

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CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Linda Dickey

Proposed Charter School Name: Innova Girls Academy Charter School

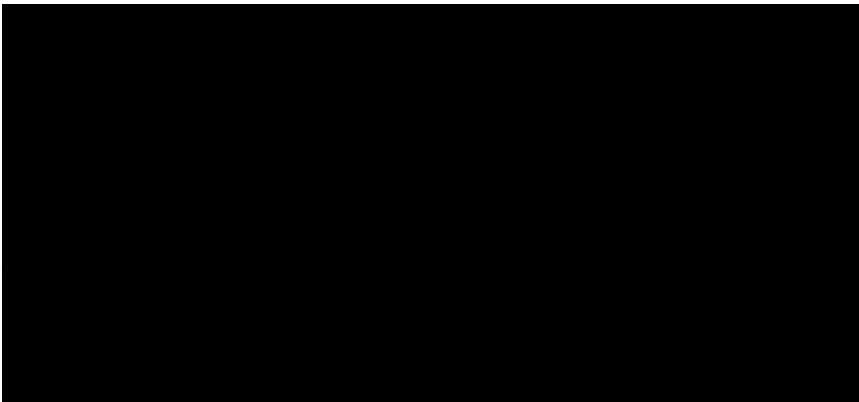
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Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

Résumé Attached

Copy of Diploma, Transcript or Supporting Documentation Attached

- If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

After searching for Rochester educators with a demonstrated track of success, Ms. Lindsay Swanson reached out to me through LinkedIn. After messaging through LinkedIn, we connected over the phone to discuss the mission and proposed vision for Innova Girls Academy Charter School. I was excited by this vision and believe that a new all-girls school in Rochester would benefit our community greatly. Following our phone call, we met in person on a few occasions to discuss further. After learning more about the role of a board member, I decided to extend my expertise and join the team. Since then, I have attended board meetings and played an active role in further developing our vision for the school.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

Briefly, my accreditations are from St. John Fisher College from which I possess a Master's in Education Leadership and The University of Rochester Margaret Warner School of Education in which I possess a Masters in Teaching and Curriculum. Furthermore, I was an associate principal at the middle school level for ten years. During those years I have: collaborated with teachers on forming professional learning communities in which student work is looked at; developed an afterschool enrichment program that focuses on Math and ELA to help students that did not meet proficiency on the state assessments; and developed a mentor program for students of color that have struggled socially as well as academically. I have also taught social studies at the secondary level for eleven years in the Rochester City School District at Wilson Magnet High School and Edison Technical and Occupational Center. During those eleven years I wrote test questions for the Global History and Geography II Regents Exam; did curriculum mapping for Global History and Geography I and II and organized professional development on various topics such as the use of technology and successful teaching strategies. Currently, I am the Chair of the Cheryl Speranza Leadership Institute which trains young women of color to become the next generation of leaders.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

As an educator, it is my responsibility to provide academic oversight to Innova Girls Academy Charter School. I will work on the Academic Committee and will review academic data on a monthly basis. This will allow our Academic Committee, and subsequently the full board, to determine if Innova Girls Academy is on track to meet the academic goals as defined by the NYS Charter School Performance Framework. If we ever find that the school is not on track to meet these goals, I will hold the Head of School responsible for developing a plan of action to address the gap between the stated goals and the demonstrated performance. I will then evaluate performance data following the implementation of the plan to determine if this plan has increased academic outcomes. If the plan has not increased outcomes, we will continue to iterate in developing new strategies for the management of the school to implement. It is also my responsibility to understand the mission and the vision of the charter school. I will ensure that the decisions made align with this mission and move Innova Girls Academy towards accomplishing our vision. Throughout our community engagement process as part of the application preparation, I reached out to members of the community to share information about the school. I sought to hear feedback from community members so that we could develop a proposal that meets

community.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Linda Dickey

Printed Name

Linda Dickey

Signature

5/2/2021

Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

Board of Trustees and Proposed Member of the Academic Committee

12. Please explain why you wish to serve on the board.

Throughout my 23-year career in education, it has been my goal to advocate for young women and help them become leaders. The mission and philosophy of Innova Girls Academy aligns with my educational philosophy. I know that the girls in Rochester are currently not receiving access to the quality of education that they deserve. With grades 3-8 literacy and math proficiency rates lower than 15%, we see that students do not currently have access to the type of education that will prepare them for success in college and career. I believe that all girls in Rochester have the potential to be leaders and that it is our responsibility to provide an education that allows this potential to flourish. I also believe that charter schools must be held accountable to academic outcomes that outperform the traditional public school options in the city. I wish to serve the board so that I can use my expertise as an educator to increase the high-quality educational options for families in Rochester.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

This does not apply to me. Yes. (Include description here):

I currently sit on the board for Renaissance Academy Charter School for the Arts.

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Yes.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Yes.

Not applicable because the School will not contract with a management company or charter management organization.

I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

- Yes.
- Not applicable because the School will not contract with a management company or charter management organization.
- I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

- None Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

The Innova Girls Academy Board would have a zero-tolerance policy for any self-dealing. If a conflict of interest should arise, the individual with a conflict has a responsibility to notify the board chair of this conflict. The individual will sit out of any vote that involves the conflict of interest. If an individual does not notify the board of a potential conflict of interest, the board chair will investigate further and follow with the appropriate steps depending on the situation at hand.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

- This does not apply to me, my spouse or other family members.
- Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.

The mission of the school is to train girls to be critical thinkers in order to prepare them for college and beyond. We will equip girls with STEAM foundational skills that help them to solve problems in their community. With leadership development and an all-girls setting, we will help girls develop their confidence. We will develop

academic foundations that will ensure our graduates will thrive in high school, college, and career.

24. Please explain your understanding of the educational program of the charter school.

The educational program at Innova Girls Academy is developed based on six key design elements. First, we will provide access to STEAM education. All girls will take a daily computational thinking class. Using programming from The Girl Scouts, students will complete project-based learning tasks across science and computational thinking courses that push them to use STEAM skills to solve problems. Second, students will have access to leadership development. In daily advisory lessons, girls will develop confidence and practice leadership which will empower them to take on leadership roles outside of the classroom. Third, we will ensure that all students have access to rigorous curriculum that is on or above grade level. Teachers will have access to professional development that allows them to grow as pedagogues and prepares them to deliver high quality instruction daily. Fourth, we will provide individualized instruction. Teachers will use data on a daily basis to provide small group instruction and intervention that is responsive to students demonstrated mastery.

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

I believe that there are six key components that are crucial to the success of a charter school. These components are as follows:

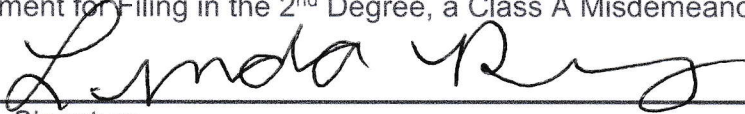
- Strong Parent and Family Engagement: Parents and families should know their student's current academic standings. Parents and families should feel valued as partners and as advocates for their children. Parents and families should be involved in the school on a monthly basis through engagement nights and through the completion of surveys to provide feedback to the school.
- Community Engagement: The school should respond to the needs of the community. The community should know that they have an opportunity to be involved in the school by providing feedback. The school should become a part of the community.
- Having a Strong Mission and Vision: The board and leadership should work to develop a strong mission and vision for the school that is responsive to the needs of the community. The staff of the school should know and understand this mission and vision. Decisions should be made in the work through a lens of this mission and vision.
- Adhering to the Mission and the Vision: As previously stated, the decisions made at the school should reflect the mission and the vision of the school. A full team aligned on the mission and vision of school, will work efficiently towards these goals.

- Using Data to make Decisions: The board and management of the school should review data on a regular basis. This academic data should drive instructional development to ensure that teachers grow as pedagogues to ensure that instruction is responsive to student needs.
- Being Student Centered: Throughout the work, students must be kept at the center. Classrooms and curriculum should reflect the identities of our students. Teachers should be trained in culturally relevant pedagogy and trauma informed instruction.

In order for Innova Girls Academy to possess these six components, the board must be prepared to fulfil its responsibility of oversight. The board must hold the school accountable to the stated goals as defined by the NYS Charter School Performance Framework. The board will determine if there is strong Parent and Family engagement by evaluating school data such as attendance data, participation in family events, and survey data. The board will participate in community engagement during the start-up phase of the school and will utilize our networks to continue to share the mission and vision of Innova Girls Academy. The board will keep the mission and the vision of the school at the center of all decisions that are made. For example, when performing the annual budget building process, we will consider whether or not the proposed budget reflects the mission and vision of the school. The board will use data on a monthly basis to determine if the school is on track to meet our goals. We will review student assessment data, staff satisfaction, and behavioral data. Finally, we will evaluate the culture of the school through surveys from parents, students, and staff.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Linda Dickey (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.



Signature

5-2-2021

Date

FULL APPLICATION SUMMARY

Proposed Charter School Name¹	Innova Girls Academy Charter School		
Application History	We applied in the 2020-21 application cycle.		
Proposed Board Chair Name	Jonathan Nwagbaraocha		
Proposed Board Chair Email Address	[REDACTED]		
Proposed Board Chair Telephone Number	[REDACTED]		
Public Contact Name	Lindsay Swanson		
Public Contact Email Address	Lswanson@bes.org		
Public Contract Telephone Number	(585) 410-0147		
District of Location	Rochester, NY		
Opening Date	August 24 th , 2022		
Proposed Charter Term²	Initial 5-year term		
Partner Organization	The Girl Scouts of Western New York		
Projected Enrollment and Grade Space for Indicated Year	Year	Grades	Enrollment
	1	K-1	104
	2	K-2	156
	3	K-3	208
	4	K-4	260
	5	K-5	312
Mission Statement. In an inclusive school community focused on STEAM, Innova Girls Academy empowers girls in grades K-6 to excel as innovative leaders and confident problem-solvers.			
Key Design Element	Aligned Educational Philosophy and Instruction Structures/Practice		
<p>1) We believe STEAM education unlocks doors: We know that every girl has the potential to be a pioneering problem-solver. In order for Rochester’s girls to be prepared to participate as innovators in the 21st century, they must have access to a robust STEAM curriculum. Starting in Kindergarten, our girls will have daily access to GS developed, girl-centered, foundational STEAM curriculum through Science and Computational Thinking classes. By partnering with GSWNY, we will empower girls to see themselves as leaders in STEAM. Students will learn to leverage STEAM skills to implement innovative solutions to problems that impact their communities.</p>			
<p>2) We believe an all-girls setting develops leaders: To graduate innovative leaders, we must develop practices within our community that affirm the identities and develop the mindsets of each student as a leader. Our all-girls setting will empower young women to thrive as leaders in a culture of sisterhood. Our school culture will celebrate student growth and will focus on the development of each student as a self-regulated learner. This will empower girls to graduate as life-long learners. We will utilize Girl Scouts Leadership programming and a social emotional learning framework in daily advisory periods to ensure that students are supported with character development. Teachers will be trained in instructional techniques that normalize error and increase student voice so that girls feel confident taking academic risks.</p>			
<p>3) We believe classrooms should spark curiosity and creativity to build strong academic foundations: For Rochester girls to excel as the leaders of tomorrow, they need access to challenging and engaging curriculum today. Starting in Kindergarten, we will ensure that high-</p>			

¹ N.Y. Education Law § 2851(2)(k)

² N.Y. Education Law § 2851(2) (p). Typically, the charter term requested should be five years of operation.

quality instruction is paired with curriculum with real-world application. We will utilize college preparatory curriculum to support development of academic excellence in all students. Our workshop model for literacy and math will ensure that students have daily time to target foundational skills, while our science, STEAM, and history classes will push students to apply their skills innovatively. All teachers will be provided with curriculum that is vetted against NYS standards to ensure the appropriate level of rigor. Through challenging assignments, students will develop the confidence that is needed to be successful outside of school.

4) We believe all students should thrive at school: Data driven decisions are made to provide individualized supports every day. Instructional leaders and teachers will use data on a daily basis to inform instruction. Our coteaching model will allow for small group instruction across all content areas. We will leverage these groups, developed based on student mastery data, to provide differentiated instruction to drive student growth and achievement. Daily interventions through our workshop courses and tutoring blocks will allow us to be responsive to demonstrated student need. Additionally, we have developed an individualized approach to social emotional learning supports that teaches skills students need to thrive in any setting.

5) We believe a great teacher can inspire excellence: Staff will develop as leaders through weekly professional development that fosters pedagogical growth and collaboration. We know that teachers have lower attrition rates when they believe their school is meeting their desire to grow as leaders. Our school day is designed to extend time spent on core subjects to allow for maximum development for students and teachers. We know that excellent instruction depends on providing our team with robust opportunities for professional development. Annually, our staff will engage in over 300 hours of PD focused on the development of best teaching practices for all-girls education. Finally, we empower teachers to be responsive to the needs of their students by leveraging data analysis and educational technology.

6) We believe in the power of partnerships. First, we see our student's families as crucial allies in the work of accomplishing the Innova mission. Using the New Teacher Project's framework for parent engagement, we will help our families understand what their student needs to master each year to "meet her goal of being prepared for college, career, entrepreneurship, and service to the community" and provide parents with information on how to support their children towards reaching these goals. We will communicate frequently with families to celebrate student work and to share plans for continuing student growth. Second, our partnership with the Girl Scouts of Western New York will allow us to offer groundbreaking programs for our students. Third, our collaboration with YWCP will help us to fill a void of all-girls elementary programming while simultaneously offering families a cohesive K-12 option.

Student Communities to be Served. We propose an all-girls elementary school to serve Rochester students. In the 2019, 16% and 14% of female students in Rochester scored within the proficient range on the Grades 3-8 ELA exam and Math exam respectively. All students in Rochester deserve access to a school that prepares them to demonstrate on-grade level proficiency. We see the 950 seat difference between all-boys and all-girls schools as a call to action to increase the number of seats in an all-girls setting, so Rochester's girls can develop the confidence of voice required to graduate and assume positions of leadership in the city. If authorized, Innova Girls Academy would be the only all-girls elementary school in the city of Rochester. We anticipate that, matching the demographics of female elementary students in RCSD, 13% of our students will receive special education services, 16% of our students will be ELLs/MLLs, and 90% of our students will be economically disadvantaged.



Innova Girls
Academy
Charter School

CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School Name:	Innova Girls Academy Charter School
Proposed School Locations (District):	Rochester, NY
Name of Exiting Ed. Corporation (If applicable):	N/A

I hereby certify that the applicant group/prospective Board of Trustees have all read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. By submitting a charter school application to the Board of Regents, the applicant group/prospective Board of Trustees understands that the Board of Regents is the authorized chartering entity with the authority to approve our application to establish the proposed charter school and enter into a charter agreement setting forth the terms and conditions under which the Board of Trustees will operate the charter school. The applicant group/prospective Board of Trustees also understands that this charter school application serves as the first component of an application for a federal Charter Schools Program (CSP) Planning and Implementation Grant. We understand that if the charter application is approved and a charter is issued by the Board of Regents, the school is qualified to receive a CSP grant, pending available funding and final approval of additional materials – including budget materials - by NYSED and by the New York State Office of the Comptroller. We agree to complete all required budget information and assurances according to forthcoming instructions and a revised timeframe to be issued by NYSED.

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, race, creed, national origin or ancestry, gender, sexual orientation, disability, intellectual ability, measures of achievement or aptitude, athletic ability, age, religion, proficiency in the English language or a foreign language, or academic achievement. I understand that the Charter Schools Act allows, to the extent consistent with Federal law, “the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at-risk of academic failure or students with disabilities and English language learners.”¹

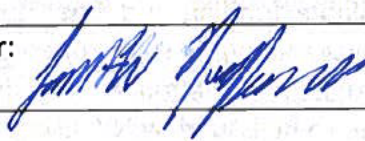
¹ N.Y. Education Law § 2854(2)(a)

The applicant group also makes the following assurances pursuant to Section 7221b of the United States Code (USC), which will be incorporated into, and made a part of, the Charter School's charter, if granted, and be binding on the Charter School itself:

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application;²
- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted;³ and
- That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.⁴
- That the school will follow any additional procedures required by NYSED to ensure an orderly closure and dissolution process, including compliance with the applicable requirements of Education Law §§2854(2)(t), 219 and 220 and any Closing Procedures specified by NYSED.

I, Jonathan Nwagbaraocha, hereby certify that the information submitted in this Full Application to establish Innova Girls Academy Charter School is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after issuance of the charter.

Signature of Proposed BOT Chair:



Date:

07/06/2021

² 20 USC § 7221b(b)(3)(J)

³ 20 USC § 7221b (b)(3)(K)

⁴ 20 USC § 7221b (b)(3)(N)



Innova Girls
Academy
Charter School

A proposed K-6th grade, open-enrollment charter school for Rochester, NY

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I. MISSION, KEY DESIGN ELEMENTS, AND COMMUNITY

A. MISSION STATEMENT, OBJECTIVES AND GOALS

Mission Statement. In an inclusive school community focused on STEAM, Innova Girls Academy Charter School empowers girls in grades K-6 to excel as innovative leaders and confident problem-solvers.

Furthering the Objective of the Charter Schools Act. At Innova Girls Academy, our goal is to change the narrative for young women in Rochester. We know that every girl has the limitless potential to become an innovative leader. Currently, school options in Rochester are not providing the academic growth necessary for students to become future change makers. With current ELA and Math city proficiency rates for girls in grades 3-8 at 16% and 13% respectively and a graduation rate of 71%, we know that Rochester's girls are not realizing their potential. Similarly, the largest demographic of the population living below the poverty line is young women, ages 18-24. We propose a school that puts the needs of girls at the center. We will pair rigorous academics with data-driven, individualized supports to ensure every student is able to meet a high academic bar of excellence. We will engage our students in project-based learning through STEAM courses, so that our girls learn how STEAM skills can be used to make change in our community. Our school community is committed to meeting the ambitious goals set for students that are outlined in the New York State Charter Schools Act of 1998. Through our New York State standards-aligned, STEAM integrated curriculum, we will ensure that we, "improve student learning and achievement."¹ Additionally, through data-driven analysis of student performance and small group instruction, we will, "increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure."² Our co-teaching model will allow for the use of "different and innovative teaching methods" along with integrated educational technology to enhance the student classroom experience. We will develop our teachers and staff in their leadership capacity through professional development which will lead to a consistent high bar of excellence in teaching. Given that there are currently not any all-girls elementary school options in Rochester, we know that our programing will provide parents and students with "expanded choices in the types of educational opportunities that are available."³ Innova Girls Academy is committed to working with all students to ensure we meet the accountability metrics outlined in the Charter School Performance Framework. We will set ambitious, mission-aligned goals for students based on this framework, and we will work tirelessly towards these goals in every element of our school.

Benchmark 1: Student Performance. Each year, Innova Girls Academy will meet or exceed the student achievement goals as outlined in the Charter School Performance Framework for academic growth, proficiency, and college and career readiness on state standards. Students will demonstrate measurable growth in knowledge and skill across every core content area of English Language Arts, Mathematics, Science, Social Studies, and Computational Thinking. **Academic Goals.** 1) At a minimum, Innova will maintain a "good standing" designation for ESEA accountability. 2) Literacy in grades K-2 will be assessed via Strategic Testing of Educational

¹ <https://codes.findlaw.com/ny/education-law/edn-sect-2850.html>.

² <https://www.nysenate.gov/legislation/laws/EDN/2850>.

³ Ibid.

Progress (STEP). All students, including students with IEPs and ELL/MLLs, will progress through STEP levels based on the following benchmarks:

Figure 1: STEP Assessment Goals by Grade Level for K-2

Grade Level	Percentage of Students	STEP Level
Kindergarten	70%	3
1 st Grade (who have been enrolled for at least two years)	80%	6
2 nd Graders (who have been enrolled at least three years)	90%	9
Every grade level	90%	Grow 3 levels

3) Each year, all students will demonstrate at least one year of growth in Reading Comprehension and Math as measured by the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessment. Additionally, all students will grow at least five percentile points on the NWEA Reading Comprehension and Math until the average percentile score reaches 85. 4) In grades 3-6, literacy and math will be measured by the NYS Next Generation ELA and Math Assessments. As is aligned with the NYS Charter School Performance Framework, all students will perform at least one standard deviation above the mean based on comparison of performance of all schools in NYS. Comparison schools are defined as school with the same grade configuration and similar population of students identified as economically disadvantaged, students with disabilities, and ELL/MLLs. From year to year, at least 75% of all students tested, including subgroups identified as economically disadvantaged, students with disabilities, and ELL/MLLs, will maintain proficient testing level or trend toward proficiency. The percentage of students who score proficient on 3-6 grade assessments will meet or exceed the district average. 5) Each year, at least 85% of students will earn an overall rating of “Proficient” on their project-based summative assessment as scored on an internally developed rubric based on research from the Buck Institute for Education Project Based Learning Works.⁴ **Character Development Goals. 1)** Students will demonstrate the school CREATE values of Curiosity, Resourcefulness, Empathy, Accountability, Tenacity, and Enthusiasm as assessed on an internally created rubric that teachers will use to provide feedback to students once a trimester. **2)** Upon graduation in the 6th grade, students enter middle school equipped with the habits of a Self-Regulated Learner as assessed by the internally created Self-Regulated Learning rubric.

Benchmark 2: Teaching and Learning. At Innova Girls Academy, we will provide professional development that ensures teachers become excellent leaders in the classroom. In alignment with the Charter Performance Framework, teachers will use innovative teaching techniques and educational technology to improve academic outcomes for students. We will start our academic year with 17 full days and 3 half days of whole staff professional development to establish the shared accountability and high expectations for students that lead to strong student outcomes, positive student well-being, and educational success. Weekly and daily data analysis will position teachers to make data-driven decisions about instruction. Innova Girls Academy will implement a rigorous, project-based curriculum that is aligned to the New York State Next Generation Learning Standards for all students. The curriculum will be reviewed systematically and regularly in conjunction with student mastery data. Based on this evaluation, we will adjust instruction, deliver small group intervention, and provide additional scaffold supports to ensure each learner is able to build content skills. Over the course of the charter term, all staff will have the

⁴ <https://www.pblworks.org/download-project-based-learning-rubrics>.

opportunity to grow in leadership. At least 65% of staff members will positively report through a staff survey that they have experienced the opportunity to take on additional leadership roles at the school and at least 75% of staff members will positively report overall job satisfaction.

Benchmark 3: Culture, Climate, and Family Engagement. We will develop a school community that prioritizes the social and emotional health of our students in a safe and predictable learning environment. Given the high likelihood that many of our students will have experienced trauma at some point in their lives,⁵ our behavior management system incorporates best practices from trauma-informed instruction. We will partner with families to support student success in and out of the classroom. In advisory periods and classes, students will develop self-regulated learning⁶ skills which will position them to graduate as life-long learners. Families and students will be satisfied with the academic results and the school culture. **School Culture Goals. 1)** Annual school surveys will show that, on average, 85% of families are satisfied with our communication, with 80% of families responding. **2)** Annual school surveys will show that, on average, 85% of families are satisfied with the school culture, with 80% of families responding. **3)** Annual school surveys will show that, on average, 85% of families are satisfied with our Girl Scout program offerings, with 80% of families responding. **4)** Annual school surveys will show that, on average, 85% of families are satisfied with our academic offerings, with 80% of families responding.

Benchmark 4: Financial Condition. The school will be in sound and stable financial condition as evidenced by performance on key financial indicators.

Benchmark 5: Financial Management. The school will operate in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices, as measured on an annual basis by an external audit. **Financial Management Goals. 1)** 100% of budgets are reflective of the school's mission, balanced, and include the resources required to serve the needs of all students. **2)** 100% of budgets demonstrate positive cash flow in all months. **3)** 100% of annual external audits demonstrate that the school meets or exceeds accurate GAAP.

Benchmark 6: Board Oversight and Governance. The Board of Trustees ("Board") will be comprised of individuals from the Rochester community that represent a diverse set of expertise, experience, and mindsets. The Board will provide competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, Board effectiveness and faithfulness to the terms of its charter. **Board Oversight and Governance Goals. 1)** The Board will annually review, update, and adopt bylaws and all policies. **2)** The Board will recruit and onboard high-capacity, mission-aligned members that bring with them the expertise to meet the priorities of the school. **3)** The Board will conduct an annual evaluation of the Head of School that is driven by academic, financial, and organizational data collected throughout each year. **4)** The Board will function in goal-oriented committees to review academic, financial, and organizational data on a monthly

⁵ Phifer, Lisa Weed, and Robert Hull. "Helping students heal: Observations of trauma-informed practices in the schools." *School Mental Health* 8.1 (2016): 201-205.

⁶ As defined by Zimmerman a self-regulated learner: "metacognitively, motivationally, and behaviorally active participants in their own learning process". "A social cognitive view of self-regulated academic learning." *Journal of educational psychology* 81.3 (1989): 329.

basis to assess progress towards charter goals. **5)** The Board will conduct an annual self-review to assess strengths and areas of growth. Priorities will be developed to address areas of growth.

Benchmark 7: Organizational Capacity. The school will establish a well-functioning organizational structure with clearly delineated roles for staff, management, and Board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations. **Organization Capacity Goals. 1)** School leadership will recruit, hire, manage, train, and retain a staff that is mission-aligned and unified on key goals for each school year. **2)** The Head of School will lead the annual evaluation of academic and organizational programs for the entire staff in alignment with the goals outlined in the charter. **3)** There will be a clear delineation of roles and responsibilities beginning with the Board’s annual approval of the Organizational Chart.

Benchmark 8: Mission and Key Design Elements. The school is faithful to its mission and has implemented the key design elements outlined in its charter. Quantitative and qualitative data collected from annual surveys completed by all community stakeholders, staff, students, and families, will indicate that school operations are aligned to the mission and key design elements.

Benchmark 9: Enrollment, Recruitment, and Retention. Innova Girls Academy will meet or make annual progress toward meeting the enrollment plan outlined in the charter. The school will meet enrollment and retention targets for students with disabilities, English Language Learners/Multilingual Learners, and students who are eligible applicants for the free and reduced-priced lunch program. **Enrollment, Recruitment, and Retention Goals. 1)** The school will meet or exceed the projected enrollment of a student population that matches the demographics of the local district by October 1 of each school year. **2)** Average Daily Attendance will be at least 95% across all student populations. **3)** The school will retain at least 85% of students from year to year across all student populations.

Benchmark 10: Legal Compliance. The school will comply with all applicable federal, state, and local laws, regulations, and provisions of the charter.

B. KEY DESIGN ELEMENTS

Key Design Element #1 – We believe STEAM education unlocks doors. We know that every girl has the potential to be a pioneering problem-solver. At Innova Girls Academy, 21st century skills are taught to prepare students to solve problems. Our students possess the creative thinking required to solve problems for themselves and in their communities, and we know that the future of Rochester depends on this generation of students. We will equip our students with computational thinking which is, “fast becoming an essential workforce skill as every profession and trade is rapidly becoming dependent on computer technology.”⁷ While computer technology becomes more essential in the work place, of the 5 million people currently employed in computing roles, people of color only make up 15%.⁸ We will counter this inequity by providing computational thinking classes as a core subject that students will take every day, starting in kindergarten. **Computer Science for All.** Through comprehensive computer science instruction

⁷ Pearson, Kim. “From a Usable Past to a Collaborative Future: African American Culture in the Age of Computational Thinking.” *Black History Bulletin*, vol. 72, no. 1, 2009, pp. 41–44. *JSTOR*, www.jstor.org/stable/24759566.

⁸ Funk, C., and K. Parker. “Diversity in the STEM workforce varies widely across jobs.” *Pew Research Center, Washington DC, January 9* (2018): 2018.

provided by Science and Technology teachers in all grades, our students will develop exceptional computational thinking and digital literacy skills. Students will build foundational skills to flourish as creative problem solvers in our technology driven future. College Board found that young women who take computer science in high school are 10 times more likely to major in computer science in college.⁹ By starting with STEAM in elementary school, we will build the foundations that students need to be successful and confident in high school, college, and beyond. **Girl Scouts STEAM Programming.** We have partnered with the Girl Scouts of Western New York (GSWNY) to develop a STEAM integrated academic program that will develop our students into innovative leaders. The Girl Scouts have demonstrated what is possible for girls when they are given access to STEAM materials at an early age. Since 1912, Girl Scouts has helped, “bridge the gender gap by ensuring that girls of every age have opportunities to participate in progressive, multiyear STEAM experiences. Indeed, girls who participate in Girl Scout STEM programs become more confident in their math and science abilities and more interested in STEM subjects and careers.”¹⁰ One component of the GS STEAM program is the “Journey” projects where students identify a problem, develop a solution, and put their plan into action.¹¹ Each semester, students will complete a GS Journey such as “Engineering: Think Like an Engineer” where girls develop their thinking and become curious and confident learners as they consider the ways in which they can use their academic skills to make change in the world around them. With a Girl Scouts representative on the Innova Board of Trustees, key staff liaisons as outlined in **III.A. Organization Chart**, a drafted Memorandum of Understanding in **Attachment 7**, and allocated school funding as outline in **Attachment 9**, we are prepared to ensure a high-quality and impactful partnership with GSWNY.

Key Design Element #2 – We believe an all-girls setting develops leaders. Girls who are developed as self-regulated learners in a supportive environment will be empowered for success as life-long learners and leaders. We believe that an all-girls setting will allow Rochester’s girls to thrive in a culture of sisterhood. We define sisterhood as a community of young women who support one another to reach their goals, which we will foster through our CREATE values, our advisory periods, and through the regular celebration of collaboration. To graduate innovative leaders, we must develop practices within our community that affirm the identities and develop the mindsets of each student as a leader. Our partnership with GSWNY will provide an opportunity to develop our students as leaders through GSWNY programming. The Girl Scouts programming is aligned to the following five desired leadership outcomes: Develop a strong sense of self, display positive values, seek challenges and learn from setbacks, form healthy relationships, and become community problem-solvers.¹² Each day, students will take part in a 40-minute advisory lesson that will utilize badges, routines, and rituals created by the GSWNY. Additionally, we will travel to GSWNY outdoor camps at least three times per year to build teamwork and leadership. We agree with the idea presented by Reshma Saujani, that, “most girls are taught to avoid risk and failure...boys, on the other hand, are taught to play rough...In other

⁹ <https://code.org/diversity>.

¹⁰ https://www.girlscouts.org/content/dam/girlscouts-gsusa/forms-and-documents/about-girl-scouts/research/GSRI_four-ways-Girl-Scouts-builds-girl-leaders-in-STEM_0417.pdf.

¹¹ Learn more about Girl Scouts Journeys here: <https://www.girlscouts.org/en/our-program/journeys.html>.

¹² https://www.girlscouts.org/content/dam/girlscouts-gsusa/forms-and-documents/for-adults/educators/GSUSA_Prepare-Every-Girl-for-a-Lifetime-of-Leadership.pdf.

words, we're raising our girls to be perfect, and we're raising our boys to be brave.”¹³ To break this cycle and encourage young women to take academic risks, we need to empower girls to make mistakes, learn from their mistakes, and persist through challenging curriculum. In elementary school, this will look like pushing students to try new things and encouraging them to try again when they make mistakes. We will build the mindset that all new skills take practice and that the more practice time we have, the better we will be. **Academic Self-Regulated Learning.** Barry Zimmerman defines self-regulated learners as students who are, “metacognitively, motivationally, and behaviorally active participants in their own learning process.”¹⁴ Individuals with strong self-regulated learning (SRL) skills, “can learn faster and outperform those with weaker SRL skills.”¹⁵ We will provide structure and systems to help students develop their self-regulated learning skills from the time that they enter our school as kindergarteners to when they graduate as 6th graders. For more information on our SRL Framework, please see **II.G. School Culture. Behavioral Self-Regulated Learning.** In addition to academic habits of self-regulation, we will help students build their behavioral self-regulation techniques. Students will identify moments in the classroom where they are struggling to meet expectations and practice the skills that are required to be successful in these moments. In this framework for behavior management, as further described **II.G. School Culture**, students and teachers work together to identify and solve problems that prevent students from meeting their full potential.

Key Design Element #3 – We believe classrooms should spark curiosity and creativity to build strong academic foundations. For Rochester girls to excel as the leaders of tomorrow, they need access to challenging and engaging curriculum today. Research by The New Teacher Project found that, “Compared to classrooms with primarily (>75%) low-income students, classrooms with primarily higher-income students tended to receive 5.4 times more grade-appropriate lessons.”¹⁶ We believe our students deserve access to the same grade-appropriate work that their wealthier peers receive. When students have access to grade level materials, they are more prepared to demonstrate grade level performance.¹⁷ **College Preparatory Curriculum.** A college preparatory curriculum means that students will build a strong foundation in literacy, math, and computational thinking through rigorous and challenging content. Teachers will demonstrate their high expectations for students by providing access to rigorous content to prepare students for challenging content in middle school that will lead to success in college prep classes, such as AP courses, in high school. Students will also develop the habits necessary to be a strong learner through our Self-Regulated Learning framework. **Project Based Learning.** In a 2013 study by the Chronicle of Higher Education, business leaders reported that many technically qualified applicants with bachelor’s degrees, “lacked the communication, decision-making, and problem-solving skills necessary to do the jobs they applied for.”¹⁸ At Innova Girls, students will engage in content each day that pushes them as communicators, decision makers, and problem solvers.

¹³ https://www.ted.com/talks/reshma_saujani_teach_girls_bravery_not_perfection/transcript?language=en.

¹⁴ Zimmerman, Barry J. "A social cognitive view of self-regulated academic learning." *Journal of educational psychology* 81.3 (1989): 329.

¹⁵ Kizilcec, René F., Mar Pérez-Sanagustín, and Jorge J. Maldonado. "Self-regulated learning strategies predict learner behavior and goal attainment in Massive Open Online Courses." *Computers & education* 104 (2017): 18-33.

¹⁶ McGovern, Kate, and Andy Jacob. *The Opportunity Myth What Students Can Show Us About How School Is Letting Them Down—and How to Fix It.* The New Teacher Project, 2018, opportunitymyth.tntp.org/.

¹⁷ *Ibid.*

¹⁸ Terada, Youki. "Boosting Student Engagement Through Project-Based Learning." *EduTopia*, George Lucas Educational Foundation, 12 June 2018, www.edutopia.org/article/boosting-student-engagement-through-project-based-learning.

We believe students will be most engaged in content that directly ties to their own lived experiences, so we will incorporate project-based learning to draw connections between student's lives and the classroom. At Brooklyn Rise Charter School, students engage in project-based learning in STEAM classes that allows them to explore real-world science content and present their findings through art.

Key Design Element #4 – We believe all students should thrive at school. Our program is designed with girls in mind and data driven decisions are made to provide individualized supports every day. At Innova Girls Academy, every student will receive the individualized supports that they need to thrive. In a school community that values rigorous, on grade level instruction, we recognize the importance of robust, individualized support systems. Academic research based on the seminal works of Vygotsky have demonstrated that students learn best when they are in a zone of proximal development.¹⁹ When given the appropriate supports in a challenging academic setting, a learner is able to work, “through the disequilibrium process, including accommodating and assimilating the new skills and information into their own practice.”²⁰ We will ensure that the majority of a student's school day is spent within their individual zone of proximal development. Additionally, we have researched the best practices in all-girls education and developed our individualized supports to build student academic confidence. **Data Driven Decisions.** Teachers will use data before, during, and after each class period to assess each student's mastery of daily content, and prepare lessons, build small group instruction, and scaffold supports to address this mastery. Teachers will collect formative data as students work, and students will take an exit ticket at the end of each class. Data from this exit ticket will be used to inform instruction for the next day and will be used to determine which students will be engaged in intervention opportunities. **Small Group Instruction.** We will provide daily intervention opportunities for all students. Our Writer's, Reader's, and Mathematician's Workshops provide small group instruction daily for all students. In addition, we will ensure access to all content for English Language Learners/Multilingual Learners (ELL/MLL) and students with disabilities following successful models of integrated coteaching and small group instruction. Our staffing model, as shared in **III.C. Staffing**, with cotaught classrooms will allow for small group instruction across all class periods. **Individualized Behavior Supports.** In addition to individualized academic supports, we will provide individualized behavior supports. We agree with Ross Greene's theory in his book, “Lost at School,” that students do well if they can. We understand that “challenging behavior occurs when the demands and expectations being placed upon a child outstrip the skills he has to respond adaptively.”²¹ **More Time Learning.** We will extend our school day and school year to provide students with more access to the foundational skills they need. Additionally, extra time in school will allow teachers to spend more time focusing on social and emotional learning (SEL) to increase academic and social outcomes for students.²²

¹⁹ “The zone of proximal development is the difference between what a learner can do without help and what he or she can do with help.” http://www.innovativelearning.com/educational_psychology/development/zone-of-proximal-development.html.

²⁰ Clapper, Timothy C. "Cooperative-based learning and the zone of proximal development." *Simulation & Gaming* 46.2 (2015): 148-158.

²¹ Greene, Ross W. *Lost at school: Why our kids with behavioral challenges are falling through the cracks and how we can help them*. Simon and Schuster, 2009.

²² Taylor, Rebecca D., et al. "Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects." *Child development* 88.4 (2017): 1156-1171.

Key Design Element #5 – We believe a great teacher can inspire excellence. To engage students in rigorous content, we must develop excellent teachers. We are committed to the professional development of all our teachers as is reflected in our annual budget (**Attachment 9**) for staff development and our School Calendar (**Section II.H**). Each day in a morning huddle, our staff will prepare for the day by sharing key foci for our work. Throughout the day, time will be allocated for collaboration to intellectually prepare for instruction and staff will engage weekly in 3 hours of professional development. Additionally, teachers will engage in feedback protocols with one another and with leaders to promote continual, practice-based development. As we grow as a school, teachers will have the opportunity to take on instructional leadership roles. When teachers can serve as instructional leaders, they are able to extend their unique knowledge outside of their individual classroom and are better able to tailor content to the needs of students.²³ **Streamlined Operational Systems.** We believe in the “fierce urgency of now.”²⁴ We will develop systems that ensure our community works efficiently to meet the needs of all learners. We look to research of schools with high low-income populations and academic success that found urgency, “conveys the conviction that the community desires and expects high academic achievement for all children.”²⁵ We will ensure that all students are ready to learn from the moment that they enter the school building to the moment that they leave through our clear, consistent, and efficient systems. Trauma-Informed teaching best practices demonstrate that providing consistent and predictable structures in the classroom, along with clear expectations and reliable warmth from teachers, contributes to students feeling safe at school. When students feel safe, they are more likely to succeed.²⁶ Our systems will also support the work of our teachers. From online data trackers, to lesson plan internalization protocols, we will ensure that teachers have time to focus on the important work of teaching. **Integrated Educational Technology.** We will maximize time in the classroom by leveraging blended learning through educational technology to provide students access to new content and individualized practice of skills. Classroom technology will be used to enhance instruction and to assist in the collection of data, allowing for an agile response to each unique student need. Educational technology will allow us to, “boost engagement by promoting interest and participation.”²⁷ The design of our blended learning program has been informed by the work of high performing schools such as Purpose Prep.²⁸ We have budgeted for 1:1 Chromebooks to support this integration of blended learning.²⁹ Integrating educational technology into the classroom will ensure we are prepared to engage in virtual learning at a moment’s notice, should the need arise.

Key Design Element #6 – We believe in the power of partnerships. We know that it takes a village to raise a child and we have committed to building that village with the community for girls in Rochester. Three primary areas of partnership will allow us to collaboratively prepare and

²³ Berry, Barnett, Alesha Daughtrey, and Alan Wieder. "Teacher Leadership: Leading the Way to Effective Teaching and Learning." Center for Teaching Quality (2010).

²⁴ Martin Luther King Jr. in his 1963 March on Washington for Jobs and Freedom.

²⁵ Ragland, Mary A., Rose Asera, and Joseph F. Johnson Jr. "Urgency, Responsibility, Efficacy: Preliminary Findings of a Study of High-Performing Texas School Districts." (1999).

²⁶ "Trauma-Informed Teaching Tips for Educators & Traumatized Students." Portland, Concordia University, 12 July 2019, education.cu-portland.edu/blog/classroom-resources/trauma-informed-teaching-tips/.

²⁷ Schuyler, Shannon. Leveraging Technology in Education. PwC, 2014, Leveraging Technology in Education.

²⁸ At Purpose Prep, students work in three small groups, rotating between technology support literacy stations and direct instruction stations with teachers. This allowed for a smaller student to teacher ratio in group work which results in more individualized instruction.

²⁹ See **Attachment 9**.

empower girls to graduate as innovative leaders. **Strong Family Partnerships.** We must ensure strong and individualized partnerships with families to provide their child the education they deserve. We will communicate frequently with families to celebrate their students and to share plans for continuing student growth. After a student has enrolled, we will visit their home to meet the student and their family and begin building a relationship. Each week, the student’s advisor will call to share the student’s progress. We will send home weekly newsletters which will include student progress reports, important upcoming dates, and opportunities for family involvement. We will establish a Parent Advisory Council that represents our diverse population to provide feedback to us as a school and generate ideas for additional parent involvements. We will engage families in two surveys each year to collect feedback that we will use to make appropriate adjustments to programming. **The Girl Scouts of Western New York (GSWNY).** As the first “Girl Scouts Academy” in New York State, we will demonstrate the power of partnerships with an organization that has a legacy of preparing girls to be change makers. For more information on our partnership with GSWNY, please see **Attachment 7. Partnership with Rochester Schools.** Finally, we seek to work in collaboration with existing Rochester schools. As they are the only current all-girls public school, we are enthusiastic about our partnership with Young Women’s College Prep. Our K-6th program will complement their 7th-12th grade school to build a full K-12 all-girls track for families in Rochester. Additionally, we will seek to work in partnership with the RCSD to share best practices in teaching and offer guidance for in-school GS programming.

C. COMMUNITY AND STUDENTS TO BE SERVED

Rochester City. A main route between Albany and Buffalo and a hub of the Erie Canal, the population of Rochester boomed throughout the mid 1800’s.³⁰ Rochester citizens have been instrumental in a number of political movements throughout history including the Abolitionist and Women’s Suffrage Movements.³¹ In the early 1900’s, development in photographic and optical equipment led to the incorporation of Bausch Lomb, Eastman Kodak, and Xerox.³² The development of these companies demonstrates the technological innovation that drove the city to financial growth throughout most of the 20th century. At its peak in 1982, Kodak employed more than a quarter of the population of Rochester and accounted for approximately half of the economic activity in the area.³³ In more recent years, however, all three companies have experienced major losses that led to layoffs and branches of the companies shutting down. Between 2001 and 2017, jobs in manufacturing and information fell by 36% and 40% respectively.³⁴ After the fall of large corporations in Rochester, residents’ annual income has fallen to be significantly less than other metropolitan areas in the US. Households within the city of Rochester have a median annual income of \$32,347 which is approximately half of the United States median annual income.³⁵ In addition to lower median wages, many Rochester citizens are living below the poverty line with a child poverty rate of 51.9% and an extreme child poverty rate of 16.8%.³⁶ Of the 13 largest area zip codes, four zip codes have more than 40% of the population

³⁰ <https://www.u-s-history.com/pages/h2144.html>.

³¹ <http://worldpopulationreview.com/us-cities/rochester-population/>.

³² <https://www.britannica.com/place/Rochester-New-York>.

³³ <https://www.baltimoresun.com/news/bs-xpm-1997-11-21-1997325072-story.html>.

³⁴ <https://www.actrochester.org/economy>.

³⁵ <https://datausa.io/profile/geo/rochester-ny/>.

³⁶ <https://www.wxxinews.org/post/latest-census-data-shows-increase-rochester-poverty-numbers>.

living in poverty, below \$24,600 for a family of four: 14621, 14611, 14605, and 14608.³⁷ The COVID-19 pandemic has only exacerbated challenges faced by Rochester families in poverty.

According to the most recently available data, which reflects the 2019-20 school year, public schools in the city of Rochester enrolled 25,017. Students in Rochester may apply to attend any school in the city, regardless of geographical location. Transportation policy states that buses will be available for, “elementary school children who live more than two (2) miles from the school they attend.”³⁸ The student population of RCSD is identified as 48% female, 55% Black, 32% Hispanic, 10% white, 3% Asian/Pacific Islander, and 1% Multiracial.³⁹ In Rochester, 68% of seniors graduated in 2020, significantly lower than the New York State graduation rate of 85% and the Monroe County graduation rate of 85%. 10% of students graduated with the Advanced Regents Diploma in Rochester while 45% of graduates in Monroe County received the same designation.⁴⁰

Rochester City versus Monroe County Academic Achievement. Rochester City is a part of Monroe County, which includes the city and twenty surrounding suburban towns. As described in the Democrat & Chronicle, it is very common for parents to move from the city to a suburb in search of higher-quality education options: “some families are moving just a few minutes down the street to jump from Rochester City Schools.”⁴¹ When discussed throughout our community engagement process, people who live in Monroe County shared that they moved outside of the city so that their children would not go to Rochester City District Schools. Adjacent towns including Greece, Gates, Brighton, Irondequoit, Penfield, and Pittsford, have a smaller and wealthier population than Rochester. As detailed in **Figure 2** below, the average income of a person living in Rochester City is \$32,347 compared to the \$110,544 average income in Pittsford which is within a five-minute drive from many places in the city. Additionally, the percentage of the population that holds a college degree goes up with the average income. In Pittsford, 73.5% of adults over the age of 25 have a college degree compared with only 24% of adults in Rochester.

Figure 2: Monroe County Data by City/Town⁴²

City/Town	Average Income	Population	% of Monroe County Population	% with BS or higher
Greece	\$57,202	95,809	13%	28.4%
Irondequoit	\$56,986	51,691	7%	34.9%
Brighton	\$70,567	36,098	5%	65.3%
Pittsford	\$110,544	29,265	4%	73.5%
Rochester	\$32,347	206,284	28%	24%
Gates	\$54,736	28,380	4%	23.1%
Penfield	\$80,879	37,281	5%	53%

Educational outcomes for public schools across Monroe County are likewise unequal as seen in Figure 3 below. 96% of students in Brighton, the town directly south of the city, graduated from high school in 2019 while 63% of students in Rochester graduated. Across all towns, Rochester’s 2020 graduation rate was at least 18% lower. Similarly, Rochester’s grades 3-8 ELA and math

³⁷ <https://www.democratandchronicle.com/story/news/2018/12/31/rochesters-poverty-rates-worsen-new-census-data/2449077002/>.

³⁸ <https://www.rcsdk12.org/Domain/85>.

³⁹ <https://data.nysed.gov/profile.php?instid=800000050065>.

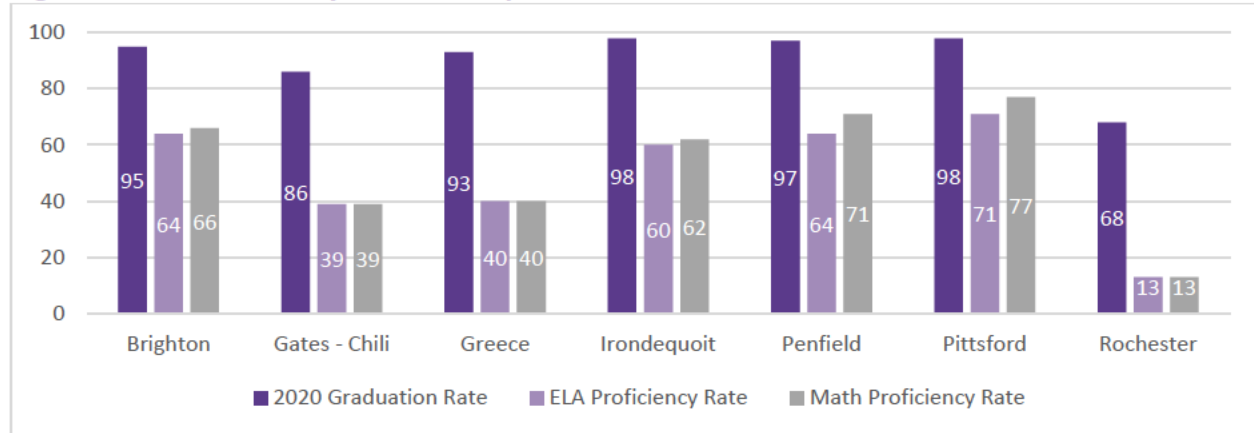
⁴⁰ <https://data.nysed.gov/gradrate.php?year=2020&county=26>.

⁴¹ <https://www.democratandchronicle.com/story/marketplace/real-estate/2016/05/13/school-districts-top-priority-moving-families/83925820/>.

⁴² <https://www.unitedstateszipcodes.org/14605/>.

proficiency rate was at least 47% lower than neighboring towns on the 2019 New York State Exams.⁴³ 13% of Rochester City students demonstrated math proficiency on the 2019 exam while 77% of Pittsford students were proficiently on the same exam.⁴⁴

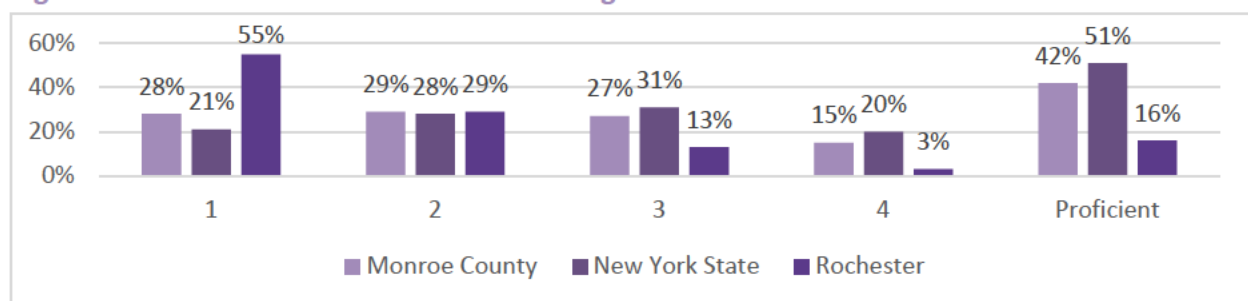
Figure 3: Monroe County School Comparison



As the data above represents, students in the suburbs surrounding Rochester have higher academic achievement than students in the city. Rochester City needs more high-quality school options for parents. When considering data from a district level, it is evident that schools within the district are not accomplishing the necessary educational outcomes for students that they need for success in the community after high school completion. While 80.8% of the current Rochester population holds a high school diploma, only 68% of seniors graduated in 2020. If this trend continues, Rochester will see a decrease in the population that holds a high school degree.

Rochester Grade 3-8 Test Data. Starting as early as 3rd grade, girls in Rochester do not demonstrate academic proficiency at the same rate as girls in Monroe County and across New York State. The data presented in the following graphs represent cumulative 3-8 data from the 2019 testing year⁴⁵ and shows Rochester students are falling behind in preparation for high school graduation starting as early as 3rd grade. In the 2019 school year, 16% of female students in Rochester scored within the proficient range on the Grades 3-8 ELA exam. 55% of female students in Rochester scored a 1 on the exam. Conversely, 42% of female students in Monroe County and 51% of female students across NY State scored within the proficient range on the same exam.

Figure 4: ELA Grade 3-8 2019 NY State Testing Data for Female Students⁴⁶



⁴³ Given the COVID-19 pandemic, the 2019 state assessment data is the most recently available data to use for evaluation.

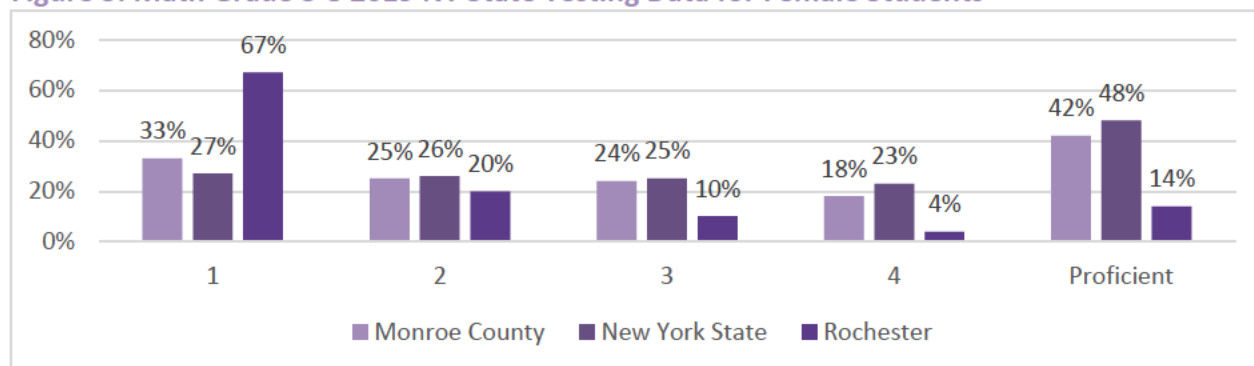
⁴⁴ <https://data.nysed.gov/>.

⁴⁵ Given the COVID-19 pandemic, the 2019 state assessment data is the most recently available data to use for evaluation.

⁴⁶ <https://data.nysed.gov/assessment38.php?subject=ELA&year=2019&instid=800000050065>.

Similar trends are noted in student performance in Rochester compared to Monroe County and NY State averages in math. As seen in **Figure 5** below, 14% of female students in Rochester grades 3-8 were considered proficient on the 2019 Math Exam. Students at neighboring schools in Monroe County outperformed the city with 42% of female students demonstrating proficiency. Across NY State, 55% of female students scored in the proficient range on the same exam.

Figure 5: Math Grade 3-8 2019 NY State Testing Data for Female Students⁴⁷



Elementary Schools in Rochester. Rochester City lacks high-quality elementary school options. The overall ELA proficiency rate across schools that served grades K-6 in 2019 was 14%, which is up from 12% proficient in 2018. The overall math proficiency rate was 15%, this is up from 13% proficient in 2018.⁴⁸ Three of the five highest scoring schools in ELA are charter schools and all elementary charter schools (that had testing grade bans as of 2019) fall in the top 50% of all Rochester elementary schools when ELA scores are compared. In 2019, there were 3,372 students enrolled in Pre-K programs and 1,937 kindergarten students.⁴⁹ In the same year, there were 731 charter school kindergarten seats available. This means that many students leave city school programming between preschool and kindergarten. Our founding team sees the gap between the number of students leaving the district before elementary school and the number of kindergarten charter school seats available as a demonstration of need for additional kindergarten seats. In addition to public elementary schools, there are approximately 15 private schools (religious and secular) in Rochester that serve students in grades K-6th. Given that 90% of the population of students in RCSD experience economic hardship, many students do not have access to private schools.

School Design to Meet Community Need. Given the current proficiency rates in Rochester, we know that the city needs more high-quality options for Rochester families. In addition to the academic needs, we have identified a gap in single-gender education options in the city. Currently in Rochester there are three public all-boys schools and one public all-girls school. All of these schools serve students in grades 7-12. There are approximately 1300 seats available in all-boys schools and 350 seats in the all-girls school.⁵⁰ We believe that an all-girls setting allows girls to develop confidence of voice and leadership capacity in a way that coed schools do not. According to the National Coalition of Girls Schools, a national survey found that, “nearly 87% of girls’ school students feel their voices – their opinions – are respected compared to 58% of girls at coed

⁴⁷ <https://data.nysed.gov/>.

⁴⁸ <https://data.nysed.gov/assessment38.php?subject=ELA&year=2019&instid=800000050065>.

⁴⁹ <https://data.nysed.gov/enrollment.php?year=2019&instid=800000050065>.

⁵⁰ <https://data.nysed.gov/>.

schools.”⁵¹ The Founding Team sees the 950 seat difference between all-boys and all-girls schools as a call to action to increase the number of seats in an all-girls setting, so our girls can develop the confidence of voice required to graduate and assume positions of leadership in the city. Additionally, we seek to expand the grade levels served in a single gender setting with our proposal for an elementary school. Innova Girls Academy would be the only, public or private, all-girls elementary school in the City of Rochester.

Target Population, Rationale and Enhancing Educational Outcomes. We propose to open an all-girls elementary school to serve Rochester’s girls. We anticipate that, matching the demographics of female students in RCSD in grades K-6th, 13% of our students will receive special education services. We anticipate that 16% of our students will be ELL/MLL and 91% of our students will be economically disadvantaged. Given the widening gap that exists between student outcomes in Rochester and the rest of Monroe County, there is a clear need for additional high-quality education options in the city. We seek to provide the opportunity for families to choose to send their daughters to an academic program that will open doors and provide access to college and career. Currently in Rochester, the largest group of individuals living under the poverty line are young women, ages 18-24.⁵² In proposing an all-girls school, we have designed a school to change the narrative for young women in Rochester. We know that Rochester girls are capable of incredible outcomes if they are given the educational environment in which they can take academic risks and thrive as student leaders. Currently, there is not a STEAM-integrated, all-girls academic program in Rochester. Girls’ schools are leading the way in increasing access to STEAM education that is directly tied to college and career outcomes. As reported by the National Coalition of Girls’ Schools, “Graduates of girls’ schools are six times more likely to consider majoring in math, science, and technology and three times more likely to consider engineering compared to girls who attended coed schools.”⁵³ In addition to being the only STEAM-integrated all-girls school in Rochester, we will be the only all-girls school, either public or private, available to elementary school students. We propose a kindergarten grade start in response to the current academic gaps that are demonstrated in the Rochester City School District 2019 NY State Assessment results as described above. Our school will be split into two academies, a Lower Academy that serves students in grades K-2 and an Upper Academy that serves students in grades 3-6. In our Lower Academy, we will focus intensely on building strong foundations of literacy and math. This will ensure that all students who have attended Innova Girls Academy for at least two years will begin the 3rd grade on or above grade level, prepared for the rigorous and inquiry-based curriculum that will position them for success in middle, high school, college, and beyond.

Community Interest. Throughout the past eighteen months of development, the Innova Girls Academy Founding Team has sought to listen and learn from the community in order to design a school that authentically reflects both the strengths and needs of the community. We have engaged in over 2000 conversations with individual community members to assess need and receive feedback on our proposed school design. We have heard an overwhelming wave of support for our all-girls, STEAM model. In addition to our community conversations, we have solicited feedback through both paper and online surveys. We have currently collected a total of

⁵¹ <https://www.ncgs.org/advocacy/why-girls-schools/>.

⁵² <https://datausa.io/profile/geo/rochester-ny/>.

⁵³ <https://www.ncgs.org/advocacy/why-girls-schools/>.

350 paper and digital surveys. We have collected 694 signatures on our paper petition and 294 signatures on our online petition for a collective total of 988 community signatures in support of Innova. In total we have identified 121 guardians of age-eligible children who are interested in enrolling their daughters in our founding K and 1st grade classes. Our social media presence includes an active Facebook and Instagram page. We have 1,002 followers across both platforms that represent an engaged community of individuals in support of our program. In November of 2019, we launched our website which has received 2,300 unique visitors since then including 1,492 visits by Rochester residents. In addition to meeting with local Rochester community members, we have sought to form partnerships with existing nonprofits in Rochester that have a track record of providing excellent resources to city residents. Some of these organizations include the Girl Scouts of Western New York, Center for Youth, Cameron Community Ministries, Rochester Area Interfaith Hospitality Network, Rochester Recreation Centers, and Rochester YMCAs. We have sought to learn from the success of these programs and seek opportunities for partnership to ensure that our students and families have access to a wide variety of resources. In utilizing community partners, we will be better positioned to overcome the challenges that will accompany founding a Rochester school. We understand that the extreme poverty in Rochester impacts students in a multitude of ways, including the increased likelihood that students will have experience poverty related trauma. We also understand that this trauma may have worsened for many students as a result of the COVID-19 pandemic. We will train our teachers in the best practices of Trauma Informed Instruction and employ full time Social Workers to address childhood trauma. Finally, we recognize that the Rochester City School District currently faces a budget deficit that represents a significant financial burden.⁵⁴ In response to this deficit, there are individuals in Rochester who are calling for a moratorium on charter schools. While we respect the position of these individuals, we are committed to the success of students in Rochester and recognize that the current pace of change in response to failing test scores is not urgent enough to appropriately prepare Rochester girls for success in college and career.

D. APPLICANT GROUP HISTORY AND CAPACITY

Our Founding Team was formed through a networking and interview process that began in the Fall of 2019 and was spearheaded by Lead Founder, Lindsay Swanson, with the support of BES.⁵⁵ Ms. Swanson met with more than 150 interested individuals and shared the initial vision of Innova Girls Academy. Individuals were vetted through a rigorous series of questions to determine alignment to our mission. As we developed the Board, we carefully considered the how each individual's expertise, experience, and connection to the city of Rochester would contribute to the long-term success of the school. The full Founding Team of 12 individuals represent a committed group of diverse professionals that share a common vision of excellence for Innova Girls Academy. Our team has expertise in education, real estate, business development, marketing, law, finance, strategic planning, start-ups, and non-profits. We have met monthly since January 2020, participated in a six-hour Board Retreat in March 2020, and trained using Charter School Board University by B.L. Carpenter on all aspects of board governance. Additionally, Board members have attended Board meetings of other Rochester

⁵⁴ <https://www.rochesterfirst.com/community/rcsd/dade-presents-revised-rcsd-budget-to-board/>.

⁵⁵ BES is a nonprofit organization that supports and trains educational leaders through the process of founding high-quality charter schools across the country.

charter schools to observe and learn from best practices. All proposed Board members have and will continue to participate in our ongoing community engagement through tabling events, community focus groups, partner organization events, and public hearings.

Lead Founder, **Lindsay Swanson**, is the primary author of the final application. The application was prepared with the support of Founding Team members who provided feedback and suggestions on school design and aligned areas of expertise. The application was reviewed and iterated on through Board meetings leading up to application completion. Through the BES Fellowship, the Founding Team has studied the best practices of high-performing charter schools and has incorporated these best practices into our charter application. Additionally, BES provided support in editing the application. Upon chartering, our Board will continue to develop to establish strong governing practices to ensure that the management of the school is held accountable to the standards established in the NYS Charter School Performance Framework.

Kyle P. Banks is the Senior Lead Analyst of Economic Development for Rochester Gas & Electric and New York State Electric and Gas. Born and raised in Rochester, Mr. Banks is an up-and-coming leader in economic development and our community. Mr. Banks received his BS in Business Administration with a minor in Marketing from the University of New Haven in Connecticut and his MS in Strategic Leadership from Roberts Wesleyan College. Mr. Banks serves as Senior Lead Analyst of Economic Development with RG&E with a goal of enhancing the economic vitality for many communities in Monroe County and surrounding counties with a keen focus on impoverished areas. Mr. Banks manages various grant assistance programs across NYS allowing him to reinvest ratepayer funds back into local businesses with the hopes of creating sustainable and equitable job growth. He has served on boards for RochesterWorks, Center for Employment Opportunities and Black Young Professionals of the Urban League of Rochester.

Melanie Bloodworth is the Senior Director of Girl Experience at Girl Scouts of Western New York, where she provides leadership, management and strategic direction for program strategy and program delivery support to the membership of Girl Scouts of Western New York across 9 counties. This program and support strategy enhances the girl experience for over 15,000 girls and 4,000 volunteers across Western New York to ensure quality programming, increase girl and volunteer retention and increase girls' achievement of the Girl Scout Leadership Experience outcomes. In addition, this program and support strategy meets the needs of girls and brands Girl Scouts as the premiere girl leadership organization, including key programmatic priorities such as STEAM, financial literacy, life skills, and the outdoors. Ms. Bloodworth has spent over 18 years in the field of positive youth development in the City of Rochester and Monroe County working for the City of Rochester Bureau of Recreation and Youth Services and the Monroe County Youth Bureau developing and running youth programming. In addition to program development and implementation, she has 15 years of experience in grant development and management working closely with local United Ways across Western New York as well as other public and private funders. Ms. Bloodworth is a supporter and advocate of charter schools and is a proud parent of a fourth grader currently attending a charter school in the City of Rochester.

Robert Cain is a Real Estate Developer at PathStone Corporation, where he is responsible for fulfilling all tasks associated with the development of commercial multifamily rental housing property throughout PathStone's geographic footprint, including site selection, feasibility

analysis, securing local approvals and financing, loan closing, construction oversight and coordination of start-up operations. Prior to development, he spent four years working in Community and Economic Development within PathStone as a program coordinator, and the last three of those years as a program administrator, working across lending, homeownership, housing rehabilitation and energy services, and training and employment lines of businesses. Mr. Cain holds a BA in Communications and a BS in Business from Alfred University, professional certification in Community and Economic Development, and an MBA from the Simon School of Business. Mr. Cain is a City of Rochester resident and rental property owner.

George Daddis is the Vice President IIoT Solutions Dept at Panasonic Industrial Devices Sales Company of America. He is an experienced high-tech entrepreneurial leader who has built, led, and sold several IoT, communication, and imaging technology businesses. These businesses include a leading IoT/RFID software and hardware business operating in North America, Europe, China, and India, and a public video equipment and telecom services firm which became the highest volume manufacturer of video phones globally in 2011. Mr. Daddis has experience with building indirect sales channels, electrical, software, and mechanical R&D, overseas manufacturing, IoT Solution development/sales/deployment, telecom service deployment, and international operations and supply chains. Mr. Daddis is experienced in attracting multiple VC and strategic investors in private and public markets and business acquisition processes. Mr. Daddis holds a PhD/MS in Applied Mathematics and Computer Engineering and a BS in Electrical Engineering from Cornell University.

Linda Dickey is the Chair of the Cheryl Speranza Leadership Institute at Our Lady of Mercy. Ms. Dickey has dedicated her life to the pursuit of high-quality education. Linda started her career as a Social Studies teacher in the Rochester City School District. In 2008, she moved to Ithaca and served as an Associate Principal, Assistant Director of Early Childhood and Superintendent Hearing Officer. In her current role, Ms. Dickey empowers young women of color to become the next generation of leaders. Ms. Dickey received her bachelor's degree in Political Science and African and African American studies as well as master's degree in Teaching and Curriculum from the University of Rochester. She earned a master's degree in Educational Leadership from Saint John Fisher College. Ms. Dickey encourages people of all ages and backgrounds to creatively use their abilities and talents to serve others.

Cassie C. Fields is a Senior Auditor at The Bonadio Group in the Healthcare/Tax-Exempt Division. Cassie received her B.S. degree in Accounting from SUNY Geneseo in 2009 and became a licensed Certified Public Accountant in 2019. She began her career with The Bonadio Group in 2018 after serving eight years as an accountant at Rochester Regional Health. Her experience includes financial statement audits and consulting for a wide variety of tax-exempt and healthcare organizations. Ms. Fields also serves as the board treasurer for the Rochester chapter of the HealthCare Financial Management Association, whose goal is to bring value to the industry by providing practical tools and solutions, education, industry analyses, and strategic guidance needed to address the many challenges that exist within the US healthcare system.

Andrea Garfield is a Special Education Teacher at the George Mather Forbes School No. 4. Since 2003, Ms. Garfield has demonstrated her commitment to ensuring that all students have access to quality learning experiences, particularly students who have learning differences within the

Rochester City School District. Through her intervention work, Ms. Garfield has worked strategically to provide students with the learning supports that they need to thrive in and out of the classroom. Ms. Garfield facilitates Professional Development classes as well as supporting first year teachers through the Teacher Intern program. Ms. Garfield also performs peer evaluations for the district APPR performance process. She was awarded the Rochester Education Foundation's 2017 Educator Award and earned her Masters in Education from Nazareth College.

Jonathan Nwagbaraocha is an Environment, Health, Safety & Sustainability (EHS&S) Counsel and Compliance Leader for Xerox Corporation. As EHS&S Counsel, he advises on various environmental, health, safety, and sustainability matters throughout operations as well as related areas within supply chain and procurement and enterprise governance on a global basis. As Compliance Leader, he ensures that the organization is in full statutory compliance with all applicable laws and internal policies, gives legal advice, and designs innovative compliance processes. Previously as the Environmental Affairs Manager, he managed Xerox's understanding of external EH&S developments, trends in environmental sustainability, and product safety. He holds a BA in Environmental Science and Policy from Duke University, an MPP from the University of Maryland School of Public Policy, and a JD from the University of Maryland School of Law.

CaTyra Polland is a published author, editor, entrepreneur and speaker/instructor. Ms. Polland is the founder of Polland Enterprises, LLC, a parent company that houses several businesses including Career Prep and Love for Words. Ms. Polland volunteers in the community as a Board member for several non-profits in Rochester. She uses her knack for written and spoken language to edit book manuscripts, write press releases, and design or critique resumes and cover letters among other services. Ms. Polland launched several programs and projects including Rochester on Deck, Writer's Paradise and CEO Circles. Ms. Polland serves as a Board member for 540 W Main and the Court Appointed Special Advocates (CASA). She also serves as the Executive Secretary for the Rochester Black Authors Association and the Professional Development Chair for the Rochester Young Professionals. Ms. Polland holds a BA in Sociology and Spanish from the University at Buffalo and an MA in Criminal Justice from the University at Albany.

Abigail Reinhard is President and Owner of GP Flooring Solutions. Ms. Reinhard's role is to ensure her team is well equipped to win the trust of their customers with exceptional customer service and skilled execution. She develops key relationships, drives sales and marketing efforts, handles all things HR and legal, develops strategic initiatives, and implements business best practices for operations and management. Ms. Reinhard holds a bachelor's degree in organizational studies from the University of Michigan and a master's degree in leadership and management from Harvard University. In 2017, Ms. Reinhard became a graduate of the Goldman Sachs 10,000 Small Businesses program. She received the 2019 Enterprising Women of the Year award, was recognized as Business Person of the Year in 2018 by the Small Business Council of Rochester, and was named 40 under 40 in 2016 by Rochester Business Journal.

Lindsay Swanson is the Lead Founder and Proposed Head of School. Ms. Swanson began her educational career with Teach For America (TFA) in NYC, on a mission to spark scientific curiosity. She was impressed by how quickly students in her coding club were creating, innovating, and problem-solving with computer science, leading her to teach AP Computer Science and develop Democracy Prep's network-wide computer science program. She worked both on her campus

and at the network level to develop rigorous science classroom content. Ms. Swanson was the Science Department Chair and Computer Science Curriculum Specialist at Democracy Prep Public Schools. Previously, she served as a Science Lead Mentor Teacher with TFA and the Operations Director for the TFA NYC Regional Institute. Ms. Swanson received her Bachelor of Science degree in Biology and Psychology from Carnegie Mellon University and holds a Master of Science in Teaching, Adolescence Education from Fordham University. As a BES fellow, Ms. Swanson has spent over 100 hours of time in training for leadership development and visited over 40 high-performing charter schools across the country. She also completed residencies at Springfield Prep and Buffalo Collegiate. Ms. Swanson will continue to receive the support of BES through Follow On Support. Ms. Swanson is the recipient of the Diversity in Tech Teacher Achievement award and a finalist for the Sue Lehmann Excellence in Teacher Leadership award.

Veronica Vargas is a 5th Grade Teacher at Wilson Foundations Academy. For over a decade, Ms. Vargas has taught in the inner city of Rochester. Born and raised in Rochester, Ms. Vargas is deeply committed to changing the narrative about students who live in the city. Ms. Vargas received her bachelor's degree in Education from St. John Fisher and master's degree in Literacy Instruction from Nazareth College. She has led a Girl Scout Troop for over six years and has mentored her scouts as they progress through high school and college. Ms. Vargas received a Golden Apple Award in 2017, and, in 2018, was featured in the Rochester Teachers Care Video.

E. PUBLIC OUTREACH

All Founding Team members participated in public outreach in Rochester to ensure that we develop a charter proposal that authentically reflects the strengths and needs of our community. Throughout our community engagement process, we have been committed to sharing with, listening to, and learning from diverse stakeholders throughout Rochester communities. We shared information about Innova Girls Academy through online and printed material, and in meetings with key stakeholders. We had meetings with important members of local government, educators, business leaders, and nonprofit organizations to share more about our proposal and to seek input. We had the opportunity to share our proposal with Mayor Warren, former State Senators Robach and Funke, four members of the current City Council, and 20 neighborhood association community leaders. Additionally, we sought opportunities to meet and partner with local organizations that are already positively impacting the Rochester community such as The Urban League, Center for Governmental Research, Greater Rochester Enterprise, Rochester YMCAs, Center for Youth, The Girl Scouts of Western New York, faith-based communities,⁵⁶ Cameron Community Ministries, Free Enterprise 585, The Champions Academy, Ballet Afrikana, Roc City Music, and Rochester City Government Branches such as libraries and recreation centers. Finally, we met with local education leaders at all levels including K-12 charters, district schools, and Rochester Universities. For a record of Founding Team outreach, please see **Table 2**.

We launched our online presence in November 2019 which includes a website, Instagram page, and Facebook account. Our website has 2,300 unique visitors of which 1,942 are located in Rochester. Our Instagram and Facebook account have a combine total of 1,002 followers with posts reaching thousands of individuals in Rochester. We have distributed more than 1500 flyers throughout the city of Rochester through our tabling events and to local partners that work with

⁵⁶ Grace Road Church, Greater Harvest Church, The Father's House, Aenon Missionary Baptist Church.

Rochester parents. **Attachment 2b** includes evidence of the online and printed materials used to share the mission, vision, and target student population. After sharing our vision, we requested signatures on our petition from individuals who support the school and believe that Innova Girls Academy should exist in Rochester. To date, we have collected a total of 988 Rochester signatures, qualified by collecting zip-codes, on our paper and online petition. We have also collected a total of 121 signatures from Rochester parents with age-eligible daughters.

Throughout this process, we have sought and received feedback on our proposed school design. We have attended more than 25 events hosted by local organizations to share the mission and vision of Innova Girls Academy with multiple stakeholders. For example, we attended RocGrowth events to inform the local network of entrepreneurs and innovators about our focus on problem-solving and to receive feedback on the most important STEAM skills to teach our students. To meet parents where they are, we hosted 19 different tables at local establishments and community events. Through these tabling events, we shared information and requested feedback through paper surveys. We have collected a total of 350 surveys from Rochester residents. Because we believe that parents and community members should do more than just comment briefly on the school design, we hosted four Community Focus Groups to allow for further discussion on the current state of education in Rochester and how Innova Girls Academy can strengthen the landscape of choices for parents in the city. We also hosted 11 public meetings where we had an opportunity to share our mission and vision with a larger community group.

Outreach to the District. On June 1st, 2021, we met with Dr. Leslie Myers-Small, Rochester City School District (RCSD) Superintendent, to share information about our proposal. We discussed the vision for Innova and brainstormed ways in which we may be able to collaborate with RCSD. Given our partnership with the Girl Scouts of Western New York, there may be an opportunity to share GS programming with students in the school district. This may include sharing curriculum, training for teachers, and other GS related curriculum. We may also be able to provide after school programming for students in district schools and act as a “Girl Scouts Hub” in the city.

Response to COVID-19. Following the governor’s “Stay Home” orders, we transitioned all our community engagement and board development to online methods. Our Board has held all meetings and our retreat since March 11th, 2020 through Zoom. Our team also worked to ease the transition from classroom to virtual learning for students in Rochester. We developed a suggested at home learning schedule with embedded links to free online learning platforms. This document was shared widely and was viewed by 480 users. We hosted a webinar to share this document and help families register for online resources. Our Lead Founder, Lindsay Swanson, developed and hosted online coding classes. These classes ranged from one-time events to daily, twenty-session courses. Classes have spanned content ranging from elementary to high school level. Students in grades 1st through 12th have participated in online coding classes. All classes have been offered free of charge to families. In total over the last year and a half, Ms. Swanson has engaged more than 150 students in these free coding classes. Many students and families have elected to participate in multiple classes throughout the school year. In addition to online classes, we also engaged the community via Virtual Public Meetings. Throughout the year we hosted these meetings via Facebook Live. Each meeting has featured different board members who have discussed the vision for Innova and taken questions from community members. In total, we hosted 10 meetings which have been viewed by more than 3,632 community members.

These meetings allowed us to continue learning what Rochester community members would like to see in a new school. Additionally, we attended other virtual events hosted by community groups, such as the monthly Community Collaborative meeting where nonprofit leaders from the Rochester community come together to share ideas and resources for the City of Rochester.

In August of 2020, Lead Founder Lindsay Swanson began collaborating with the Freedom Scholars Learning Center (FSLC). FSLC is community based and led organization that has a long-standing history in the Beechwood community. The organization has previously hosted CDF's Freedom School summer literacy programs. Due to COVID, they were not able to host their program in the summer of 2020. Ms. Swanson volunteered to help FSLC develop a pod-program to support scholars who needed a physical place to engage in online learning. Ms. Swanson supported the development of the budget, advertising, fundraising, and operational planning for the program. The Pod Program opened successful in February of 2021.

Starting in July of 2020, Ms. Swanson also worked as a consultant for the leadership team of Buffalo Collegiate Charter School (BCCS). Ms. Swanson assisted in developing an "Equity Policy" to further the school's commitment to anti-racism through education. She also worked with the leadership team to develop the educational plan for the fall including the development of a hybrid learning model that went into effect in October of 2020.

Once members of the founding team were vaccinated, we returned to outside, in-person engagement opportunities. This return to events began in April of 2021. The team has taken part in a number of outside tabling events, including tabling at the Rochester Public Market, La Marketa, and the Legacy Drama House' Melanin Market. In total we met with approximately 450 Rochester community members at these Spring 2021 events.

Throughout all in-person and virtual meetings and events, the Innova Founding Team sought to learn from key stakeholders and implement changes based on the feedback that emerged. Overwhelming, we heard from parents about their dissatisfaction with current options in Rochester. When asked about the priority components that community members would like to see in the design of a new elementary school, simple and common responses like "safety," "teachers who care," and "good education,"⁵⁷ imply that parents do not feel that their students currently have access to schools that provide foundational education. Four additional themes emerged from our conversations with community stakeholders 1) increasing single gender options for girls in Rochester, 2) supports for the diverse needs of all scholars, 3) importance of culturally responsive practices and a diverse teaching staff, 4) priority of addressing childhood trauma. Educators shared the challenges of bridging academic gaps for children when starting a school at the middle or high school level.⁵⁸ In response, Innova Girls Academy has adjusted our original proposal of a 4-8th school to our proposed grades of K-6 in order to develop a program that builds strong academic foundations to prepare students for success in school and career. Educators and community members shared that current supports for students with special education needs are lacking across many Rochester schools. In response, we have developed our Key Design Element of "Individualized Supports" to ensure that all learners will have the supports necessary to be successful in our rigorous, problem-based curriculum. Third, we heard from our

⁵⁷ Collected from survey forms of Rochester parents.

⁵⁸ Themes emerged from written surveys and conversations between the Founding Team and Rochester City residents.

community about the importance of hiring a diverse staff that engages in the best practices of Culturally Relevant Pedagogy. Similarly, community members recognize the importance of Trauma Informed Instruction given the high rates of childhood poverty in Rochester. We will partner with both national organizations like UnboundEd and local partners like the Center for Youth to train our teachers in both the national and local context to best prepare to support all scholars through Culturally Relevant Pedagogy and Trauma Informed Instruction.

F. ENROLLMENT, RECRUITMENT, AND RETENTION

Enrollment Plan. We will enroll 104 students in our inaugural year in the fall of 2022, 52 kindergarteners and 52 1st graders. Each grade will be split into two cohorts of 26. Each year, we will add a new cohort of 52 kindergarteners. Within the five-year initial charter term, we will grow to 312 students in grades K-5. We will be fully grown in 2027 with 364 in students in K-6th.

Figure 6: Projected Enrollment Table Over the Initial Charter Term

Grades	Ages	2021-22	2022-23	2023-24	2024-25	2025-26
K	5-6	52	52	52	52	52
1 st	6-7	52	52	52	52	52
2 nd	7-8		52	52	52	52
3 rd	8-9			52	52	52
4 th	9-10				52	52
5 th	10-11					52
Totals		104	156	208	260	312

Rationale. Public schools in Rochester have several different grade span configurations. Many RCSD schools are configured K-8, although there are some K-6 schools from which students typically transfer into a 7-12 school. Based on feedback received from NYSED and from community members, we have elected to begin with kindergarten. We have selected to propose a K-6th grade school to complement the work of Young Women’s College Prep which begins in 7th grade. Together, we will provide a full K-12th all-girls option for families in the city of Rochester.

Building Strong Foundations in Literacy and Math. In 2019, female 3rd graders had a proficiency rate of 22% on the NYS Math Exam and their ELA proficiency rate was 21%.⁵⁹ More than half of the students, 54%, earned a 1 on the NYS Math Exam and 41% earned a 1 on the NYS ELA exam. Research performed by The New Teacher’s Project and presented in “The Opportunity Myth” found that students who have access to on grade-level assignments as little as 50% of the time have the opportunity to gain as much as seven additional months of learning in a single year.⁶⁰ With our robust data-driven individualized supports and rigorous teacher pedagogy, it is reasonable to assume a student’s ability to demonstrate two years of academic growth in the course of one school year. Our Lower Academy will ensure that our students begin 3rd grade performing on grade level. This is important as 3rd grade literacy will focus on the transition from “learning to read” to “reading to learn.” In our Upper Academy (3rd-6th) program, students will develop identities as learners and leaders, engage in rigorous and inquiry-based learning experiences, and prepare for success in middle and high school, college, and career.

⁵⁹ Given the COVID-19 pandemic, the 2019 state assessment data is the most recently available data to use for evaluation.

⁶⁰ TNTP (2018). The opportunity myth. New York, NY: Author. Retrieved September 29, 2018, from https://tntp.org/assets/documents/TNTP_The-Opportunity-Myth_Web.pdf.

Single Gender Education Options. In addition to increasing strong academic options for students, we have identified a need for all-girls education for families starting in kindergarten. Currently, there are approximately 1300 seats available for young men in single gender, public school settings.⁶¹ Conversely, there are approximately 350 seats available in all-girls public educational settings.⁶² By developing an all-girls elementary school, we will provide a unique and important option for families. In addition to increasing gender equity for students in Rochester, we would also be the only all-girls elementary school. We would be the only school, public, private, or charter, that would provide a single gender options for families for students in grades K-6th.

Recruitment Plan. Beginning after authorization, and continuing every year thereafter, we will engage in comprehensive recruitment efforts. Our goal is to ensure that our student demographics match that of the Rochester City School District. As such, we anticipate that 13% of students will have special education needs, 16% of students will be ELL/MLL, and 91% of our students will be economically disadvantaged. To achieve this population, we must engage many diverse families. Each year, we will share publicly the opportunity for families to enroll at Innova Girls Academy. We will publicize our school through social media, newspapers, radio, and printed flyers. We will set-up tables at local organizations and at events, such as neighborhood festivals, with high foot traffic. We will continue to host seasonally appropriate community engagement events to share the details of our school design with parents. We have allocated estimated recruitment costs of \$200 per student which is approximately double the average allocated amount for charter schools in upstate New York.⁶³ We have increased this amount because we understand that recruiting for girls will be more challenging than recruiting for a coed school. We will overcome this challenge by continuing to develop partnerships with local community organizations that work with Rochester families. We will partner with the efforts of YWCP to help advocate for the benefits of all-girls education. We will leverage our partnership with the Girl Scouts of Western New York to share information with families and host enrollment events. We will work with Rochester Libraries and Recreation Centers, ROC Music, YMCAs, Neighborhood Associations, local churches, Rochester Makerspace, and the Rochester Science Museum to engage families across the city. We will partner with organizations that support families facing economic challenges such as Restoration Rochester, Cameron Community Ministries, Foodlink, ROC the Future, and Rochester Area Interfaith Hospitality Network to ensure that all families, including low-income families, have the opportunity to enroll their students. Similarly, we will engage with parent groups that advocate for students with disabilities such as the Special Education Parent Advisory Committee and Parent Engagement Collaborative Action Network. We will also work with local organizations such as the Ibero-American Action League and Refugees Helping Refugees to support students who may be English Language Learners/Multilingual Learners. We are committed to supporting the needs of all scholars and this work begins with ensuring that parents know that Innova is an option for their child.

Evidence of Demand. To date, we have collected petition signatures from 998 Monroe Country residents and 350 surveys indicating support for Innova Girls Academy. Through these efforts, we have identified the guardians of 121 age eligible girls that support Innova Girls Academy and

⁶¹ <https://data.nysed.gov/enrollment.php?year=2019&instid=800000050065>.

⁶² Ibid.

⁶³ As compared to other similarly sized charter schools in Western New York.

would consider enrolling their daughters, if given the opportunity to do so. For additional information on our community engagement please see [Table 2](#) and [Attachment 2b](#).

Lottery, Enrollment, and Vacancies. In accordance with Charter School Regulation §119.5, we will ensure the random selection of student applicants through a public lottery. Innova Girls Academy is open to all students to enter the lottery and will not discriminate against any applicant or their family on the basis of race, ethnicity, sexual orientation, color, creed, national origin, ability, identity, socioeconomic status, religion, or any other basis that would be unlawful for a public school. Innova Girls Academy will become part of the GoodSchoolsRoc lottery process. We will provide public notice of the date, time and place of the lottery which will take place within 10 days of April 1st each year. GoodSchoolsRoc will provide a portal to allow parents to complete a simple online application through SchoolMint to be entered into the lottery that collects family names, address, contact information, student’s age, and gender. Once the lottery has been completed, families will be notified of their selection status. For families that have been offered enrollment, they will have approximately thirty days to complete the enrollment process. Students not selected in the lottery will be placed on a waitlist. After thirty days for the enrollment period, any available seats will be offered to students in the order of the waitlist. We plan to give preference to all returning students, students in the Rochester City School District, siblings of current students, and children of employees (not to exceed 15% of total enrollment). In our first year of enrollment, we will enroll 52 kindergarteners and 52 1st graders. In each following year, we will enroll 52 incoming kindergarteners. We anticipate an attrition rate of 7% each year. If a seat becomes available in the first or second quarter of the academic year, we will backfill seats from our ordered waitlist in grades K-4. We will not enroll new students in grades 5 or 6. Given the ambitious goals of preparing students for success in middle and high school, college, and career, we know that at least three years of time to work with a student will be crucial for closing academic gaps and building academic confidence before high school.

Figure 7: Enrollment and Retention Targets at end of First Charter Term – 312 Students Total

Population	Enrollment # / %	Retention # / %
Economically Disadvantaged	284 / 91%	255 / 90%
Students with Disabilities	40 / 13%	36 / 90%
English Language Learners/Multilingual Learners	48 / 16%	43 / 90%

Retention Strategies. Innova Girls Academy is committed to serving all students, regardless of low-income, disability, or English Language Learning/Multilingual Learning (ELL/ML) status. We will meet or exceed the enrollment and retention targets established by the Board of Regents each year by committing to 1) Build **strong student culture**, 2) Build **strong partnerships** 3) Implementing best practices in **academic support**. Our student culture celebrates academic risk taking and student effort. Our CREATE values will encourage students to act empathically. Our daily advisory system will ensure that each student has at least one positive adult interaction every day and will build in a family-like support group for each child at school. Our advisory program will help build both strong student to staff relationships and staff and parent/guardian relationships. Each week, the advisor will have a designated call period to reach out to each of their advisees’ families. We will communicate academic and character glows, times when students exemplified CREATE values, and any challenging moments with students. We will continue to foster partnerships with local organizations, as mentioned above in [Recruitment](#)

Plan, particularly those that support families and students in our target populations. Finally, we have developed intervention and support systems into our instructional framework that will support all learners. Regular small group instruction will ensure that students have access to work that remediates any foundational academic gaps. Our behavior management system, centered on encouraging Self-Regulated Learning, will support the emotional learning needs of all students. Additionally, our Tiered Response to Intervention approach for academics and behavior will support even the most struggling students. Finally, all teachers will be trained in Trauma Informed Instruction to ensure that our school environment appropriately facilitates learning for our students who may have experienced poverty related trauma throughout their childhoods.

G. PROGRAMMATIC AND FISCAL IMPACT

Programmatic Impact. Currently, there are 24 Rochester City District Schools that serve students in grades K-6. Of these, only 3 schools have combined math and ELA proficiency rates that are higher than 20%. In 2019, there were 3,372 students enrolled in Rochester city Pre-K programs and 1,937 kindergarten students were enrolled in the Rochester City School District.⁶⁴ In the same year, there were 731 charter school kindergarten seats available. In 2022, our founding class would make up approximately 2.7% of K and 1st grade students in Rochester.⁶⁵

Figure 8: Projected Fiscal Impact on District Location

Year	Number of Enrolled Students	Charter School Basic Per Pupil Tuition Rate	Total Charter School Per Pupil Cost to District	Estimated Additional Costs to District (e.g. SPED funds)	Total Projected Funding from District	Total District General Fund Budget ⁶⁶	Projected Impact on District Budget
2022-23	104	\$13,785	\$1,433,640	\$92,789	\$1,526,429	\$979,753,857	0.16%
2023-24	156	\$13,785	\$2,150,460	\$139,184	\$2,289,644	\$979,753,857	0.23%
2024-25	208	\$13,785	\$2,867,280	\$185,578	\$3,052,858	\$979,753,857	0.31%
2025-26	260	\$13,785	\$3,584,100	\$225,345	\$3,809,445	\$979,753,857	0.39%
2026-27	312	\$13,785	\$4,300,920	\$271,740	\$4,572,660	\$979,753,857	0.47%

Fiscal Impact. With a proposed opening in 2022 with 104 students, Innova Girls Academy would receive an estimated \$1,433,640 from New York State based on our Charter School Basic Per Pupil Tuition rate. Innova Girls Academy would account for 0.16% of the RCSD budget in year 1 and anticipating little to no change in per pupil funding over the term of our charter, we would account for 0.47% of the RCSD budget in the final year of our initial charter term.

H. COMMUNITY

By proposing a school in the City of Rochester, we recognize the importance of becoming deeply connected and integrated into the community. Over the past two years of development, we have sought to build strong relationships with key stakeholders. From grandparents to elected officials, we know that everyone in Rochester has an education story to tell and we are eager to learn from all their experiences. Innova Girls Academy will be the only school of its kind serving girls in grades K-6. We anticipate that our student body will reflect the diversity of the Rochester City School District and we intentionally seek to serve students from traditionally underserved communities. Our school community will include students, their parents/guardians, their

⁶⁴ <https://data.nysed.gov/enrollment.php?year=2019&instid=800000050065>.

⁶⁵ Ibid.

⁶⁶ https://www.rcsdk12.org/cms/lib/NY01001156/Centricity/Domain/92/proposedbudget_5242019.pdf.

families, neighborhood groups, local churches, elected and non-elected leaders, and the Rochester education community. Our goal is to positively impact all schools in Rochester by increasing access to high quality STEAM education and sharing our expertise with all schools. Community voice is at the heart of our decision making. Throughout our development process, we have had over 2,000 feedback conversations with community members. Through surveys, tabling, and online forums, we have positioned ourselves to meet families where they are and listen to understand their visions of excellence in education. This model of community first will continue upon authorization. Every month, the school will host regular opportunities (see **Attachment 4c. Calendar**) for families to discuss their experiences and ideas with school leadership. Additionally, in weekly advisor conversations, teachers will ask parents/guardians to share their feedback. Positioning our students as leaders, we will also empower them to use their voices to advocate for change. Our board reflects the diversity of the City of Rochester, and we ensure that all board members have equal voice and agency to share their ideas. Board meetings will follow all NYS Open Meeting Laws and we will invite our community members to participate. We will hire a diverse school staff to reflect the diversity of the community that they serve. Our community will encourage all to bring their full selves to work, celebrating the uniqueness of each staff member. We know that a diverse team is more innovative, so we encourage divergent thinking through brainstorming to generate the best ideas.

Innova Girls Academy was designed to celebrate the strengths and respond to the needs of the Rochester community. As an all-girls elementary school, we will be the only school that focuses on serving a population that is often overlooked. In a city that is famous for women's suffrage and pioneering in technology, it is fitting that Innova open its doors to encourage girls, particularly girls of color, to build confidence and leadership in STEAM. As we have shared our vision, we heard from families that they want their daughters to thrive both academically and social-emotionally. To accomplish that vision, we have designed our program with strong community partnerships to provide individualized support. If authorized, Innova will continue to listen and learn from our community to take feedback and respond to changing community need.

By partnering with the Girl Scouts of Western New York (GSWNY), we will be able to provide access to enhanced in and out of school experiences. In school, students will receive daily STEAM and leadership instruction that is designed by the Girl Scouts and tailored to the all-girls classroom. Out of school, girls will have access to outdoor team building activities, weekend programming, entrepreneurship training, summer camps and more. Each year, Innova Girls Academy and GSWNY will complete an evaluation of the program through student, staff, and family surveys. Based on the annual evaluation, the Memorandum of Understanding will be tailored to best support the priorities of the school. To ensure that the partnership is executed at the highest level, a representative from GSWNY will sit on our Board. In addition to our partnership with GSWNY, we will also collaborate with Young Women's College Prep to strengthen the quality of all-girls education available in Rochester. We will work annually to coordinate efforts which may include sharing of professional development and curricular resources, opportunities for student mentorship through a "Big Sister" program, and shared recruitment events. Annually, the collaborative efforts will be evaluated by the leadership teams of both schools along with teachers and students who have taken part in shared programming.

I. DISSEMINATION

Through opening Innova Girls Academy, it is our ambition to participate in and strengthen the entire Rochester education landscape. We will seek all opportunities to collaborate with other Rochester schools including, district, charter, and non-public schools. We will provide open access to our STEAM curriculums online and will encourage other schools to implement our programming to expand access to STEAM throughout the city. Our open-door policy will allow any Rochester educator to schedule a visit to observe our classrooms and borrow best practices. We will act as a Girl Scout's Hub for the city and will share Girl Scouts programming opportunities with all girls. We have discussed our proposed collaboration with Dr. Leslie Myers-Small and are eager to continue to outline ways to coordinate efforts with the district to improve educational outcomes for all students. We will also learn from the best practices, including academic and social-emotional supports, from the schools around us. We will work with the New York Charter Schools Association to access shared charter school professional development opportunities in Rochester, including visiting other campuses to learn. In our pre-opening year, we will seek out short term leadership shadowing opportunities where we will send members of our leadership team to learn from the best practices of other successful schools across New York state.

II. EDUCATION PLAN

A. EDUCATION PHILOSOPHY

As a STEAM integrated school, our educational philosophy centers on the reality that, despite initiatives and increases in funding for women in STEAM, only a fraction of girls and women continue to pursue STEAM degrees and careers. Meanwhile, the U.S. Bureau of Labor and Statistics predicts, "that technology professions will experience the highest-growth in job numbers between now and 2030."⁶⁷ Innova Girls Academy will inspire girls to see their own potential to become innovative leaders. This work begins with remediating current Rochester educational gaps in literacy and math by providing access to on-grade level curriculum with robust individualized supports. As is summarized in **Figure 9** below and detailed in the remainder of this section, our educational philosophy is grounded in our key design elements.

Figure 9: Alignment of Key Design Elements and Educational Philosophy

Key Design Element	Aligned Educational Philosophy
STEAM education unlocks doors.	<ul style="list-style-type: none">All students deserve access to STEAM curriculum.Project-based learning develops students into innovators.
An all-girls setting develops leaders.	<ul style="list-style-type: none">An all-girls school empowers young women to thrive as confident learners and leaders in a culture of sisterhood.Self-regulated learners become life-long learners.
Building strong academic foundations.	<ul style="list-style-type: none">Students deserve access to on-grade level material that is challenging and engaging.Elementary departmentalization leads to stronger academic foundations.
All students should thrive at school.	<ul style="list-style-type: none">Individualized instruction relies on data-driven decision making.Small group, tailored instruction drives student growth and achievement.
A great teacher can inspire excellence.	<ul style="list-style-type: none">Staff professional development leads to excellent instruction.Educational technology enhances the classroom experience.
Power of partnerships.	<ul style="list-style-type: none">Girl Scouts Programming will provide meaningful hands-on learning experiencesEmpowering families through strong partnerships.

⁶⁷ Kesar, Shalini. "Closing the STEM Gap: Why STEM Classes and Career Still Lack Girls and What We Can Do About it." (2017).

All students deserve access to a STEAM curriculum. According to the National Research Council, a successful K-12 STEAM education requires clear standards, strong systems of assessment and accountability, increased instructional time, teachers developed in strong STEAM instructional practices, and increased access to high-quality STEAM learning opportunities.⁶⁸ Students who have access to STEAM before college are more likely to intend to major in STEAM fields. This decision is largely impacted by both exposure to math and science courses along with each student's STEAM self-efficacy beliefs.⁶⁹ By starting in elementary school, we will ensure that students have strong STEAM foundations to prepare them to engage confidently in STEAM in future settings. Our students will have access to a daily Computation Thinking class that will empower them to use STEAM skills to solve problems in their communities. Research published in the *Journal of Advanced Academics* cited a focus on, "applying curricular and instructional strategies and practices to real-world problems" to increase interest in pursuing STEAM.⁷⁰

Project-based learning develops students into innovators. One reason why some female students do not pursue STEAM is because they do not see how it connects to their desire to make a positive impact on the world and be creative.⁷¹ At Innova, we will show students that STEAM skills can be used to solve problems and that future careers in STEAM could align with their desire to make the world a better place. Through the Girl Scouts programming, we will integrate project-based learning into our science and computational thinking classes. Through hands on Girl Scout badge work, girls try new things and develop skills. For example, our kindergarten and 1st grade students (Girl Scout Daisies) will learn about mechanical engineering by designing and building a model car, exploring friction, and learning how to design and test new things. Our 2nd and 3rd grade students (Girl Scout Brownies) will continue to grow their knowledge of mechanical engineering by learning about how design can affect speed as they build their own racetrack and engage in fair tests to deepen their understanding of design. Girls will then take the concepts they have learned and the skills they have developed through their Girl Scout badge work and take action to address an issue they see in their community. For example, Daisy and Brownie Girl Scouts will explore how engineers use design thinking to solve problems and then plan their own service project to address an issue they see in their community. Girls might identify the issue that more people could conserve water if there was a way to collect rainwater. They will brainstorm and design rain collection devices for home/school. In addition to increasing engagement, we know regularly devoting time to problem solving positively impacts a student's academic self-concept⁷² and self-efficacy.⁷³ Teachers across all subjects will support students' Journey projects by incorporating opportunities for cross-curricular integration.⁷⁴ For example, as students prepare for an oral presentation for a Journey project, in writing they will

⁶⁸ National Research Council. *Successful K-12 STEM education: Identifying effective approaches in science, technology, engineering, and mathematics*. National Academies Press, 2011.

⁶⁹ Wang, Xueli. "Why students choose STEM majors: Motivation, high school learning, and postsecondary context of support."

⁷⁰ Bruce-Davis, Micah N., et al. "STEM high school administrators', teachers', and students' perceptions of curricular and instructional strategies and practices." *Journal of Advanced Academics* 25.3 (2014): 272-306.

⁷¹ Kesar, Shalini. "Closing the STEM Gap: Why STEM Classes and Career Still Lack Girls and What We Can Do About it." (2017).

⁷² School Self-Concept refers to how a student feels about themselves as a learner and how confident they feel as a student in school.

⁷³ Tully, Deborah, and Betty Jacobs. "Effects of single-gender mathematics classrooms on self-perception of mathematical ability and post secondary engineering paths: an Australian case study." *European Journal of Engineering Education* 35.4 (2010): 455-467.

⁷⁴ While the majority of the project-based activities will take place in science and computational thinking, ELA and Math will support the work by ensuring students have the literacy and math foundations to complete and present quality projects.

prepare and practice their remarks for the presentation. Collaboration across grade levels will ensure that all teachers are familiar with the scope and sequence of the Journey projects.

An all-girls setting empowers young women to thrive in a culture of sisterhood and academic risk taking. In high performing all-girls schools across the country, a sense of sisterhood allows for girls to feel supported when taking academic risks and allows for higher educational outcomes.⁷⁵ We define sisterhood as the bond within a community of girls that empowers them to lift one another up in an effort to achieve their goals. We believe that our culture of sisterhood will help Rochester’s girls build confidence and overcome a fear of academic failure. Many research studies have concluded that girls’ fear of failure hinders their ability to find academic success.⁷⁶ Research on the performance of female students in co-ed academic settings found that girls may attempt to self-handicap in order to protect their confidence by opting out of more challenging academic tasks.⁷⁷ Conversely, when women choose pathways to careers in STEAM, it is because they believe in their own abilities in math and science.⁷⁸ If we want young women to graduate as innovative leaders and pursue careers in STEAM, we need to ensure that they feel confident in their abilities. Graduates of all-girls schools are more confident in their math and science abilities compared to graduates of coeducational schools.⁷⁹ We will utilize our single gender setting to develop a culture of sisterhood that encourages young women to support one another to feel more comfortable taking academic risks, unlocking their potential to excel in challenging subject areas. Additionally, girls need to develop confidence in their leadership and ability to overcome failure through school to consider pursuing leadership roles in the future.⁸⁰ The Girl Scout Leadership (GSLE) model will develop attributes for success, such as positive sense of self, values, and healthy relationships. The Girl Scout STEAM programs result in key benefits for girls including increased interest, skills and knowledge, stronger confidence around STEAM, and a decrease in STEAM stereotypes. Students will engage in leadership development through daily advisory lessons utilizing curriculum from the Girl Scouts. For example, in kindergarten students will complete the Daisy badge “Courageous and Strong” where they will hear stories of women who have exemplified these characteristics. Students will have the opportunity to exercise their leadership in class through structured play and hands-on learning experiences.

Self-regulated learners become life-long learners. At Innova Girls Academy, we define self-regulated learning as the strategies that students use to regulate their own cognition, behavior, and resources available to assist their learning.⁸¹ Through self-regulated learning, students prepare for tasks, monitor their own learning, and reflect on outcomes. We believe that the ability to think critically and the capacity to engage in self-regulated learning are prerequisites for life-long learning.⁸² Teachers will be trained in practices to encourage self-regulation in

⁷⁵ Burgess, Averil. "Co-education—the disadvantages for schoolgirls." *Gender and Education* 2.1 (1990): 91-95.

⁷⁶ Perleth, C. and Heller, K.A. 1994. "The Munich longitudinal study of giftedness". In *Beyond Terman: Contemporary longitudinal study of giftedness and talent*, Edited by: Subotnik, R.F. and Arnold, K.D. 77–114. Norwood, NJ: Ablex Publishing.

⁷⁷ Freeman, J. 2004. Cultural influences on gifted gender achievement. *High Ability Studies*, 15(1): 7–23.

⁷⁸ Rittmayer, Ashley D., and Margaret E. Beier. "Overview: Self-efficacy in STEM." *SWE-AWE CASEE Overviews* 1 (2008): 12.

⁷⁹Eagan, Director Kevin. "Higher Education Research Institute at University of California, Los Angeles." (2018).

⁸⁰ Archard, Nicole. "Adolescent girls and leadership: The impact of confidence, competition, and failure." *International Journal of Adolescence*.

⁸¹ Pintrich, Paul R., and Elisabeth V. De Groot. "Motivational and self-regulated learning components of classroom academic performance." *Journal of educational psychology* 82.1 (1990): 33.

⁸² Kreber, Carolin. "The relationships between self-directed learning, critical thinking, and psychological type, and some implications for teaching in higher education." *Studies in Higher Education* 23.1 (1998): 71-86.

students. When students are struggling to meet the behavioral demands of the classroom, we will follow the methods described in *Lost at School* to develop student self-awareness around triggers that prompt off-task behavior.⁸³ Teachers will help students practice “lagging skills” to grow behavioral practices that are crucial for success as life-long learners.

Students deserve access to on-grade level material that is challenging and engaging. The quality of instruction is directly connected to engagement, rigor, and alignment to appropriate standards.⁸⁴ However, across the country, students only have access to on-grade level classwork 26% of the time.⁸⁵ If our goal is to prepare students to be successful in school, college, career, and beyond, we must give them access to on or above grade level work every day. We will celebrate effort and academic risk-taking to help students persevere through challenging courses that set them up for rigorous academic achievement.⁸⁶ Teachers will have access to curriculum that is vetted for alignment to grade level state standards and will receive regular professional development to ensure high-quality delivery of this curriculum.

Elementary departmentalization leads to stronger academic foundations. We have designed an innovative approach to staffing that will allow for departmentalization at all grade levels. Every grade level teaching team will be comprised of a general education teacher, a SPED teacher, a math specialist, and an ELA specialist. The general education teacher and SPED teacher will each be assigned a cohort of 26 student who they spend most of their day teaching. The math specialist and ELA specialist will each teach both cohorts in the grade level. This organization of teaching staff will allow for coteaching and for teachers to become experts in the content area that they teach. Content teams (math or ELA) will meet weekly to review student data, to consider opportunities for vertical alignment across grade levels, and to share content specific pedagogical strategies. Teachers will also meet in grade level teams to review student data across content areas and to share strategies for strong behavior management. Grade level teams will focus on horizontal alignment of content and teaching strategies.

Individualized instruction relies on data-driven decision making. We recognize that students learn and develop skills at different rates. Students will enter our program with different daycare and preschool experiences, so we anticipate that there will be many different proficiency levels across content areas. As such, it will be crucial for our teachers to utilize data to differentiate classrooms and provide students with individualized supports. Through parent surveys and baseline assessments provided at the beginning of kindergarten, teachers and staff members will have the necessary data needed to drive instruction. Research by Sharon Davis Bianco on improving student outcomes found causal relationships between use of student performance data to provide intervention and student outcomes.⁸⁷ Research on data use explains that best practices include creating, “explicit data analysis protocols and goal-monitoring reports for

⁸³ Greene, Ross W. *Lost at school: Why our kids with behavioral challenges are falling through the cracks and how we can help them.* Simon and Schuster, 2009.

⁸⁴ Early, Diane M., Ronald D. Rogge, and Edward L. Deci. "Engagement, alignment, and rigor as vital signs of high-quality instruction: A classroom visit protocol for instructional improvement and research." *The High School Journal* (2014): 219-239.

⁸⁵ TNTP (2018). *The Opportunity Myth: What Students Can Show Us About How School Is Letting them Down—and How to Fix It.*

⁸⁶ Mitchell, R., Mendiola, B., Schumacker, R. and Lowery, X. (2016), "Creating a school context of success: The role of enabling school structure & academic optimism in an urban elementary & middle school setting", *Journal of Educational Administration*, Vol. 54 No. 6, pp. 626-646.

⁸⁷ Bianco, Sharon Davis. "Improving Student Outcomes: Data-Driven Instruction and Fidelity of Implementation in a Response to Intervention (RTI) Model." *Teaching Exceptional Children Plus* 6.5 (2010): n5.

administrators and teachers.”⁸⁸ Schools should consider the integration of data systems, structural supports, and team collaboration for the success of regular data analysis.⁸⁹ Each week, our teachers will analyze data to determine student understanding. Based on student mastery, teachers will tailor instruction to remediate and push further academic growth. Our Reader’s, Writer’s, and Mathematician’s Workshops will offer daily opportunities for data to be used in individualized instruction. Data will be used from exit tickets, formal assessments, such as NWEA, and informal class assessments to create small groups that meet to review and remediate skills to quickly bring students to grade-level mastery. Through research-based intervention, progress monitoring, and data driven instruction, teachers will strategically guide students to gain the skills that they must master to become fluent readers. These skills include the alphabet, concepts of print, phonological awareness, phonics, high frequency sight words, and fluency. For more information on our workshop model and tutoring blocks, see **II.C. Instruction** and **II.D. Special Student Populations**. We also believe that individualized supports should extend to include a commitment to strong, individualized family partnerships. For more information on this commitment, please see **II.H. Calendar** and **III.I. Family and Community Involvement**.

Small group instruction provides tailored instruction to drive student growth and achievement.

Based on the seminal work of Vygotsky, a student’s zone of proximal development (ZPD) is the difference between what a student can accomplish without assistance and what they can accomplish with assistance.⁹⁰ Educational research has found that, when a child is in their ZPD, they are best able to learn.⁹¹ Through small group instruction, we will ensure that students spend significant time in their ZPD. Within these small groups, we will practice and review the appropriate skills for each student. This method, developed from the work at Springfield Prep,⁹² is supported by research that emphasizes the need for effective small-group instruction to appropriately meet the literacy needs of all students.⁹³ Additional analysis has shown that, “attending small classes for 3 or more years increased the likelihood of graduating from high school, especially among students eligible for free lunch.”⁹⁴ Our classrooms of 26, with two teachers for the majority of classes, will split into small group instruction to further facilitate the time that students spend working on standard aligned tasks with scaffolded supports in place. This will include time to build foundational literacy skills. For example, students will work in small groups based on literacy data to practice level appropriate phonics.

Educational technology enhances the classroom experience. We believe that every moment matters and that the more time on task students have, the greater academic growth they will experience. When educational technology is employed in a meaningful way, it can help deliver differentiated and individualized instruction.⁹⁵ All students in grades K-6 will have a Chromebook. Chromebooks will help students develop their hand-eye coordination, as well as improve their

⁸⁸ Datnow, Amanda, Vicki Park, and Priscilla Wohlstetter. "Achieving with data." Los Angeles: University of Southern California.

⁸⁹ Ibid.

⁹⁰ Tudge, Jonathan. "Vygotsky, the zone of proximal development, and peer collaboration: Implications for classroom practice." (1992).

⁹¹ Harland, Tony. "Vygotsky's zone of proximal development and problem-based learning: Linking a theoretical concept with practice through action research." *Teaching in higher education* 8.2 (2003): 263-272.

⁹² Top performing Massachusetts K-5 program in Springfield, MA.

⁹³ Foorman, Barbara R., and Joseph Torgesen. "Critical elements of classroom and small-group instruction promote reading success in all children." *Learning Disabilities Research & Practice* 16.4 (2001): 203-212.

⁹⁴ Finn, J. D., Gerber, S. B., & Boyd-Zaharias, J. (2005). Small Classes in the Early Grades, Academic Achievement, and Graduating From High School. *Journal of Educational Psychology*, 97(2), 214–223.

⁹⁵ <https://www.iste.org/explore/Education-leadership/Personalized-vs.-differentiated-vs.-individualized-learning?articleid=124>.

capacity for visual attention. Teachers will utilize the technology to assign differentiated work beginning in kindergarten. This will allow teachers to provide more individualized instruction during guided reading groups and math intervention. In kindergarten, students will engage in online sight word practice and in pre-reader coding challenges. Research has found that laptops increase ELA scores.⁹⁶ The studies find that laptops integrated into the lesson allow teachers to provide access to online ELA review websites for additional, skill-based practice. Our students will use online platforms to practice math, reading, writing, and computational thinking.

Staff leadership development leads to excellent instruction. For our students to engage in rigorous academics and make significant academic growth, they must have access to high-quality instruction. Innova Girls Academy will provide intensive professional development on an annual, monthly, and weekly basis. Each summer, professional development builds a strong pedagogical foundation before school opening. Throughout the school year, teachers will engage in data days to analyze academic outcomes and develop instructional plans. On a weekly basis, teachers will meet every Wednesday afternoon to continue to practice strong instruction, analyze data, and make pedagogical shifts in response to student needs. We know that strong STEAM programs for girls across the US are supported by teachers who develop strategies to engage students who are traditionally hesitant to ask questions, be wrong, or ask for help.⁹⁷ In our professional development, we will train teachers in Teach Like a Champion Techniques that support students to take academic risks. Additionally, teachers will be trained to encourage student discussion to help students, “explore meanings and develop understanding,” develop curriculum that includes, “active and collaborative groupwork,” and promote, “learning without preconceived limits.”⁹⁸

Integrated Girl Scouts Programming. All girls who attend Innova Girls Academy will be Girl Scouts free of cost to families. Girls will engage in Girl Scout programming at least two times daily during the school day. First, girls will engage in science and technology curriculum that is developed based on Girl Scouts badges and Journeys. By engaging in Girls Scouts curriculum in science and technology classes, girls will have access to programming that is specifically designed for all-girls spaces. Second, girls will engage in Girl Scouts “Life Skills” badges through their daily Advisory periods. This time will be used each day to build sisterhood, confidence, and the skills that will help our students thrive both in and outside of the classroom.

Empowering family partnerships lead to student success. When parents and families are involved in their student’s school experiences, grades, test scores, and attitudes toward schoolwork improve.⁹⁹ Additionally, family involvement results in, “improved behavior at school, higher attendance rates, lower drop-out rates, higher self-esteem, and higher probability of avoiding high-risk behavior in adolescence.”¹⁰⁰ We believe that parents should feel empowered to be their student’s advocates. We will develop strong partnerships with our families and will provide opportunities for parent leadership through Parent Advisory Council. Advisors will call parents on a weekly basis to share student achievement and areas of growth. Parents will have the opportunity to share feedback to the school through surveys on a bi-annual basis. Research

⁹⁶ Ibid.

⁹⁷ Kesar, Shalini. “Closing the STEM Gap: Why STEM Classes and Career Still Lack Girls and What We Can Do About it.” (2017).

⁹⁸ Younger, Mike. “Effective Pedagogies for Girls’ Learning: A review of recent research.” Girls’ Day School Trust. (2016).

⁹⁹ Callender, Stacy, and Annie Hansen. “Family-school partnerships: Information and approaches for educators.” Helping Children at Home and School II: Handouts for Families and Educators, S2-25 28 (2004).

¹⁰⁰ Ibid.

on family-school partnerships found that building relationships, trust, capacity, and social capital results in, “parents feeling valued, heard, empowered, and capable of impacting and becoming agents of change.”¹⁰¹ We will partner with community organizations, such as the Parent Leadership Training Institute, to develop parent leadership in our school.

B. CURRICULUM

Our curriculum is aligned to our key design elements through rigorous STEAM integration, supports for individualized learning, and opportunities for leadership development in an all-girls setting. Through our curriculum and instruction, our students will develop the confidence of voice that they need to excel as leaders in school, college, and career. The educational elements with the greatest impact on leadership development include, “high expectations for student achievement, models of female leaders, extensive opportunities to become leaders and develop leadership skills, and college missions focused on the education and development of women.”¹⁰²

Curriculum Development Process. Our key design elements drive both the curriculum we develop and our fundamental instructional practices. All curriculum will be aligned to the NYS English Language Arts and Math standards and the Next Generation Science Standards and will build strong academic foundations. We will select curriculum that is rigorous and meets grade level standards, as determined by a comprehensive vetting process further described in the remainder of **II.B. Curriculum**. Final curricular decisions will be made by the Head of School (HOS) and the Instructional Leadership Team.¹⁰³ In March of each school year, the Instructional Leadership Team will reflect on the current school year’s curriculum choices, analyze student data, review pedagogical shifts that have occurred, and request feedback from teachers. Based on these reflections, curricular choices and revisions will be finalized prior to the start of Summer Professional Development. For horizontal alignment, NYS ELA standards will be explicitly taught in our Novel Study and Reader’s + Writer’s Workshop and will also be incorporated in history and science classes through the integration of non-fiction texts. NYS math standards will be taught in our math classes and integrated into our science and computational thinking classes. We will ensure vertical alignment through the work of our Lower Academy and Upper Academy Deans of Curriculum and Instruction with the support of the HOS. The Dean of Student Supports will ensure that curriculum will include supports for all students, including students with disabilities and ELLs/MLLs. We will provide additional academic scaffolds for students demonstrating below level mastery and more challenging academic tasks for students who are demonstrating mastery.

Curriculum Organization and Resources. To meet our ambitious academic goals, we have selected curriculum that supports the implementation of our key design elements. These curriculum choices appear below in **Figure 10**. In addition to these courses, students will have a daily elective period. Two times per week, students will engage in a physical elective and two times per week students will engage in a performing arts elective. Our physical elective will

¹⁰¹ Chang, Leslie. *Developing Latino parents as leaders: Conditions and experiences promoting agency and empowerment*. Diss. Fielding Graduate University, 2014.

¹⁰² Whitt, E. J. (1994). "I can be anything": Student leadership in three women's colleges. *Journal of College Student Development*, 35(3).

¹⁰³ In year 1, this team consists of the Head of School, Dean of Student Supports, and the Dean of Curriculum and Instruction (DCI). In subsequent years, additional leader roles are filled, include Lower School DCI, Upper School DCI, and STEM Director. For a full staffing model, please see **III.A. Organizational Structure**.

provide students with opportunities to exercise their bodies and minds through physical activity and mindfulness and performing arts will build student confidence through performance.

Figure 10: Curriculum Selection

Grade	English	Math	Science	Computational Thinking	History
K	Springfield Prep	EngageNY K+ CGI ¹⁰⁴	Success Academy + GSWNY Programing ¹⁰⁵	GSWNY programming + Internally Created Materials	Achievement First
1	Springfield Prep	EngageNY 1 st + CGI	Success Academy + GSWNY Programing	GSWNY programming + Internally Created Materials	Achievement First
2	Springfield Prep	EngageNY 2 nd + CGI	Success Academy + GSWNY Programing	GSWNY programming + Internally Created Materials	Achievement First
3	Springfield Prep	EngageNY 3 rd + CGI	Success Academy + GSWNY Programing	GSWNY programming + Internally Created Materials	Achievement First
4	Springfield Prep	EngageNY 4 th + CGI	Success Academy + GSWNY Programing	GSWNY programming + Internally Created Materials	Achievement First
5	Reading Reconsidered	EngageNY 5 th + CGI	Success Academy + GSWNY Programing	GSWNY programming + Internally Created Materials	Achievement First
6	Reading Reconsidered	EngageNY 6 th Grade Course	Success Academy + GSWNY Programing	GSWNY programming + Internally Created Materials	Achievement First

Teachers will be provided with all curriculum maps, scope and sequences, unit plans, assessments, and lesson plans. We will utilize assessments, exit tickets, quizzes, and interim exams that are included in the curriculum. If a curriculum does not include the right assessments for our assessment cadence (please see **II. E. Assessment System**), the Deans of Curriculum and Instruction will be responsible for creating additional assessments that meet the level of rigor presented in NYS standards. Teachers will work with their instructional coach to evaluate the curriculum and adjust instruction based on demonstrated student proficiency. Curricular materials will include worksheets, written text, and online platforms.

Lesson Plan Internalization. The Head of School and Instructional Leadership Team will plan and manage the integration of prepared curriculum and internally developed materials, giving teachers increased time to practice and intellectually prepare for instruction. At Innova Girls Academy, intellectual preparation for a lesson means reviewing the prepared lesson materials and planning how to best deliver instruction. In alignment with our design elements of “Building Academic Foundations” and “An All-Girls Setting Develops Leaders,” teachers will be responsible for deeply understanding the content that they deliver to students and will be prompted to adjust the curriculum to reflect their own expertise in the content and the individual needs of students. **Figure 11** describes the timeline for how teachers will internalize and prepare their lessons.

Figure 11: Lesson Plan Internalization

Timeline	Teacher Action
Monday AM	<p>Teachers submit annotated lesson plans to instructional coach for the following week. Teachers will upload a digital copy of their annotated lessons to Google Drive. Annotations include:</p> <ul style="list-style-type: none"> • Scripting of clear What to Do Directions • Notes about pacing/timing for lessons • Strategic student groupings

¹⁰⁴ For more information on Cognitively Guided Instruction (CGI), see **Attachment 3: Course Descriptions**.

¹⁰⁵ Girl Scouts of Western New York STEM Programming.

	<ul style="list-style-type: none"> Planned path for Active Monitoring¹⁰⁶ Teacher added connections to text, student, or community Adjustments/updates in response to data collected from the previous week
Monday-Tuesday	Instructional coaches review annotations and provide feedback to teachers grounded in annotations and student performance data from the previous week.
Wednesday	Content teams meet to review lesson plans and student groupings using data from that week.
Thursday AM	Teachers receive feedback on their intellectual preparation. All teachers have a prep scheduled during the day to implement feedback to allow for quick turn-around for final upload.
Thursday PM	All finalized lessons for the upcoming week are uploaded to Google Drive.

Alignment to Educational Philosophy. Curriculum was selected through a robust vetting process conducted by the Founding Team using a set of priorities for the selection. In alignment with our key design elements, we needed to ensure that all curriculum included opportunities for students to engage in problem-solving and leadership development. We have identified key problem-solving and leadership competencies. We have planned a sequence for developing these competencies in our students, considered how the competencies could be taught in our Lower and Upper Academies, and have selected curriculum that provides opportunities for students to practice these competencies. For example, students should explicitly practice asking questions in our Lower Academy, therefore selected curriculum should incorporate student questioning. Additionally, materials selected for the Lower Academy must be intensively focused on literacy and math foundations. These priorities are outlined in **Figure 12**.

Figure 12: Curriculum Priorities

	Lower Academy: Grades K-2	Upper Academy: Grades 3-6
Baseline Development	Responsive to incoming student data, literacy and math assessments proctored at pre-orientation home visits.	Strategic development based on K-3 grade data.
Academic Focus	Build strong foundations in math and ELA to ensure students are at or above grade level by end of 2 nd grade.	Building on foundations to engage students in inquiry-driven and project-based lessons to position students as problem-solvers.
Problem Solving	Students will develop their curiosity and learn to “Fail Forward” and ask questions.	Students will analyze the world around them, develop solutions and understand how to research an academic question.
Leadership Voice	Students will collaborate and build confidence to express their thoughts.	Students will advocate for self, present solutions, and participate in leadership opportunities.

We have also internally developed a project-based computational thinking class with the support of the GSWNY. Students spend the first half of each unit learning skills that are connected to a STEAM concept. For example, object-orientated coding through an online platform. In the second half of the unit, students engage in problem-solving through the GS Journeys to apply the skills they have learned in class to a problem that they have identified that impacts their community.

Support for Proposed Curriculum. As a BES Fellow, Lead Founder, Lindsay Swanson, had the opportunity to deeply study more than 40 high performing charter schools nationally. To choose our curriculum, we have drawn from these inspirational schools that demonstrate the positive impacts of strong curriculum selection, development, and integration. We used the following information to analyze curriculum from schools that demonstrate strong student mastery

¹⁰⁶ See **II.C. Instruction** for more information on Active Monitoring at Innova Girls Academy.

through performance on state and nationally normed exams. We analyzed each curriculum for alignment with the Innova mission and vision through the following lens: **Results:** Does this curriculum support student mastery? Do results demonstrate exponential student growth? **School Population:** Are the students at these schools similar in race, income status, ELL/MLL and SPED status, to the population of students that we will be serving in Rochester? Are there accommodations for SPED/ELLs/MLLs? **Access:** Is the curriculum available for purchase or through an open-source site? **Alignment to NYS Standards:** Is the curriculum aligned to NYS Standards? **Alignment to Problem Solving Opportunities:** Do students have multiple opportunities in a class period to problem-solve? **Alignment to Leadership Development:** Do students have multiple opportunities to practice their leadership skills? With these questions in mind, we have selected the curriculum listed below in **Figure 13**.

Figure 13: Curriculum Research

Curriculum	Results, Special Population, NYS Standards, Problem-Solving, Leadership
Springfield Prep ELA ¹⁰⁷	Springfield Prep serves a student population similar to Rochester (72% economically disadvantaged, 90% nonwhite students, 25% ELL, 19% SPED) and was a 2019 Massachusetts School of Recognition with 72% of students proficient in ELA putting it in the top 12% of all schools state-wide in 3 rd -4 th grade. Curriculum is aligned to Common Core state standards which are aligned to the NYS Standards. Students build the skills throughout grades K-4 to analyze complex texts, support claims with evidence, and develop confidence as they discuss novels that are culturally relevant.
EngageNY Math ¹⁰⁸	EngageNY Math curriculum is utilized by many high-performing schools across the country such as KIPP Infinity in NYC where 83% of students were proficient on the 3-8 Math exam compared to 47% statewide in 2019. ¹⁰⁹ The curriculum is utilized by many schools with student populations that are similar to our anticipated student population. The curriculum is directly aligned to NYS math standards. There are many opportunities for students to problem-solve and students are encouraged to explain and justify their work. Additionally, students have many more opportunities to set and address goals compared to other instructional materials.
Success Academy Science ¹¹⁰	At Success Academy, 95% of students scored a 4 on the 4 th grade Science Assessment in 2019. ¹¹¹ The SA student population is primarily low-income students in NYC. Academic supports for SPED/ELLs/MLLs are written into the curriculum which is directly aligned to NYS standards. The curriculum includes hands-on and inquiry-based investigations of real-world problems. Students are encouraged to collaborate on and present solutions to these problems.
Achievement First History ¹¹²	Achievement First Bushwick was named a 2019 National Blue Ribbon School. Additionally, more AF elementary students score Advanced than any other level the CT Smarter Balance assessment. ¹¹³ The AF student population is primarily low-income students in NYC. Academic supports for SPED/ELLs/MLLs are written into the curriculum. The AF history program is specifically “designed to help scholars meet the Common Core Literacy Standards.” ¹¹⁴ There is an “explicit emphasis on historical reading, to build historical thinking skills, and to promote identity development and civic engagement.” ¹¹⁵

¹⁰⁷ <https://www.springfieldprep.org/our-results>.

¹⁰⁸ <https://data.nysed.gov/assessment38.php?subject=Mathematics&year=2019&instid=800000058367>.

¹⁰⁹ <https://www.greatschools.org/new-york/new-york/8324-Kipp-Infinity-Charter-School/>.

¹¹⁰ <https://data.nysed.gov/reportcard.php?instid=800000071160&year=2017&createreport=1&48SCI=1>.

¹¹¹ <https://www.successacademies.org/results/>.

¹¹² https://www.achievementfirst.org/wp-content/uploads/2019/12/AF_AnnualReport_2019-For-Web.pdf.

¹¹³ <https://www.achievementfirst.org/how-we-work/our-results/>.

¹¹⁴ Achievement First Program Overview.

¹¹⁵ <https://achievementfirstorg.sharepoint.com/sites/curriculumhub/Pages/MiddleSchool-CurriculumExt.aspx>.

Reading Reconsidered ELA ¹¹⁶	This curriculum is currently in first year of implementation in schools and we are awaiting assessment results. The materials have been developed for use in schools with similar student demographics in NYC and are aligned to NYS ELA Common Core standards. Students build knowledge around historical context of a text and formative writing encourages students to “think in writing.” Culturally relevant book selections and content knowledge building prepare students to apply their learnings from reading to the world around them. Reading Reconsidered curriculum begins in 5 th grade to prepare students to graduate 6 th grade with the literacy skills that would enable them to excel in secondary literacy classrooms.
Computational Thinking	The Computational Thinking curriculum has been developed using online technology resources and curriculum available from the Girl Scouts. The Girl Scout’s curriculum has been aligned to Next Generation NYS Standards and is specifically designed to engage girls in problem-solving and leadership.

Benchmark 1: Student Performance. Our proposed curriculum will prepare our school to meet or exceed Benchmark 1 of the Charter School Performance Framework. Our goals for academic proficiency and growth (see **1.A Goals**) are addressed by selecting curriculum in ELA and math that has a track record of success in schools that educate a student population with similar demographics to Rochester. Students will engage in 200 minutes of ELA and 140 minutes of math in Lower Academy and 100 minutes of each in Upper Academy daily. Our workshop model will allow for targeted remediation of skills based on student mastery data. Our science, history, and computational thinking classes support ELA and math through integration of Common Core skills.

Supplemental Curriculum for Special Populations. Before the school year begins, students’ reading level will be assessed using the STEP Assessment.¹¹⁷ Students who are testing significantly below grade level will engage in daily small group interventions which may include the Wilson Reading System in the upper grade levels.¹¹⁸ Accommodations and modifications will be developed by our Student Supports Team to ensure access to content for students who are below grade level, ELLs/MLLs, and students with disabilities. Built into every student’s schedule are two review blocks through Reader’s + Writer’s Workshop and Mathematician’s Workshop where students work in small groups based on level of mastery. All students will engage in daily advisory lessons that are developed based on GSWNY programming and focus on the SEL development of girls with an emphasis on developing confidence, collaboration, and sisterhood. For more information on supports for special populations see **II.D. Special Student Populations**.

C. INSTRUCTION

We believe that excellent teaching leads to inspired learners. To evaluate and select instructional methods, we used both empirical research and the practices of successful schools across the country. Many of our instructional practices are informed by *Teach Like a Champion 2.0*¹¹⁹ as described in **Figure 14** below, and all are directly aligned to our key design elements.

Figure 14: Alignment of Key Design Elements and Instructional Structures/Practices

Design Element	Instructional Structures	Instructional Practices
STEAM education unlocks doors.	<ul style="list-style-type: none"> Project-Based Learning Direct vs. Inquiry Based Instruction 	<ul style="list-style-type: none"> Promoting Collaboration

¹¹⁶ <https://teachlikeachampion.com/reading-reconsidered-curriculum/>.

¹¹⁷ We plan on using STEP for students in grades 4-5, or until a student has “STEPed Out”. After STEP, we will use the HMH Reading Inventory.

¹¹⁸ “The Wilson Reading System is an intensive Tier 3 program for students in grades 2-12 with word-level deficits who are not making sufficient progress through their current literacy intervention.” wilsonlanguage.com/programs/wilson-reading-system/.

¹¹⁹ Lemov, Doug. *Teach like a champion 2.0: 62 techniques that put students on the path to college*. John Wiley & Sons, 2015.

An all-girls setting develops leaders.	<ul style="list-style-type: none"> • Character Development Education 	<ul style="list-style-type: none"> • Cold and Show Call • Normalize Error
Building strong academic foundations.	<ul style="list-style-type: none"> • Literacy Block Periods • Workshop Model 	<ul style="list-style-type: none"> • Everybody Writes • Habits of Discussion
All students should thrive at school.	<ul style="list-style-type: none"> • Small Group Instruction • Co-Teaching 	<ul style="list-style-type: none"> • Data-Driven Instruction
A great teacher can inspire excellence.	<ul style="list-style-type: none"> • Technology Enhanced Instruction 	<ul style="list-style-type: none"> • Active Monitoring • 100%
Power of partnerships.	<ul style="list-style-type: none"> • Daily Advisory Period 	<ul style="list-style-type: none"> • Regular communication with families

Project-Based Learning. Students will have the opportunity to engage in projects that directly relate to their lived experiences in Rochester. Project-based learning has been found to increase meaningful learning experiences in the classroom and influence student attitude in career pursuit.¹²⁰ When students engage in projects that directly affect their community, they will understand the connection between the content they are learning and the potential to make change. Project-based learning prepares students to solve problems beyond their classroom and supports them in, “gleaning new, viable technology skills” and “becoming proficient communicators and advanced problem solvers.”¹²¹ Teachers will receive prepared curriculum through GSWNY and provide clear project expectations and assessments to support student success.¹²² Additionally, project-based learning will create opportunities for students to practice habits of self-regulated learning. To be successful in project-based learning, students must, “take responsibility for the learning process by setting goals, monitoring, reflecting, and sustaining their motivation from the beginning of the project until the end.”¹²³ Project based learning will begin in kindergarten, where teachers will provide bite-sized explorations tasks that will encourage students to use their curiosity and creativity to problem solve. Teachers will scaffold the projects to ensure that they are accessible to our youngest learners. For example, in kindergarten students will complete the “Daisy Flower Garden Journey” where they will plant miniature gardens. As students watch their garden grow and care for it, they will explore both science and leadership topics through this hands-on learning experience.

Direct vs. Inquiry Based Instruction. Educational researchers have found that inquiry-based instruction promotes superior student performance compared to direct instruction.¹²⁴ Alternatively, even in scientific settings where educators tend to favor inquiry-based instruction, some research has found, “many children who learned about experimental design from direct instruction performed as well as those few children who discovered the method on their own.”¹²⁵ We have selected curriculum and instructional practices that incorporate both methods. In math, students will spend 40 minutes each day in Cognitively Guided Instruction, an inquiry format of

¹²⁰ Tseng, Kuo-Hung, et al. "Attitudes towards science, technology, engineering and mathematics (STEM) in a project-based learning (PjBL) environment." *International Journal of Technology and Design Education* 23.1 (2013): 87-102.

¹²¹ Bell, Stephanie. "Project-based learning for the 21st century: Skills for the future." *The clearing house* 83.2 (2010): 39-43.

¹²² Grant, Michael M. "Learning, beliefs, and products: Students' perspectives with project-based learning." *Interdisciplinary Journal of Problem-Based Learning* 5.2 (2011): 6.

¹²³ English, Mary C., and Anastasia Kitsantas. "Supporting student self-regulated learning in problem-and project-based learning." *Interdisciplinary journal of problem-based learning* 7.2 (2013): 6.

¹²⁴ Richmond, Aaron S., et al. "Can inquiry-based instruction promote higher-level learning?" *Scholarship Teaching and Learning in Psychology*.

¹²⁵ Klahr, David, and Milena Nigam. "The equivalence of learning paths in early science instruction: Effects of direct instruction and discovery learning." *Psychological science* 15.10 (2004): 661-667.

learning where students solve problems and discover math concepts by applying foundational math skills. Students will also have a standards-aligned direct instruction math class to give them the opportunity to practice new math skills. This balance will allow students to develop both the cognitive and content skills they need to flourish in the future. Utilizing varied instructional techniques will meet the needs of diverse learners including students with special needs.

Promoting Collaboration. Across Innova, we believe that “collaborative, shared leadership among administrators, students, faculty, and staff is a key component to...student success.”¹²⁶ As teachers work together to prepare lessons, their collaboration will result in higher-quality instruction. In the classroom, teachers will promote collaboration by providing multiple opportunities per class for students to work in groups to discuss and complete academic work. When students work together in the classroom, individual academic outcomes improve because students grapple with and make meaning of content together.¹²⁷ Promoting collaboration in our classrooms will also increase the value of our all-girls setting. Consistently across the nation, academically strong girls’ schools cite the importance of placing an emphasis on collaboration and hands-on learning.¹²⁸ We see these practices in The Young Women’s Leadership Schools in New York City where activities completed in small groups facilitate productive student talk, build academic confidence, and provide opportunities for girls to solve problems together.¹²⁹

Character Development Education. We believe that it is the ethical responsibility of a school to provide character education for the success of all students. Our character education will be grounded in the practices of self-regulated learning and our CREATE values and will empower our students to graduate from our program with the information and skills that they need to be life-long learners who are committed to the betterment of their communities.¹³⁰ We know that, “effective character education not only improves school climate and student behavior but also can lead to academic improvement.”¹³¹ Character education will take place in advisory lessons using programming from the Girl Scouts. Character development will also happen in each of our class periods as teachers utilize common language around our CREATE values to praise student behavior. Similarly, teachers will model the habits of strong self-regulated learning through their instructional approach, expectations of students, and assignments for students.

Normalize Error. As described by Reshma Saujani, founder and CEO of Girls Who Code, girls are socialized to be perfect, while boys are socialized to be brave.¹³² This works against girls in the classroom as they are generally less likely to take academic risks compared to male peers. When girls avoid academic risks, they limit themselves to studying only what they believe they are capable of perfecting. We will normalize error in our classrooms by celebrating students who give strong effort, identify mistakes, and grow from their mistakes. Research on all-girls education finds that it is important to pair academic risk-taking with, “activities that build self-efficacy and

¹²⁶ Kezar, Adrianna. "Promoting student success: The importance of shared leadership and collaboration." (2005).

¹²⁷ Parsons, Margaret, and Maggie Stephenson. "Developing reflective practice in student teachers: Collaboration and critical partnerships." *Teachers and teaching* 11.1 (2005): 95-116.

¹²⁸ Mann, Judy. "Bridging the Gender Gap: How Girls Learn." *Streamlined Seminar*. Vol. 13. No. 2. National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314-3483, 1994.

¹²⁹ <https://www.studentleadershipnetwork.org/program/the-young-womens-leadership-schools/>

¹³⁰ Schaeffer, Esther F. "It's time for schools to implement character education." *NASSP Bulletin* 83.609 (1999): 1-8.

¹³¹ Schwartz, Merle J., Alexandra Beatty, and Eileen Dachnowicz. "Character Education: Frill or Foundation?" *Principal Leadership* 7.4 (2006).

¹³² Reshma Saujani, founder and CEO of Girls Who Code.

appropriate role models.”¹³³ At the Young Women’s Leadership Network, students are encouraged to take computer science and work collaboratively to overcome challenges.¹³⁴

Cold and Show Call. Two key instructional techniques, Cold Call and Show Call, will help teachers ensure all students are engaged in learning. Using the Cold Call technique, after posing a question to the class, teachers give students an opportunity to work on the question independently through writing or in partner pairs through a Turn and Talk.¹³⁵ During this work time, teachers will look/listen for strong student responses. The teacher will then bring the full class back together and call on students to share out their responses without asking them to volunteer. Similarly, in a Show Call, teachers will pull student work to feature for a full class discussion to highlight quality work or class wide misconceptions. These techniques build student confidence in their own identity as learners and serves to showcase the work of all students, not just those who are more naturally inclined to participate. Additionally, this ensures that all students are thinking because all students will be held responsible for answering the question if called on.

Block Periods. In Lower Academy, students will have a 90-minute Literacy block with three, 30-minute literacy rotations. In Upper Academy, students will have two 100-minute ELA periods: one period for novel study and history and one period for Writer’s + Reader’s Workshop. Students will have 100 minutes for math. This will be split between 60 minutes of math instruction and 40-minutes of daily Cognitively Guided Instruction. We have developed this schedule to provide more time with students in each class period. By providing 100 minutes for both novel study and history, teachers can adjust the exact timing of each when needed. More time in class means that teachers can give more rigorous instruction and time for student practice. Research on block scheduling has found that, “students on block schedules also made significantly greater gains in self-efficacy”¹³⁶ and that it allows for the implementation of more and varied instructional strategies across each period.¹³⁷ In addition to the block period, there will also be a 40-minute math review period. Each day students will receive 140 minutes of math and 200 minutes of ELA.

Workshop Model. We have developed three classes that follow a workshop model. Teachers will use data weekly to place students in small groups for intervention on grade level skills designed to meet students at their current level. Each small group will be either with a teacher or engaged in an educational technology platform. Students will develop the foundational skills in ELA and math that are necessary to experience exponential academic growth. Educational research shows that schools using the workshop model demonstrate significantly better student growth than schools not using the model as it allows for, “student grouping practices, incorporation of differentiated instruction, peer collaboration and support, and teacher autonomy in instructional decision-making.”¹³⁸ Our workshop model is informed by schools that use it to drive exceptional

¹³³ Baker, Dale. "What works: Using curriculum and pedagogy to increase girls' interest and participation in science." *Theory Into Practice*.

¹³⁴ 63% of students score “proficient” in grades 6-8 on the NYS Math exam compared to the statewide 47% average.

¹³⁵ “Turn and Talk is an oral language support strategy that provides students scaffolded interactions to formulate ideas and share their thinking with another student.” old.newteachercenter.org/sites/default/files/global/documents/participation_structures/turn_talk_overview.pdf.

¹³⁶ Biesinger, Kevin D., Kent J. Crippen, and Krista R. Muis. "The impact of block scheduling on student motivation and classroom practice in mathematics." *Nassp Bulletin* 92.3 (2008): 191-208.

¹³⁷ Williams Jr, Charles. "The Impact of Block Scheduling on Student Achievement, Attendance, and Discipline at the High School Level." 2011.

¹³⁸ Ashley, Linda Metzger. "Implementation of a math workshop model in the elementary classroom: understanding how teachers differentiate instruction." (2016).

ELA results like Purpose Preparatory in Nashville, TN which ranks in the top 10% of Tennessee schools for Black students who are on track or have mastered grade-level ELA.

Everybody Writes. In addition to extensive opportunities to vocalize their learning, our students will have opportunities to write about their learning. When students put their thinking into writing it solidifies their learning and allows them to revise and refine their thinking. This technique ensures that all students put their thinking into writing before discussion and allows teachers to give feedback while students formulate their ideas on paper. Research on the use of this technique has found a significant impact on student achievement and increased writing proficiency when the technique is used across content areas.¹³⁹ This technique is used consistently at Uncommon Schools. A focus on frequent writing may be one reason that 63% of their students pass the AP exams compared to the 23% national average AP pass rate.¹⁴⁰

Habits of Discussion. Peer to peer discussion is necessary for students to make meaning of their learning in the classroom and to develop their academic voices.¹⁴¹ We know that the “best and most useful classroom discussions teach the building blocks of listening, articulating, exchanging ideas, and synthesizing new knowledge.”¹⁴² As such, we will teach Habits of Discussion¹⁴³ that will guide student interaction in discussions. These habits will teach students to listen carefully and build on one another’s ideas to further their learning. When students have an opportunity to engage in high-quality discussions in the classroom, they can discover key content ideas on their own. We have seen these habits in action at high-performing schools like Democracy Prep and Springfield Prep, where there are posters on the wall to remind students of sentence starters and ways to exercise their Habits of Discussion. At Innova Girls Academy, Habits of Discussion will ensure that student voice flourishes in the classroom as students develop as leaders. In Kindergarten, this will look like prompting students to track the speaker, to speak loudly enough for classmates to hear, to raise hands to share out, and to praise each other’s strong ideas.

Small Group Instruction. Small Group Instruction is a central piece of our individualized instruction program. This structure ensures students work within their zone of proximal development and that teachers can differentiate instruction to reach student’s needs.¹⁴⁴ Small Group Instruction will take place across all our class periods and will respond to daily, weekly, and interim assessment data. All Small Group Instruction decisions will be strategically grounded in data and each student’s mastery towards NYS standard aligned goals. This will allow each student to work on grade level standards in the whole group setting and receive targeted interventions or extensions in small group settings. When teachers receive professional development on supporting differentiated instruction and targeted intervention through small group instruction, students experience tremendous academic growth.¹⁴⁵

¹³⁹ Muhib, Abdul, Dwi Anggani LB, and Rudi Hartono. "Mind Mapping and Everybody Writes Techniques for Students with High and Low Writing Achievement." *English Education Journal* 4.2 (2014).

¹⁴⁰ <https://uncommonschoools.org/results/>.

¹⁴¹ Rudsberg, Karin, Leif Östman, and Elisabeth Aaro Östman. "Students’ meaning making in classroom discussions: the importance of peer interaction." *Cultural Studies of Science Education* 12.3 (2017): 709-738.

¹⁴² Lemov, Doug. *Teach like a champion 2.0: 62 techniques that put students on the path to college*. John Wiley & Sons, 2015.

¹⁴³ Developed from the Teach Like a Champion toolkit found online at: <https://teachlikeachampion.com/plugandplay/habitsofdiscussion>.

¹⁴⁴ Wilson, Tara, et al. "Small-group reading instruction: Lessons from the field." *Dimensions of Early Childhood* 40.3 (2012): 30-39.

¹⁴⁵ Kosanovich, Marcia, et al. "Differentiated Reading Instruction: Small Group Alternative Lesson Structures for All Students. Guidance Document for Florida" Reading First" Schools." *Florida Center for Reading Research* (2007).

Co-teaching Model. To provide a low student to teacher ratio and small group instruction, each ELA and math class will be co-taught. We know that, “co-teaching in its most effective form can promote equitable learning opportunities for all students.”¹⁴⁶ Co-teaching is also an effective method for supporting our students with special education needs.¹⁴⁷ Following the Blueprint for Improved Results for Students with Disabilities,¹⁴⁸ we will ensure that, when appropriate, all students are able to learn in the general education classroom. In co-taught classrooms, all students will have access to a supportive learning environment with scaffolded supports in place for academic achievement. At Springfield Prep, co-taught classes in K-5 support student success and resulted in 4th grade students scoring in the top 2% state-wide for ELA growth in 2019.¹⁴⁹

Data Driven Instruction. To provide individualized instruction to scholars, teachers must know their students’ current level of mastery. Teachers will evaluate daily exit tickets to determine student mastery of the content being taught and use this data to create scaffolded supports and small groupings for following lessons. Teachers will meet with their instructional coaches to review data on a weekly basis. Data will also be used in our workshop block courses to inform student workshop groups. For more information on our workshop leveled groups, please see **II.D. Special Student Populations**. Following this model, developed by the National Science Foundation, teachers will be empowered with the information necessary to design lessons that are responsive to the needs of all learners.¹⁵⁰

Technology Enhanced Instruction. Online learning platforms, such as IXL learning, will be used to provide students with access to engaging and NYS standards-aligned practice. Teachers will have access to online learning management systems to streamline the data analysis process and track student growth overtime. In computational thinking, students will learn how to code using online learning modules. All students will have a personal Chromebook, which will give them access to academic content that exists outside of the classroom. Professional development and coaching will train teachers to best leverage educational technology in their classrooms.

Active Monitoring. For students to grow academically, they must be given many opportunities to practice new skills and receive feedback from teachers. We know that “feedback from teachers to children...is a prime requirement for progress in learning.”¹⁵¹ During practice time, teachers will move strategically around the room to provide quick feedback to students. The primary goal of teacher feedback will be to reinforce appropriate learner behavior and the correct use of learned skills.¹⁵² Teachers will plan a path to move around the room strategically and will develop feedback codes to efficiently provide targeted feedback. Active Monitoring will allow students to “practice perfect”¹⁵³ because they will not need to wait for the exit ticket to get feedback from

¹⁴⁶ Graziano, Kevin J., and Lori A. Navarrete. "Co-teaching in a teacher education classroom: Collaboration, compromise, and creativity." *Issues in Teacher Education* 21.1 (2012): 109-126.

¹⁴⁷ Hang, Qi, and Karen Rabren. "An examination of co-teaching: Perspectives and efficacy indicators." *Remedial and Special Education* 30.5.

¹⁴⁸ <http://www.p12.nysed.gov/specialed/publications/2015-memos/documents/blueprint-students-disabilities-special-education-june-2019.pdf>.

¹⁴⁹ <https://www.springfieldprep.org/our-results>.

¹⁵⁰ Schifter, Catherine, et al. "Data-Driven Decision-Making: Facilitating Teacher Use of Student Data to Inform Classroom Instruction." *Contemporary Issues in Technology and Teacher Education* 14.4 (2014): 419-432.

¹⁵¹ Tunstall, Pat, and Caroline Gsipp. "Teacher feedback to young children in formative assessment: A typology." *British educational research journal* 22.4 (1996): 389-404.

¹⁵² Konold, Kathryn E., Susan P. Miller, and Kyle B. Konold. "Using teacher feedback to enhance student learning." *Teaching Exceptional Children* 36.6 (2004): 64-69.

¹⁵³ Lemov, Doug, Erica Woolway, and Katie Yezzi. *Practice perfect: 42 rules for getting better at getting better*. John Wiley & Sons, 2012.

their teacher. Active Monitoring also allows teachers to gather data on student understanding in the moment and address it immediately as opposed to waiting for an exit ticket. At Democracy Prep, all teachers plan their Active Monitoring paths and feedback codes so that they are prepared to identify exemplars and push students towards excellence in their practice.¹⁵⁴

100%. By giving clear directions, teachers can hold 100% of students accountable to the stated expectations. We will strive towards the goal of 100% of students meeting behavioral and academic expectations, 100% of the time. We believe that all students can and will be successful in classrooms that provide clear academic and behavior expectations. Holding 100% of students to being on task and meeting expectations conveys our belief in the capabilities of all learners.

Daily Advisory Period. Advisory periods that center on building relationships and character development have been correlated with, “higher levels of academic achievement, improved school culture, and more student engagement.”¹⁵⁵ We know that advisory periods represent an important opportunity in the day for students to interact and build community.¹⁵⁶ Our students will meet for a 40-minute period in the middle of the day that will include time for lunch and time for advisory curriculum. Aligned to our CREATE values, our advisory curriculum will be rooted in the Girl Scouts Life Skills curriculum¹⁵⁷ and will focus on leadership development and building sisterhood. Utilizing prepared curriculum will ensure that this time is well spent and that the implementation from a teacher’s perspective is seamless during the day.¹⁵⁸ Each teacher will be the advisor for approximately 10 students to give every student a go-to adult in the building.

Regular Communication with Families. We believe that parents are experts on their children and that students thrive when there are strong ties between classroom and home. To facilitate this partnership, teachers will be equipped with tools to be in regular communication with families. Using a digital learning management system, teachers will send weekly updates to their advisee’s families. We will send weekly important updates on academic and SEL development.

D. SPECIAL STUDENT POPULATIONS AND RELATED SERVICES

At Innova Girls Academy, we believe that all students have the potential to be successful given the appropriate academic and behavioral supports. We will develop individualized plans to meet the needs of all our students to help them grow as self-regulated learners who are equipped to be successful in college, career, and beyond. The Student Supports Team (SST) will identify students needing additional academic, behavioral, or attendance supports and work with all stakeholders to develop a plan. In year one, the SST will be comprised of the Head of School, the Dean of Curriculum and Instruction, the Dean of Student Supports, and the School Social Worker. In year 3, the team will grow to include the Dean of Culture and Upper Academy Dean of Curriculum and Instruction. In addition to the core leadership of the SST, the team will involve advisors and the families of the students to build individualized teams of support when the

¹⁵⁴ Democracy Prep graduates have a 82% persistence rate through at least their junior year of college.

¹⁵⁵ McClure, Larry, Susan Yonezawa, and Makeba Jones. "Can School Structures Improve Teacher-Student Relationships? The Relationship between Advisory Programs, Personalization and Students' Academic Achievement." *education policy analysis archives* 18.17 (2010): n17.

¹⁵⁶ Iver, Douglas J. Mac. "Meeting the needs of young adolescents: Advisory groups, interdisciplinary teaching teams, and school transition programs." *The Phi Delta Kappan* 71.6 (1990): 458-464.

¹⁵⁷ <https://www.girlscouts.org/en/our-program/our-program/life-skills.html>.

¹⁵⁸ Brady, Barbara E. *Overcoming obstacles to implementing student advisory programs: Effective leadership practices*. Diss. Capella University.

student demonstrates additional needs for intervention. This team will also collaborate with the Rochester City School District's Committee on Special Education (CSE).

Daily Intervention Blocks. We believe that all students can and will achieve academic excellence. We also know that students will learn at different rates and will need different levels of support to be successful across all content areas. We have anticipated this need by providing daily intervention blocks to drive towards grade-level mastery of content for all students. This review will take place during the Writer's/Reader's Workshop and Mathematician's Workshop. All students will be grouped by ability level so that they are working on mastery of skills within their zone of proximal development. These decisions will be based on data and will be made on a weekly basis to respond to student demonstrated needs. In addition to responding to academic needs, this process of selecting which tutoring to attend will develop each student's capacity to identify how to ask for help, a skill that is part of our Self-Regulated Learning Framework.¹⁵⁹

In addition to our daily intervention blocks, we have developed Response to Intervention (RTI) plans to support students who may be struggling academically, behaviorally, or with attendance. Developed from best practices shared by the RTI Action Network at the National Center for Learning Disabilities, our RTI programs follow a three-tiered model of support.¹⁶⁰ All decisions to move students between tiers of support will be grounded in classroom data. In weekly SST meetings, the group will review academic, behavior, and attendance data to make intervention plans. At the end of each trimester, the SST will evaluate the allocation of resources for intervention and will adjust for the following trimester.

RTI for Academics. Our assessment for academic intervention starts at the beginning of each year with STEP for literacy and MAP for math baselines. These assessments will allow us to understand students' academic needs to strategically create student groupings for our literacy and math workshop courses. Teachers will reevaluate student needs based on data from exit tickets, weekly quizzes, and interim assessments. Students with academic needs that persist across multiple weeks will receive additional supports based on the three-tier model outlined below. All students will have access to Tier 1 supports. Additional Tier 2 and 3 supports will take place when academic performance indicates additional supports are necessary.

Tier 1 Academic Interventions. All teachers will be trained to implement the following Tier 1 Academic supports for all students. **Clear Criteria for Success.** Teachers will prepare and share visual and verbal criteria for what students need to do on each academic assignment to meet the grade level standard. **Teach Like a Champion Academic Techniques.** Teachers will be trained in and receive coaching on grade level appropriate teacher moves that are aligned to the *Teach Like a Champion 2.0* Framework and position teachers to effectively push for high levels of academic excellence while providing clear expectations for students. **Extended School Day.** All students will receive 500 minutes of instruction per day. Students will have 200 minutes of ELA and 140 minutes of math each day to build foundational skills. **Active Monitoring.** Teachers will be trained in Active Monitoring so that, during independent work time, teachers provide feedback that is aligned to the Criteria for Success to every student. **Differentiation.** Grounded in regular data analysis, each teacher will know the academic performance of each student in the class. Teachers

¹⁵⁹ For more information, please see II.G. School Culture.

¹⁶⁰ RTI Action Network: A Program of the National Center for Learning Disabilities. <http://www.rtinetwork.org/learn/what/whatisrti>.

will use this information to provide strategic grouping and scaffolding to enable multiple access points to content. **Small Group Instruction.** Small groups of students will be formed based on student mastery to work with a teacher on key skills. Students who are excelling in mastery will have access to extension material. In the Lower Academy, literacy blocks will be scheduled at the same time across grade levels to allow for flexible grouping across the school.

Tier 2 Academic Interventions. All teachers will be trained to implement Tier 2 Academic supports for students based on demonstrated mastery and progress towards goals. **Academic Goal Setting.** All students will set academic goals in their advisory period. In kindergarten, we will help students understand their STEP and math levels and how moving a STEP level shows academic growth. We will also ground behavioral goal setting in the CREATE values and will recognize when students are demonstrating strong CREATE values in the classroom. For students who need Tier 2 support, adults will check in with the student at least twice throughout a school day to engage the student in their goal and practice techniques. **Saturday School.** Students will be invited to attend Saturday school to receive extra practice starting in the third grade. Four weeks before the New York State exam, all students will engage in Saturday school. **Student Scaffolds to Content.** Teachers will make content more accessible for students based on mastery level. Teachers may provide students with graphic organizers, how-to steps, or content specific resources to ensure that students have multiple access points to the content.

Tier 3 Academic Interventions. After receiving Tier 1 and 2 supports, if a student is not making progress to their academic goals, they will have access to Tier 3 supports. **1:1 Coaching.** Throughout a given class period, students may be pulled out of the classroom for work with a teacher. This pull-out will be based on demonstrated mastery through exit tickets, STEP level, and progress monitoring of foundational development. **Literacy Targeted Development.** All students will receive foundational supports in literacy including building block skills such as phonics. We will identify students who need additional supports in ELA by reviewing student progress through the STEP assessment, particularly looking for students who may need extra support in reading comprehension and phonemic awareness. Students will be placed into reading groups for their needed skills during Reader's Workshop and will have access to the Wilson Reading System (see **II.B. Curriculum**) from the grade level SPED teacher. **Math Targeted Development.** We will identify students who need additional supports in math, particularly students who may need support in math comprehension and number fluency. Students will have access to remedial math support through push in supports from the grade level SPED teacher in small group intervention. **Adjusted Schedule.** Students may receive a schedule to attend a math or reading class at a different level to ensure we meet their learning needs.

RTI for Behavior. At Innova Girls Academy, we believe that every student has the potential to be successful in meeting both behavioral and academic expectations. Just as we know that students will need different levels of support to achieve academic goals, we acknowledge that students will need varying levels of support to meet behavioral expectations. We have developed a three-tiered approach that will be used to support students at all levels of need. Each week, our SST will evaluate behavioral data to identify students who need additional supports.

Tier 1 Universal Behavioral Supports. All teachers will be trained in the best practices of classroom management which will include the implementation of the following Tier 1 Universal

Behavior supports. **Clear Behavioral Expectations.** Teachers will share visual and verbal cues for students to make behavioral expectations clear. **Behavior Management System.** One of the ways that we will support students is by providing visual reminders and feedback on behavior choices throughout the day. This will be done in our Lower Academy using a physical color chart with pockets for each child that will be displayed in the classroom. In each pocket, students will have a color that indicates and provides feedback on their behavior for that school day. All students will start with Green each day, which means that they are demonstrating strong behaviors that will help them thrive as a learner. If they demonstrate a positive CREATE value, they can move up to Blue. If they make a poor behavior choice, they may be moved down to Yellow. When a student is on Yellow it is a reminder for them to tune back into the CREATE values and to be sure that they are engaging in class as the best learner that they can be. A student on Yellow will have a brief check in with a teacher to get them get back on track. If a student continues to make poor behavior choices, they may be moved down to Red. When a student is in the “Red Reflection Zone,” it is an indication that they are not upholding the CREATE values and that may be challenging their or their peer’s abilities to learn. The student may be asked to go to the Reflection Desk, which is described in our Tier 2 support below. A student can move up and down in colors throughout the school day. The goal will be for all students to end on Green or Blue each day and teachers will encourage students on Yellow and Red to have “Turn Around Moments” with their behavior to get back to Green or Blue. The advisor of any student who ends the day on Yellow or Red will make a quick point of contact home to share what choices the child made and brainstorm other ways to support the student’s behavioral growth at school. **Teach Like a Champion Behavioral Techniques.** Teachers will use techniques that are aligned to the *Teach Like a Champion 2.0* Framework to effectively push for high levels of behavioral excellence by providing clear expectations for all students. **Routines and Systems.** Clear routines and systems will be in place to ensure students are moving efficiently from task to task and understand expectations. As students move from Lower Academy to Upper Academy, there will be a gradual release of the systemization of school practices based on students’ developmental level. **Least Invasive Behavior Reminders.** Teachers will use least invasive interventions, as developed from *Teach Like a Champion 2.0*, to ensure that all students are meeting expectations. These techniques will include Positive Narration, Whole Group Redirection, Lightning Quick Redirection, Nonverbal Signals, and Proximity.¹⁶¹ **Strategic Seating.** Students will have assigned seats to ensure that they are sitting and working with students who are strategically grouped to give one another support and keep away from distractions. **Relationship Building.** We know that strong relationships between teachers and students will lead to increased engagement and fewer moments of conflict in the classroom. We will ensure that each student has strong relationships with adults in the building. **Advisory Period.** In daily advisory, students and teachers will form strong relationships and reflect on the core values to help them thrive in school and beyond.

Tier 2 Intervention Behavioral Supports. In addition to the Tier 1 supports, teachers will be trained to implement Tier 2 supports for any students that need additional behavioral interventions to keep the focus on learning. **Reflection Desk.** When a student is repeatedly not meeting behavior expectations, she will be prompted to go to the reflection desk in each classroom to engage in a brief reflection activity or moment of stillness to take a break and re-

¹⁶¹ <https://teachlikeachampion.com/plugandplay/leastinvasiveintervention>.

center before rejoining the class. The exact reflection activities will change by grade to ensure students have access to developmentally appropriate techniques. When a student is ready to rejoin class, the teacher will do a quick check-in with the student to provide the next set of class expectations and help her to get back on track. **1:1 Brief Classroom Check-Ins.** Throughout the class period, teachers will check in with students who need extra reminders or redirections. For example, if a student struggles with the ability to stay on task for more than 3 minutes, the teacher may check in with the student 3 minutes into independent practice to push her to stay focused. These check-ins will be brief, private, and positively framed. **Behavior Monitoring Checklist.** Students who consistently struggle to meet behavioral expectations may have a tracker on their desk with a list of strong scholar behaviors. The teacher in each classroom will use this list to provide students with reminders and redirections. Students who successfully use their behavior checklist to correct classroom behavior will be eligible for small incentives.

Tier 3 Intervention Behavioral Supports. If a student continues to struggle to meet behavioral expectations, even after Tier 2 supports, we will work with the student and SST to provide Tier 3 supports. Our Tier 3 supports follow the comprehensive Collaborative & Proactive Solutions method described in *Lost at School*. Dr. Greene writes that in many schools, students “with social, emotional, and behavioral challenges are still poorly understood and treated in a way that is completely at odds with what is now known about how they came to be challenging in the first place.”¹⁶² The book posits that every student ultimately wants to meet the expectations of a classroom. However, some students experience dissonance between what is expected of them in the class and the skills they have to manage their behavior. The gap between the expectation and the capabilities can be named as “Lagging Skills.”¹⁶³ In the Collaborative & Proactive Solutions approach, the student and teachers work together to identify the lagging skill and develop a plan to help the student learn each skill. Our teachers will identify students who are receiving Tier 2 supports and continue to struggle with self-regulation. Once notified of a student needing Tier 3 support, the Student Supports Team meets with at least three of the teachers that work with the student to complete an Assessment of Lagging Skills and Unsolved Problems (ALSUP).¹⁶⁴ Once the list of lagging skills is generated, the advisor and student will develop a solution for the first prioritized skill. In Lower Academy, this may look like an advisor suggesting a list of three possible solutions and the student selecting which solution they would prefer to try. This solution is shared with the SST and formalized into a Behavior Intervention Plan that is shared with teachers and the family. After two weeks of implementation, the SST will evaluate the effectiveness of the plan. The goal of this method is threefold. First, to help the student understand that they are in control of their decisions and that we will support them to develop solutions to any problems. Second, to help teachers understand that all students are capable of meeting both behavior and academic expectations and that we have a responsibility to teach the skills if a student is struggling. Third, to work with families to help their student develop self-regulation skills.

RTI For Attendance. We believe that creating a culture of engagement and support will drive student attendance. When students feel successful at school, they will want to be there every

¹⁶² <http://www.lostatschool.org/index.htm>.

¹⁶³ [https://www.livesinthebalance.org/sites/default/files/ALSUP%20Rev%2011-12-12%20pdf%20\(2\).pdf](https://www.livesinthebalance.org/sites/default/files/ALSUP%20Rev%2011-12-12%20pdf%20(2).pdf).

¹⁶⁴ Ibid.

day. When parents value the education that their student receives, they will want their student to be there every day. We will build towards this culture by supporting strong relationships between students, parents, and staff at school. Before the school year begins, the SST will perform home visits. In this meeting, we will get to know the family, learn about their hopes and dreams for their child, and build a strong foundation for the relationship. We will review our attendance policy and the rest of our Student and Family Handbook and answer any questions. To maintain strong attendance for all students throughout the year, we will follow the Attendance Works method for addressing absenteeism.¹⁶⁵ Teachers will take attendance during breakfast, by 8am. If a student is missing, the Office Manager will call families to check on why their student is not at school. We will proactively connect with the families of students who miss more than 2 days of school in a month to prevent further absenteeism. If an Upper School student has missed a day of school, they will meet with their advisor the following school day who will ask and document: 1) Are you okay? 2) What support do you need? 3) What can we do to prevent future days out of school? The advisor will flag anything concerning for the SST. The SST will review attendance data weekly to determine if any students are demonstrating chronic absenteeism. If the team identifies students exhibiting concerning attendance patterns, they will have a conversation with the family to understand the barriers that may be prohibiting the student from coming to school. The SST and the family will work together to develop a plan for getting the student to school on time each day. This may involve the school calling the family more frequently with reminders or having a bi-weekly check-in with the family. If the attendance concern continues, the school's final resort will be to coordinate a legal intervention.

Addressing Childhood Trauma. Given the number of students living in extreme poverty in Rochester, we anticipate that many students who enroll may have experienced trauma.¹⁶⁶ We will develop Trauma-Informed teaching practices following the “Child Trauma Toolkit for Educators” framework developed by The National Child Traumatic Stress Network.¹⁶⁷ We will also staff a full-time Social Worker to provide supports for students who experience trauma.

Special Education Compliance and Identification. In our commitment to provide an excellent and empowering education to all scholars, we will comply with all special education needs of all students. In compliance with **Child Find**, we will ensure that students who qualify for special education services will receive these services starting on their first day of school. Additionally, we will comply with all requirements of **IDEA and Section 504**. We will identify students with Special Education needs in multiple ways. First, when a student enrolls at Innova Girls Academy we will ask parents whether a student has previously had any educational intervention supports or if doctors have noted learning delays. If a student already has an IEP, we will work with the student's prior school to gain access to a student's IEP records. If a family shares that their student was previously receiving special education supports, but we do not find record of an IEP, we will move to an evaluation upon the request of a family. Second, we will leverage our robust tiered system for academic and behavioral supports, in conjunction with our data analysis system, to allow us to identify those students who may be struggling academically or behaviorally

¹⁶⁵ <https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/>.

¹⁶⁶ Kiser, Laurel J., et al. “Understanding the Impact of Trauma on Family Life From the Viewpoint of Female Caregivers Living in Urban Poverty.” *Traumatology*, vol. 14, no. 3, Sept. 2008, pp. 77–90.

¹⁶⁷ <https://www.nctsn.org/resources/child-trauma-toolkit-educators>.

and provide them with needed supports. If a student has been receiving Tier 3 supports and does not demonstrate significant improvement within a six-week monitoring window, the SST would discuss a referral to the **Committee on Special Education (CSE)** with the student’s family. If the CSE finds that the student has a disability and has parent/guardian consent, the school and the CSE will develop an IEP and implement all services, in compliance with all laws and regulations. In addition to reporting any prior IEP, upon enrollment we will request that parents share any information about 504s that their students many have had. The Dean of Student Supports will be responsible for confirming that all students’ legal rights under Section 504 are being met. Physical IEPs, progress reports, evaluations, annual reviews, and other documentation will be kept in a locked file cabinet in a secured office. These documents will be accessible only by the Head of School and Dean of Student Supports and to teachers on written request of records. Students who receive **related services** as part of an IEP or 504 will have access to contracted services throughout the school year. Our Social Workers will provide counseling at school. We will partner with the CSE to provide other required services such as, but not limited to, speech, occupational therapy, physical therapy, and paraprofessionals.

Special Education Program and Staffing. We will provide an excellent education for all students, including students with IEPs. We anticipate that 13% of our students will have special education needs, consistent with local district-wide data for female students in elementary school.¹⁶⁸ One cohort in each grade level will be designated as the Integrated Co-Teaching class and have a NYS Licensed Special Education teacher to provide special education services. This teacher will co-teach with content teachers to ensure that students have access to scaffolded supports that will empower them to experience the same student academic growth as general education students (see **II.C. Instruction**). SPED teachers will also coordinate pull-out groups for additional small group instruction and remediation of skills. Please see our special education staffing model and anticipated enrollment in **Figure 15** below. If our numbers are different than we have anticipated, we will adjust our staffing model to accommodate the needs of all learners.

Supports for ELLs/MLLs. In addition to supporting students with disabilities, we are committed to serving English Language Learners/Multilingual Learners which we anticipate will be 16% of our population. We have developed an English as a New Language (ENL) program in compliance with the Every Student Succeeds Act (ESSA). Our program is led by the Dean of Student Supports and our ELL Specialist teacher. For a full description of our ENL program, see **Attachment 13**.

Figure 15: Staffing Model and Anticipated Student Population

Year	Total Students	ELLs/MLLs	SPED	Staffing
2022-23	104	17	14	2 SPED Teachers, .5 ELL Teacher, .5 Dean Student Supports
2023-24	156	25	21	3 SPED Teachers, 1 ELL Specialist, 1 Dean Student Supports
2024-25	208	34	28	4 SPED Teachers, 1 ELL Specialist, 1 Dean Student Supports
2025-26	260	42	34	5 SPED Teachers, 2 ELL Specialist, 1 Dean Student Supports
2026-27	312	50	41	5 SPED Teachers, 2 ELL Specialist, 1 Dean Student Supports

Training. During Summer Institute, all teachers will receive training on how to access and read student IEPs and will be notified of students with ELL/MLL status. All teachers will sign off to confirm that they have read and understand the services related to each of their student’s IEPs.

¹⁶⁸ <https://data.nysed.gov/enrollment.php?year=2019&instid=800000050065>.

In addition, all general education teachers will receive training in the implementation of appropriate accommodations, modifications, and the tracking of IEP goals. Throughout the school year, teachers will receive continued coaching and support from their instructional leader on the implementation of supports for students with IEPs/504s. A portion of the teacher evaluation system will be based on the accommodations for and performance of students with IEPs/504s. If a student becomes eligible for an IEP/504 during the school year, teachers will read and sign-off to confirm their understanding. Teachers will also receive training on the best practices to support ELL/MLL students. Please see **Attachment 13** for more information on ELL/MLL teacher training and instruction strategies.

Teaching. General Education, Special Education, and ELL Specialist teachers will work together to deliver high-quality instruction to all learners. Teachers will collaborate to provide accommodations, modifications, and scaffolds to ensure that all students are able to access content. As described above, students with IEPs/504s will receive differentiated instruction, small group instruction, and high-quality teacher feedback. Teachers will review student performance data to assess the effectiveness of the current supports in place. Based on data review, supports will be adjusted to best meet the needs of students. The Dean of Student Supports will oversee the implementation of the program and the Annual IEP Review.

E. ASSESSMENT SYSTEM

At Innova Girls Academy, students will be equipped with the academic skills and problem-solving mindsets necessary to excel in school and career. To achieve our mission, we will start by ensuring that each student has a strong foundation of grade level standards mastery. To accomplish this, we need to know each of our student's mastery of the standards required for academic success in each grade level. We will backwards plan from the standards required in each grade level and incorporate assessments throughout the year that allow students, teachers, and families to know each student's current level of understanding and their growth needs.

Overview of Innova Assessment. We will collect data throughout the school year strategically to ensure our students and teachers are well informed on their progress towards their academic goals. On a weekly basis, students will set academic goals for their literacy, math, and computational thinking courses based on data from the previous week. In each class period, during student practice time, the teacher will conduct Active Monitoring circuits to assess student understanding and give feedback.¹⁶⁹ This will allow the teacher to catch any student misconceptions in the moment and to reteach any concepts that all students are struggling to master. Students will take an exit ticket that is aligned to the objectives of the lesson and a weekly quiz in each content area that is aligned with the New York State standards. Data collected from these assessments will be used to inform classroom differentiation strategies. We will also use summative interim assessments strategically throughout the school year to measure student progress. **Figure 16** below provides a summary of all our assessments. We will ensure validity and reliability by utilizing externally prepared assessments that come with our curriculum. All internally created will align to NYS exams and be reviewed by the Instructional Leadership Team.

Figure 16: Description of Assessments

¹⁶⁹ See **II.C. Instruction** for more information.

Assessment	Description and Use	Frequency
Exit Ticket	3-5 question assessment taken at the end of the class period aligned to the class period objectives. Teachers assess quality and accuracy of work to inform teaching practice and adjust curriculum to reflect student performance. Exit data is used in coaching conversations to improve teacher pedagogy.	Daily – ~5 min per class
Weekly Quiz	In grades K-1, student academic progress will be tracked weekly with sight word and math practice monitoring. In grades 2-6, once a week, staggered by content area, students will take a quiz that assesses student mastery of weekly objectives. Teachers will analyze data from the weekly quizzes to understand student mastery of previous week’s content and plan student groupings for the following week. Teachers will bring this data to each Wednesday PD to use for stack audits and grade team collaboration.	Weekly – ~20 min per week
Performance Task	Performance tasks will be internally created and developed from the Girl Scouts “Journeys.” Projects are completed at end of each computational thinking unit.	Every 5-8 weeks
Interim Exam	In grades 2-6, students will engage in assessments of key learning in a course, given at midpoint or endpoint; internally developed to align to NYS exams. Data collected from Interim assessments will be analyzed on staff PD Data Days and used to inform any modifications that should be made to the curriculum in order to prepare students for EOY exams.	Mid and end of trimester
End-of-Year Exam	Starting in 3 rd grade: students will take an internally designed and aligned to New York State exam in the grade and content area. Students will take each course’s exam at the end of the school year.	Annually
NWEA MAP	Nationally normed assessment that measures reading, math, and language levels/abilities. Adaptive assessment to more accurately assess exact scholar level. We will use the data to determine the specific supports for students in literacy and math.	Beginning, middle, and end of year
STEP¹⁷⁰ Literacy Benchmark	Assessments that are created externally and purchased to evaluate development reading level. Administered at the beginning of the year to assess incoming reading level, two times during the year to assess growth and develop targeted intervention groups, and at the end of year.	Four Times Annually
Grades 3-6: Common Core English Language Test	Comprehensive state assessments in English Language Arts aligned to NY State Common Core Standards. Method used to measure student mastery of English Language Arts standards compared to students across the state. Data will inform curriculum and differentiation for the following school year.	Annually
Grades 3-6: Common Core Mathematics Test	Comprehensive state assessment in math aligned to NY State Common Core Standards. Method used to measure student mastery of math standards compared to students across the state. Data will inform curriculum changes and differentiation for the following school year.	Annually

School Wide Analysis of Data. Professional development time will be used for data analysis and action planning. Teachers will meet during their planning periods to perform stack audits on exit tickets and will review weekly quiz data in content teams to plan adaptations to instruction and student intervention. Throughout the school year, we will engage in Data Days¹⁷¹ to assess student data from Interim, MAP, and STEP assessments and make strategic adjustments to meet student needs. While the scope of our assessments focuses on one school year, we will utilize student data from each school year to inform our work for the following school year. When our students complete kindergarten, we will use their end of year assessment STEP and NWEA Map data to strategically prepare our 1st grade curriculum to respond to their needs. End of year data

¹⁷⁰ STEP Assessment Kit as designed by University of Chicago: <https://uchicagoimpact.org/steptm-assessment-kit>.

¹⁷¹ For more detail, please see **Attachment 4c- Proposed First Year Calendar**.

will help us make needed adaptations to curriculum for the following year. **Access to Student Data.** We believe that the more access our stakeholders have to academic data, the more prepared we will be to support students in meeting their goals. Data will be available to **students** through our student website. Each week during advisory, students will access their data with the help of their advisor to set goals for the following week. **Parents** will have accounts on the student data website and will also receive an automated weekly email that shares student data. Parents will have access to summative data in Family Conferences at the end of each trimester. In monthly Board meetings, the HOS will provide **Board Members** with a report on student data from the previous month of instruction. Board members will evaluate the data to determine if the school is on track to meet the stated accountability goals.

F. PERFORMANCE, PROMOTION, AND GRADUATION STANDARDS

Our mission is to ensure that students have the academic skills to thrive as life-long learners – in high school, college, and beyond. We will work in partnership with students and families to ensure that students are acquiring new academic skills and demonstrating mastery of these skills on pace with their more affluent peers. To ensure that students are prepared to be problem-solvers and innovative leaders, we have rigorous promotion standards. We believe that it is in the best interest of students to stay with their entering class, and we will take all action possible to ensure this happens. However, we also recognize that students should not be pushed ahead to the next grade if they are not able to demonstrate mastery of New York State standards. By partnering a rigorous academic bar with individualized supports, we will help our students realize their own academic potential. Please see **Attachment 3** for our 6th grade Exit Standards. **Standards for Promotion.** In our Lower Academy, grades K-2, we will monitor student’s math and literacy progress to determine if a student has mastered the skills that are necessary to move on to the next grade. We will track progress and growth via STEP assessment performance as a key metric to determine readiness to move to on the next grade. In our Upper Academy, a student must demonstrate mastery of 70% or higher in each of their classes to be promoted to the next academic grade. We have aligned this standard with the average GPA that a student would need to gain admission to a NY State University. While their elementary transcript will not be included in their college application, we believe that in setting this standard for students in elementary school, they will build the academic habits that will be required to remain successful throughout the rest of their schooling. Throughout the year, advisors will do weekly grade check-ins with students. If the student’s grade falls below a 70% for two or more consecutive weeks, they will be considered promotion in doubt. When a student meets the promotion in doubt classification, they will be invited with their advisor and a family member to have a meeting with the HOS to develop an action plan for the student. The advisor will be responsible for sharing this action plan with the rest of the grade level team. In 6th grade, the exit standards reflect the level of rigor that will ensure students will graduate from our program prepared to excel in the middle and high school of their choice. Any student who demonstrates less than 70% mastery in one or more classes will be invited to Summer Academy. Each student will have the opportunity to retake the summative assessment for the classes for which they are enrolled. Students must demonstrate a mastery of 70% or higher in order to receive course credit and be eligible to be promoted to the next grade. The Head of School is responsible for all final promotion decisions.

G. SCHOOL CULTURE AND CLIMATE

Innova Girls Academy equips all scholars with the academic skills and problem-solving mindsets necessary to excel in the college of their choice and graduate as innovative leaders to make change in their communities. Students are seen, heard, supported, and affirmed as they develop individual identities as learners. Three frameworks will support the culture and climate of excellence at Innova Girls Academy: 1) **CREATE Core Values**, 2) **Social Emotional Learning Framework (SELF)**, and 3) **Self-Regulated Learning Practices**. We will ensure that students graduate from our program prepared as leaders, life-long learners, and problem solvers. Our school values are grounded in the strong habits of leaders. Our framework for social emotional learning serves to “integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges.”¹⁷² Our school expectations are grounded in self-regulated learning which will build the habits of life-long learners. We see direct alignment between these three frameworks. For example, the Core Value of Curiosity is aligned to the SELF competencies of Social Awareness and the Forethought Phase of self-regulated learning.

Innova Girls Academy Core Values. Our **CREATE** core values have been selected to support the development of our students as 21st century learners. **Curious** – We define curious as being eager to know or learn something. When students are curious, they are passionate about learning and nerdy about the acquisition of new knowledge.¹⁷³ **Resourceful** – We define resourceful as knowing what tools you have available to overcome difficulties. To become innovative leaders, students must know how to leverage the expertise of their community to work collectively towards an ambitious goal.¹⁷⁴ **Empathic** – We define empathic as the ability to relate to others who have different lived experiences, be supportive and understanding, and develop a morally ethical response to the experiences of others. We will graduate innovative leaders that care deeply about the communities within which they lead. When students are empathic, they will show care and compassion for each member of our community.¹⁷⁵ **Accountable** – We define accountable as being responsible for the actions required to be a strong community member. For our ambitious goals to be accomplished, stakeholders must be accountable for developing mindsets, performing tasks, and providing support related to the goals.¹⁷⁶ When students are accountable, they will demonstrate classroom behaviors that contribute to the intellectual community. **Tenacious** – We define tenacious as being persistent in our pursuit of excellence and utilizing grit and determination to reach our goals. When students are tenacious, they will show grit and determination to overcome any challenge.¹⁷⁷ **Enthusiastic** – We define enthusiastic as approaching the work with energy, interest, and positivity. Our mission is to prepare all scholars to be innovative leaders that bring confidence and energy to their work.¹⁷⁸ In **Figure 17**, the Innova Girls Academy values have been operationalized into staff, student, and family actions.

¹⁷² <https://casel.org/core-competencies/>.

¹⁷³ Pluck, Graham, and H. L. Johnson. "Stimulating curiosity to enhance learning." *GESJ: Education Sciences and Psychology* 2 (2011).

¹⁷⁴ Kennett, Deborah J., and Kateryna Keefer. "Impact of learned resourcefulness and theories of intelligence on academic achievement of university students: An integrated approach." *Educational Psychology* 26.3 (2006): 441-457.

¹⁷⁵ Feshbach, Norma Deitch, and Seymour Feshbach. "Empathy and education." *The social neuroscience of empathy* 85 (2009): 98.

¹⁷⁶ Ritchie, Donn, and Ron Thorkildsen. "Effects of accountability on students' achievement in mastery learning." *The Journal of Educational Research* 88.2 (1994): 86-90.

¹⁷⁷ Dweck, Carol S., Gregory M. Walton, and Geoffrey L. Cohen. "Academic Tenacity: Mindsets and Skills that Promote Long-Term Learning." *Bill & Melinda Gates Foundation* (2014).

¹⁷⁸ Glassman, Myron, and R. Bruce McAfee. "Enthusiasm: the missing link in leadership." *SAM Advanced Management Journal* 55.3 (1990): 4.

Figure 17: Innova Girls Academy Values in Action

Value	Staff Action	Student Action	Family Partner Action
Curious	We are nerdy about our content, lifelong learners, and share our content through a culturally relevant lens.	We ask questions to understand more about the topics we learn in school.	We will reach out to ask questions when we do not understand the expectations for our students.
Resourceful	We ask for help and will collaborate in daily meetings to leverage the expertise of each community member. We use the tools we have available.	We ask for help. We know that there are tools that we can use to be successful. We seek first to try out these tools.	We will use communication and progress updates from the school to talk to our students about their daily experience at school.
Empathetic	We seek to understand the perspective of each community member and demonstrate compassion by assuming the best intentions but holding each other accountable.	We ask questions to learn more about all people. We show care for one another in our thoughts, words, and actions. We think about the impact before we speak.	We share our hopes and dreams for our children with the school. We feel welcomed at school and wish to engage with the community.
Accountable	We are honest about the ways we need to grow. We engage one another in challenging conversations when needed. We make data driven decisions to better ourselves.	We come to school on time, in uniform, and with a desire to learn. We complete our homework. We acknowledge when we make mistakes and work to fix our mistakes.	We push our children to demonstrate school values at school and at home. We set aside a time and place for our students to complete their homework.
Tenacious	We relentlessly strive for excellence. We bring 100% of ourselves to the work. We will collect/analyze data to track our progress on goals.	We believe in our ability to succeed if we try. We give learning our 100% effort. We look to grow from mistakes	We model perseverance for our children by sharing with them our personal goals and the work that we do each day to meet these goals.
Enthusiastic	We will be energetic, joyful, and positive in our daily interactions. We embrace the quiriness of each person.	We bring energy and focus to our work. We celebrate people in our community for their progress.	We are excited to learn about what our students learn in school and celebrate their success at home.

Social-Emotional Learning Development. We will support the social-emotional development of our students to ensure they graduate from college as innovative leaders. We have aligned our CREATE core values with the Social Emotional Learning Framework (SELF).¹⁷⁹ SELF will guide our work with students to teach skills and habits related to social-emotional learning and development. During daily advisory time, teachers will engage students in SELF lessons. Figure 18 below shares the self-belief concepts that students will build towards as 1st graders and how these same concepts will develop for a 6th grade mindset. When teachers name the core values that students are demonstrating, they will also tie praise to SELF development.

Figure 18: Social Emotional Learning Framework

SELF	1 st Grade Students' Self Belief ¹⁸⁰	6 th Grade Students' Self Belief ¹⁸¹	CREATE
Social Awareness	"I like being around people who are like me and different from me, and I can be friendly to everyone."	"I am curious and want to know more about other people's histories and lived	Curious

¹⁷⁹ <https://casel.org/core-competencies/>.

¹⁸⁰ Developed from Teaching Tolerance Social Justice Curriculum and The Collaborative for Academic, Social, and Emotional Learning.

¹⁸¹ Developed from Teaching Tolerance Social Justice Curriculum and The Collaborative for Academic, Social, and Emotional Learning.

		experiences, and I ask questions and listen carefully and non-judgmentally.”	
Self-Management	“I will join with classmates to make our classroom fair for everyone.” “I know how to set a goal and make a plan.”	“I think about my actions and how they impact those around me.” “I know what I need to complete a task and I have a plan to get there.”	Resourceful
Relationship Skills	“I know when people are treated unfairly.” “I can and will do something when I see unfairness—this includes telling an adult.”	“I am concerned about how people (including myself) are treated and feel for people when they are excluded/mistreated because of their identities.”	Empathy
Responsible Decision Making	“I can feel good about myself without being mean or making other people feel bad.”	“I have the ability to make constructive choices about personal behavior and interactions based on ethical standards, safety, and social norms.”	Accountable
Mindset	“I know that my brain is a muscle that can grow.”	“I have a growth mindset.” “I know that I need to get better at this subject, but I am confident that with practice, I can grow my skills.”	Tenacious
Self-Awareness	“I know and like who I am and can talk about my family.”	“I know and like who I am and can comfortably talk about my family and myself and describe our various group identities.”	Enthusiasm

Self-Regulated Learning Practices. Our framework for self-regulated learning has been developed from the work of Zimmerman and Schunk who categorize self-regulation into three phases: the Forethought Phase which takes place before a task a person seeks to complete, the Performance Phase which takes place during the task, and the Self-Reflection phase which takes place after the task is completed.¹⁸² Practices in the Forethought Phase include task analysis and self-motivational beliefs, practices in the Performance Phase include self-observation and self-control, and practices in the Self-Reflection Phase include accurate self-judgement and reflection. Our expectations for students are grounded in these habits. We will provide our students with the foundational habits to empower them to be life-long learners, so we will teach and expect the behaviors of a self-regulated learner.¹⁸³ These expectations, detailed in **Figure 19** below, will also ensure that Innova Girls Academy is a safe and orderly environment for learning.

Figure 19: Student Expectations Through a Lens of Self-Regulated Learning

Forethought Phase	Performance Phase	Self-Reflection Phase
Students will: <ul style="list-style-type: none"> • Set goals • Listen to directions • Follow instructions • Meet clearly stated expectations • Bring schoolbooks, notebooks, pencils/pens 	Students will: <ul style="list-style-type: none"> • Work independently when instructed • Work collaboratively in a group when instructed • Sit with posture that demonstrates focus and raise hand to participate in class • Seek help from classroom resources including peers, text, computer-based research, teacher support 	Students will: <ul style="list-style-type: none"> • Use tools provided to track assessment performance • Track progress to goals • Reflect on academic and behavioral mistakes made • Develop a solutions-orientated mindset to address behavior and

¹⁸² Zimmerman, Barry J., and Dale H. Schunk, eds. *Self-regulated learning and academic achievement: Theoretical perspectives*. Routledge, 2001.

¹⁸³ Pintrich, Paul R., and Elisabeth V. De Groot. "Motivational and self-regulated learning components of classroom academic performance." *Journal of educational psychology* 82.1 (1990): 33.

<ul style="list-style-type: none"> • Arrive in uniform • Arrive to school on-time • Study for assessments 	<ul style="list-style-type: none"> • Persist through challenging content by seeking help or using a new method to solve • Advocate for extra help 	<ul style="list-style-type: none"> academic areas of growth • Take accountability for mistakes and grow
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Establishing a Safe and Orderly Environment. We believe that our student expectations will ensure a safe and orderly environment. To ensure that students are taught and supported to demonstrate the expected behaviors, the staff commits to 1) proactively work to set students up to achieve behavioral expectations, 2) provide clear expectations at all times, and 3) utilize least invasive behavior management strategies to guide students towards expected behaviors.

Structured Environment. We know that all students can meet our behavioral expectations if we provide them with a structured environment in which to thrive. We will develop school-wide systems that facilitate a consistent, calm, and structured student experience across classrooms. For example, students will use consistent hand signals to indicate if they need something across all classrooms. We will develop verbal and visual cues for volume levels during discussion. Teachers will assign seats in each classroom, so that students work with intentionally selected peers that will support learning. Each class will start with a do now and end with an exit ticket so that students know their role at the start and end of class. This will allow for students to feel safe in a predictable and calm environment. Students will participate in a New Student or Returning Student Orientation which teaches and reviews the school-wide systems each year.

Clear Expectations. Staff members will enable students to be successful in reaching a high bar of behavioral and academic excellence by providing clear expectations for students throughout the school day. When a teacher gives directions, they will be as specific as possible using the What To Do framework.¹⁸⁴ Teachers will tell students how much time they have for each new activity, clear and simple directions for getting started, and the volume expectations. During both collaborative and independent work time, teachers will have a timer projected on the board. Teachers will use visual cues with directions to ensure that all students know and are reminded of them. We believe that students will meet expectations when there are clear directions on how.

Least Invasive Strategies. Least invasive strategies for behavior management help students exhibit on task behaviors in class without disrupting learning.¹⁸⁵ Teachers will utilize a variety of least invasive techniques to set students up for success. For example, teachers will use positive narration to remind students of the expected behavior and highlight the students who are demonstrating these behaviors. They will use proximity to students when giving directions to help them focus on what is expected. If several students are not meeting the expectation, the teacher will use a whole class redirection to clarify. If a student is not meeting the stated expectation, the teacher will give a quick, private redirection to the student and then will give her space and time to correct her behavior. Teachers will give directions to students and then scan to ensure that 100% of students are meeting the academic and behavioral expectations. If students repeatedly struggle to demonstrate the expected behavior, they will receive Tier 2 and 3 behavioral supports.¹⁸⁶ Students who consistently need additional behavior support will be referred to the Student Support Team. Please see **Attachment 4** for our Student Discipline policy.

¹⁸⁴ <https://teachlikeachampion.com/plugandplay/whattodo>.

¹⁸⁵ <https://teachlikeachampion.com/plugandplay/leastinvasiveintervention>.

¹⁸⁶ For more detail, please see **II.D. Special Student Populations and Related Services**.

H. SCHOOL SCHEDULE AND CALENDAR

Calendar. We have developed a school calendar for the 2022-23 school year to provide a high-quality education to our first cohort of students that sets them on the path to become innovative leaders. Our annual school calendar is provided in **Attachment 4c**. In our mission to provide an education that equips our scholars with the academic skills and problem-solving mindsets necessary for success in a technology driven future, we have committed to rigorous instruction, individualized supports, and capitalizing on every moment of school. Our calendar has been designed to prioritize each of our key design elements. We have extended our school year to include about 187 instructional days. With more than a week of additional instructional days compared to RCSD, we will provide more opportunities for scholars to engage with rigorous content. In our first year, we plan to start with student orientation on Aug. 24th and end on June 23rd. We will observe all national holidays in accordance with the Rochester City School District. We have organized the school year into trimesters. Starting in 3rd grade, in each trimester, students will take one midterm and one end of trimester exam aligned to the NYS assessments.

Professional Development. Rigorous instruction will require excellent teaching. We have committed to developing our teaching staff through robust professional development. In year 1, we will begin the school year with 18 days of professional development. Throughout the first school year, we will engage in an additional 9 full days of development. In our professional development days, we will work as a team to study data, pedagogical practices, and school culture. Finally, on each Wednesday we will dismiss students at 1:50pm to engage in an additional 2.5 hours of development (for more information see **III.D. Staff Development**). In total, we will spend over 300 hours in professional development throughout the school year. **Data Days.** Nine of the professional development days will be used as Data Days during which we will evaluate data that has been collected from the interim, MAP, and STEP assessments. Teachers will bring graded assessments to the session and will work in content teams to review the trends from the data. We will use the data to inform instructional shifts that need to occur to remediate for any standards that were not mastered. Additionally, we will use data to determine the individualized, tiered supports that each student may need to continue to grow. For more information, please see **II.D. Special Student Populations and Related Services**.

Commitment to Family Partnerships. We will provide opportunities throughout the year for the families of our students to engage with the school community. Before the school year begins, our leadership team will visit each of the homes of our students. In this home setting, we will build initial relationships with the student and their family. We will also give students a baseline assessment in literacy and math. We will share the Family Handbook and review key components of our school. At the start of the school year, we will bring families together for a Family Orientation. Throughout the school year, we will hold Family Engagement nights for parents to meet with teachers and discuss relevant topics. Three of the Parent Engagement nights will be utilized as Family/Teacher conferences where advisors will review student data with the families.

Daily Schedule. Our schedule is designed to give students access to an extended day with excellent academics and character development. The sample student weekly schedule is provided in **Attachment 4a**. Arrival and breakfast take place each day from 7:40am and instruction begins at 8:00am. School dismisses at 4:20pm every day of the week except Wednesdays. On Wednesdays, students will dismiss at 1:50pm to allow for two and a half hours

of professional development for our staff once a week. Compared to the average school day length in the Rochester City School District of 6 hours and 30 minutes,¹⁸⁷ Innova Girls Academy students receive an additional 8 hours of instruction each week. With the additional time each week and extra school days, our students will receive approximately 45 extra days of high-quality instruction a year compared to their peers in local district schools. If a student attends Innova Girls Academy from K-6th grade, they will have experienced an additional 315 days of instruction.

Typical School Day. All students will begin their day with breakfast and our school wide morning meeting. Students in the Lower Academy will begin with a 20-minute classroom morning meeting and then will jump into three, 30-minute, literacy rotations. They will then move into 20 minutes of Calendar Math followed by 60 minutes of Math Instruction. Students will have 20 minutes of STEAM play where they will be encouraged to explore and collaborate with STEAM play objects. Students will have 40 minutes for Lunch and Advisory which will include Girl Scouts programming and additional play time. Students will have 40 minutes for Cognitively Guided Instruction Math followed by 20 minutes of Read Aloud. Students will then have 60 minutes of Writer's workshop, 40 minutes of Science, and 40 minutes of STEAM. The day will end with 20 minutes of Math Workshop for leveled math practice. Finally, students will have 20 minutes for a Closing Circle and Pack-Up. For an example student schedule for the Lower Academy, please see **Attachment 4a**. Students in the Upper Academy will take two ELA classes and three math classes each day. Students will spend 100 minutes in Writer's + Reader's Workshop and 100 minutes in Novel Study + History. Students will take 60 minutes of math instruction each day, along with 40 minutes of Cognitively Guided Instruction and 40 minutes of Mathematician's Workshop. Additionally, students will have 40 minutes of science and 40 minutes of STEAM every day. Finally, students have a 40-minute elective period and 40-minute advisory period each day. The elective will alternate between an art form and physical activity. In advisory, students will eat lunch and work through advisory curriculum developed from Girl Scouts and SELF curriculum. Students will receive differentiated instruction through the workshop periods. Students will remain in their classrooms with teachers rotating between to cut down on transition time between periods. For an example student schedule for the Upper Academy, please see **Attachment 4a**.

Wednesday Schedule. On Wednesdays, students will dismiss at 1:50pm to allow for 2.5 hours of teacher professional development. In Lower Academy, students will have 60 minutes of Math, Writing, Science/STEAM, and 70 minutes of Literacy Rotations. In Upper Academy, students will have a 60-minute class period for each of the core content areas: ELA, math, science/STEAM, and a 70-minute Review Period. Students will meet for lunch and advisory before transitioning to close the day in Community Circle. This Community Circle will be a moment of celebration for the school to shout-out scholars who have exhibited our core values throughout the previous week. We will also celebrate student academic excellence and growth along with attendance. Please see **Attachment 4a** for a student sample of the Wednesday schedule.

Teacher Schedule. Teachers will spend approximately 300 minutes of teaching and 60 minutes of facilitating time with students, including arrival/dismissal posts each day. Teachers will also cover an advisory period which includes monitoring 10 students at lunch and teaching the advisory curriculum. Additionally, teachers will have approximately 180 minutes of preparation

¹⁸⁷ <https://www.rcsdk12.org/calendar#calendar409/20200406/month>.

and planning time each day. This time will be used for teachers to intellectually prepare their lessons, analyze student data, and meet with their instructional coach. In our weekly professional development, teachers will meet in grade level teams and content teams to review data and curriculum in preparation for the upcoming week’s lessons. A sample teacher’s schedule is available in [Attachment 4b](#).

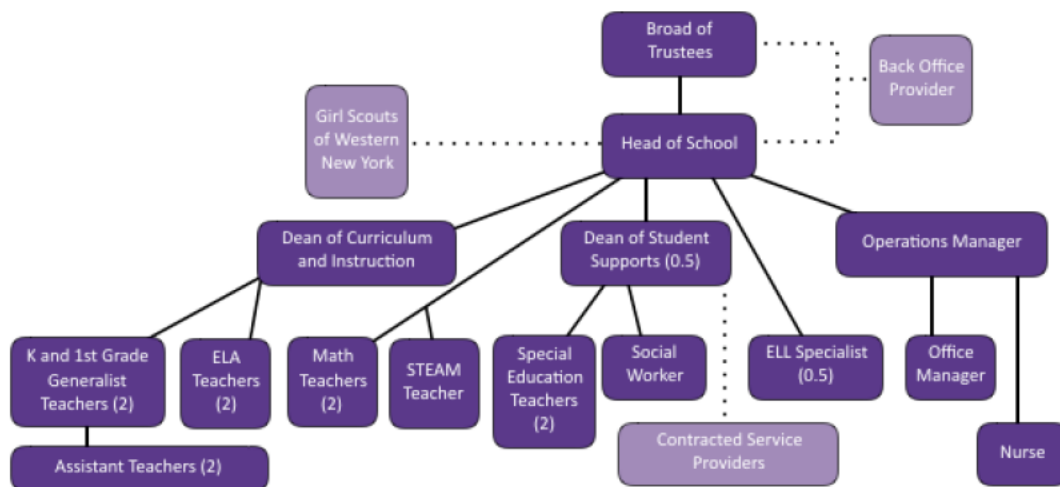
III. ORGANIZATION AND FISCAL PLAN

A. ORGANIZATIONAL STRUCTURE

Innova Girls Academy’s organizational design ensures that we fulfill our promise to provide a supportive educational environment that empowers young women in Rochester to excel as leaders in STEAM. In our first year of operation, we will have 18 FTEs along with a Back-Office Provider and additional contracted service providers. With 104 students in year one, we will hire enough teachers to fill our Lower School’s two teacher model. By our fifth year of operation, we will serve 312 students in grades K-5. At this point, our staff will have grown to include 42 FTEs. Throughout the growth and development of Innova Girls Academy, we are committed to hiring, developing, and retaining excellent staff members who bring the vision of Innova to life.

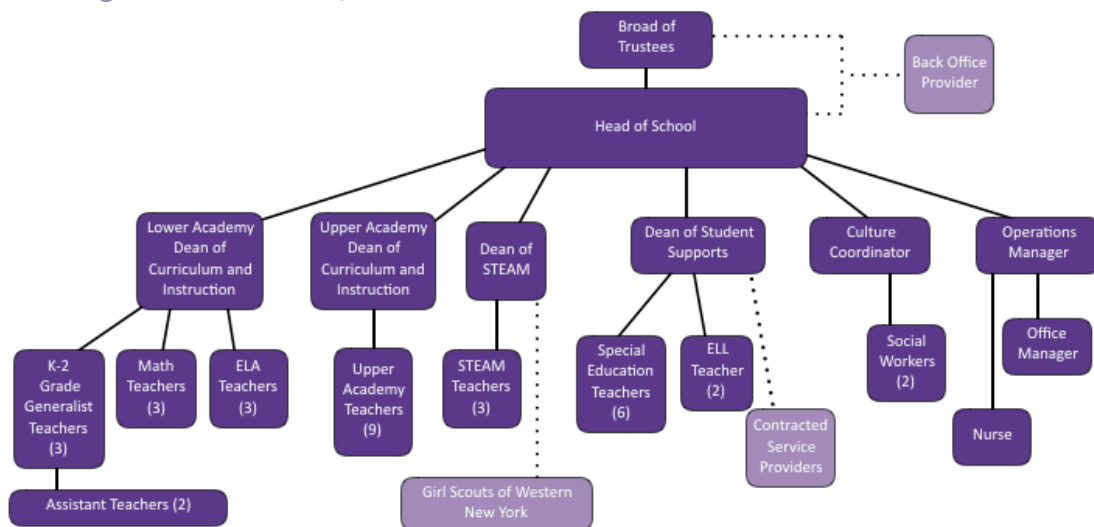
Year 1, 2021-2022. The Head of School (HOS) will report to the Board of Trustees who will govern the school through academic, fiscal, and organizational oversight. The HOS will manage the staff, which will include 18 FTEs. The organizational chart is outlined in [Figure 20](#). The Board of Trustees will hire the Back-Office Provider who will support the HOS and Operations Manager with day to day finances and reporting. The HOS will manage the Dean of Curriculum and Instruction (DCI), the Dean of Student Supports (DSS), and the Operations Manager. The DCI, HOS, and DSS will own the instructional vision for the school as the Instructional Leadership Team. The HOS will also oversee the partnership with the Girl Scouts of Western New York. In year 1, the DCI will be the instructional supervisor for six teachers including the K-1st grade generalist teachers, ELA teachers, and 2 assistant teachers. The HOS will manage the three math and STEAM teachers. The DSS will manage the two special education teachers, the social worker, and contracted service providers. The Operations Manager will manage the nurse and the Office Manager.

Figure 20: Organizational Chart, Year 1



Year 5, 2025-2026. In year 5, our school will serve 312 students in grades K-5. The Head of School (HOS) will still oversee the academic, cultural, and organizational vision for the school and will report to the Board of Trustees. All Dean/Director positions will report to the HOS. The Instructional Leadership Team (ILT) will be made up of the HOS, the Lower and Upper Academy Deans of Curriculum and Instruction (DCI), the Dean of STEAM (DSTEAM), and the Dean of Student Supports (DSS). In weekly ILT meetings, the full group will meet to review school wide student data and reflect on the priorities for on-going teacher development. The Student Support Team (SST) will be made up of the HOS, the DSS, and the Culture Coordinator. The SST will reflect on the school wide culture data including attendance, behavioral referrals, and advisory implementation. The Lower Academy DCI will coach the 11 Lower Academy teachers which includes 9 teachers and 2 assistant teachers. The Upper Academy DCI will coach the 9 Upper Academy teachers which includes 3 math teachers, 3 ELA teachers, and 3 history/elective teachers. The DSTEAM will coach 3 STEAM teachers and will oversee the partnership with the Girl Scouts of Western NY. The DSS will coach 6 special education teachers, two ELL Specialists, and will coordinate with contracted service providers. The Culture Coordinator will oversee the work of 2 social workers and lead Tier 3 behavioral supports. The Operations Manager will oversee the Office Manager and the nurse, manage the daily operations of the school, and will coordinate with the Back-Office Provider to manage the finances of the school.

Figure 21: Organizational Chart, Year 5



B. BOARD OF TRUSTEES AND GOVERNANCE

Roles and Responsibilities. The Board of Trustees will govern Innova Girls Academy. If authorized, the charter will be granted to the Board who will be responsible for hiring the Head of School. The Board will delegate the management of the school to the HOS who will be responsible for hiring the remaining staff members. The Board will hold the HOS accountable for the overall performance of the school and will do so in alignment with the New York State Charter School Performance Framework. The Board will have responsibilities including performing academic and fiscal oversight, hiring a Back-Office Provider, contracting for an annual audit, approving the annual budget, approving board and school policies, and fund development. **Board Size.** The Board will be no smaller than 7 members and no larger than 15 members. We will strive

to keep an odd number of members on the Board for the purpose of voting. The Founding Board has 12 members and, upon authorization, will seek to add at least one Trustee. **Trustee Recruitment: Qualifications, Selection, and Election.** Upon authorization, Board members will be responsible for the recruitment and selection of new Board members. The Board will bring in new individuals that have demonstrated alignment to the mission. The Board will also prioritize the recruitment of Rochester residents who have demonstrated a commitment to the population of students that we will serve. Once identified, Board candidates will meet with at least the Chair and Vice Chair, along with the HOS. The HOS will have the opportunity to provide feedback to the Chair and Vice Chair on the candidate but will not have a vote in the final decision for Board candidacy. As outlined in the Board By-Laws in **Attachment 5b**, approving new members requires a 2/3rds vote. Each founding member went through a rigorous selection process that included conversations with the Lead Founder, Lindsay Swanson, and a Board Governance coach from BES. Founding Board members were selected after evaluating their alignment to our mission, demonstrated commitment to the Rochester community, and relevant skills/expertise. **Member Terms and Ex Officio and/or Representative Positions.**¹⁸⁸ Trustees shall serve a term of three (3) years from the date of their appointments, or until their successors are seated. A full three-year term shall be considered to have been served upon the passage of three (3) annual meetings. After election, the term of a Trustee may not be reduced, except for cause as specified in the By-Laws. No Trustee shall serve more than two (2) consecutive terms. Trustees shall serve staggered terms to balance continuity with new perspectives. The initial Board shall consist of at least two Trustees who will serve a one-year term (ending in Fall 2023), at least two Trustees who will serve a two-year term (ending in Fall 2024), and at least three Trustees who will serve a three-year term (ending in Fall 2025). There will be no Ex-Officio or Representative positions. **Structure of the Board: Officers and Committees.** The Board will have the following officer roles: Chair, Vice Chair, Treasurer, and Secretary. The Board will also be comprised of three committees: Academic, Finance, and Governance. The Academic Committee will be responsible for overseeing the academic outcomes of the school and will hold the school accountable to the NYS Performance Framework. The Academic committee will be led by the Trustee with the greatest experience in school management. The Finance Committee will be responsible for providing fiscal oversight in alignment with the NYS Performance Framework and will be led by the Treasurer. The Governance Committee will be responsible for providing organizational oversight in alignment with the NYS Performance Framework along with ensuring compliance to all local, state, and federal laws. The Head of the Governance committee will be the Chair. The Chair will also be responsible for leading monthly meetings of the Full Board, overseeing the recruitment of new Board members, and addressing any Board member concerns such as Conflict of Interest violations. Monthly, committees will meet to review school data and report out to the full Board. Upon authorization, the Founding Board will vote to approve our By-Laws and the proposed slate of Officers. The Board may create Task Forces over the duration of the charter to address specific school needs. If authorized, the Board will form a Student Recruitment Task Force that will develop the strategy for the recruitment and enrollment of the founding students. **Conduct of Board and Committee Meetings.** In accordance with our By-Laws, the Board will meet 12 times per year. Board members will be notified of meeting date and time at least 30 days in advance

¹⁸⁸ Member Terms are informed by the terms provided from Creo College Prep Charter School.

and will be provided with a written agenda with enough notice to prepare for the meeting. Committees will meet at least 10 times per year. Committees report out to the full Board at the monthly meetings. The Board will comply with Open Meeting Law. **Process to Govern Multiple Schools.** Not applicable. **Process to Promote Parental and Staff Involvement in School Governance.** The Board is committed to engaging stakeholders to ensure that decisions being made are in the best interest of the staff, students, families, and the Rochester community. The Board will review data from the bi-annual survey which will be completed by staff, students, and families. At each Board meeting, Trustees will provide opportunities to hear from stakeholders in the form of public comment. When relevant, Task Forces will directly seek feedback from stakeholders. **Adherence to Open Meetings Law.** The Innova Girls Academy Board of Trustees will comply with all Open Meeting Law.¹⁸⁹ This includes holding meetings in spaces that are publicly accessible and giving public notice of all Board meetings. The meeting schedule will be published in July of each year and will be posted on the school website and printed at the school location. Upcoming meeting notices will be shared and published with local media sources such as in the local paper and shared with Rochester community organizations. Minutes from completed meetings will be made available to the public. All executive sessions shall be conducted as part of an open meeting and will not be considered separate meetings. An executive session may be called via motion, which must identify the general area(s) to be considered and be approved with a majority vote by the Board. In compliance with NYS Open Meeting Law, the Board may vote to move into an executive session if discussing topics related to, but not limited to, the following: contract negotiations or personnel/student matters requiring privacy and/or confidentiality.¹⁹⁰ All Trustees may participate in the executive session, and the Board may authorize others to be present as well. No votes will take place during an executive session. **Board Training and Development.** The Founding Board of Trustees has engaged in training and development since January of 2020. This training has included monthly meetings to discuss the vision, community engagement, and development progress of Innova. Additionally, all proposed Board members have engaged in a book study of Charter School Board University which provides a comprehensive introduction to effective charter school governance.¹⁹¹ The Board met for a two-part Board Retreat to further develop best practices in governance and analyze the demonstrated need in Rochester, the feedback from community engagement, and the development of the charter application. **Proposed Members of the Initial Board of Trustees.** We are proud to present a diverse team of Rochester professionals as our Founding Team. Representing a variety of expertise and experiences, the Founding Team is committed to the Rochester community and are honored to represent a school that seeks to change the narrative for what is possible for our city's girls. In alignment with our focus on all-girls STEAM education, our team includes a top executive from a Rochester STEAM company, a female CEO in the field of construction, and a member of the senior management team at the GSWNY. We sought to build a team of individuals with aligned education experience, particularly in Rochester K-6 education. In total, our team has over 75 years of educational experience in low-income, K-12 urban settings. To effectively perform financial oversight, we sought to build a team

¹⁸⁹ <https://www.dos.ny.gov/coog/openmeetlaw.html>.

¹⁹⁰ Ibid.

¹⁹¹ Carpenter, Brian L. Charter school board university: An introduction to effective charter school governance. National Charter Schools Institute, 2007.

that includes extensive experience in finance. Our Trustees have a combined total of more than 40 years of the management of funds. Multiple Trustees have led multi-million-dollar fundraising initiatives and have facilitated extensive community engagement work in Rochester. Trustees hold graduate degrees in strategic leadership, business admin, law, education, and engineering. For bios of each Board member, please see Section I.D. **Applicant Group History and Capacity**.

Figure 22: Founding Board

Name	Position	Committee Designation	Skillset
Kyle Banks	Treasurer	Finance	Finance, Community Engagement
Melanie Bloodworth	Trustee	Academic	Nonprofit Partner, Education
Robert Cain	Trustee	Finance	Real Estate, Public Relations
George Daddis	Trustee	Finance	Fundraising, STEM Expert
Linda Dickey	Trustee	Academic	Education, Community Engagement
Cassie Fields	Trustee	Finance	Finance, Accounting, CPA
Andrea Garfield	Trustee	Academic	Education, SPED
Jonathan Nwagbaraocha	Chair	Governance	Law, Strategic Planning
CaTyra Polland	Trustee	Governance	Community Engagement
Abigail Reinhard	Trustee	Governance	Fundraising, Marketing
Veronica Vargas	Secretary	Academic	Education, Community Engagement

Academic Oversight. The Board of Trustees will perform academic oversight to hold Innova Girls Academy accountable for excellent student academic outcomes. The Academic Committee will lead this oversight and will use the New York Charter School Performance Framework to evaluate data from the school monthly. School management will prepare and provide access to an Academic Dashboard that will be populated with relevant student data including, but not limited to, student enrollment and attendance, baseline assessment data, literacy assessments, interim assessments, and final exams. In reviewing data, the Academic Committee will evaluate if students are making adequate progress towards academic goals aligned to the Charter School Performance Framework. If the Board were to find that students were not making progress towards these academic goals, the Academic Committee would work directly with the Head of School to plan a response. If low achievement and growth continues, the Academic Committee may consider hiring a consultant to offer support strategies. If low performance is persistent across multiple school years, the Board of Trustees may take action to replace the Head of School. The Academic Committee will report out to the Board at each meeting of the full Board. **Financial Oversight.** The Board of Trustees will perform fiscal oversight to hold the school accountable for fiscal responsibility and soundness. The Finance Committee will lead this oversight and will use the New York Charter School Performance Framework as a guide to evaluate financial data from the school monthly. On an annual basis, the Finance Committee will work with the HOS and Back-Office Provider to prepare the annual budget, ensuring that it is balanced, assumptions are sound, detailed, and conservative, it is mission aligned, and it supports the needs of all students. The Finance Committee will then present the draft budget to the full Board for discussion, review, and approval. The Finance Committee will also contract with an auditor to conduct an external audit. On a monthly basis, the Finance Committee will examine monthly financials presented by management and report out to the full Board. The Finance Committee will review documents prepared by the Back-Office Provider such as bank and income statements, budget to actuals, cashflow, and three-month projections. The HOS will provide the Finance Committee with a

narrative for variance from the budget exceeding 10%. On an ad-hoc basis, the Board will approve purchases over \$5,000, co-sign checks over \$5,000, and approve any debt that the school would take on, such as a mortgage. **Organizational Policies.** Upon authorization, the Board will approve key policies for Board operation which include Board By-Laws, fiscal policies (inclusive of signatories and segregation of duties), and conflict of interest/code of ethics policies and vote to approve officers and committees. Throughout the planning year, the Founding Board will continue to approve policies in preparation for the opening of the school. These policies will include personnel and non-discrimination policies, the employee manual, and student and family handbooks. Policies will be drafted, submitted to the appropriate committee for review, and then submitted to the full Board for review, discussion, and approval by a 2/3rds vote. **Fund Development.** The Innova Girls Academy Board of Trustees will be responsible for leading Fund Development. In the first five years of operation, we have included a conservative goal of fundraising \$35,000 each year. **Accountability.** The Board is well versed in the New York Charter School Framework. Committees are prepared to hold the school accountable to all components of the Framework, which has been divided across committees such that there is a division of responsibility in overall accountability. With our mission-driven committee structure, the Board will ensure that all forms of accountability are carried out to the highest level of oversight.

C. MANAGEMENT AND STAFFING

Innova Girls Academy will employ 18 full time employees in Year 1 and will grow to 42 employees in Year 5 when the school serves 312 students. The full staffing plan over the initial charter term is available in **Figure 23**. Our staffing plan was developed to implement our key design elements and meet the needs of all learners. Our staff grows as we add each new grade level. We will add leadership roles to continue implementing our vision of academic excellence at every grade level.

Figure 23: Proposed Management and Staffing Chart

Positions	Avg. Starting Salary	FTE				
		Year 1	Year 2	Year 3	Year 4	Year 5
Head of School	100,000	1	1	1	1	1
Lower Academy Dean of Curriculum and Instruction	85,000	1	1	1	1	1
Upper Academy Dean of Curriculum and Instruction	85,000	0	0	1	1	1
Operations Manager ¹⁹²	55,000	1	1	1	1	1
Dean of Student Supports	75,000	.5	1	1	1	1
Culture Coordinator	50,000	0	0	0	0	1
Dean of STEAM	75,000	0	0	0	1	1
Office Manager	40,000	1	1	1	1	1
General Education Teacher	55,000	6	9	12	15	18
STEAM Teacher	60,000	1	1	2	2	3
SPED	60,000	2	3	4	5	6
ELL Teacher	60,000	.5	1	1	1	2
Social Worker	56,000	1	1	1	2	2
Teacher Assistant	40,000	2	2	2	2	2

¹⁹² We plan on adding a Director of Operations in Year 6.

Nurse	40,000 ¹⁹³	1	1	1	1	1
Total Number of Staff		18	23	29	35	42

Head of School. The Board of Trustees will hire the Head of School (HOS). The Board will hold the HOS responsible for implementing the Innova Girls Academy mission and vision. This will include managing the academic program and ensuring that students are making substantial progress towards their goals throughout the year. The HOS will recruit teachers, lead professional development, supervise/evaluate teachers, and select/develop curriculum. The HOS will coach STEAM teachers in the first few years of operation, all dean and director positions, and the Operations Manager. The HOS will oversee the staff in building strong relationships in the community to recruit/retain students. The HOS will also oversee the Operations Manager in their operations responsibilities including managing funds and adhering to all local, state, and federal law and policy. The HOS will set and lead school-wide priorities and will establish a vision of excellence for student and staff culture. Finally, the HOS will ensure that the five key design elements live out in the school: providing access to STEAM education, inspiring leadership development within the all-girls setting, delivering rigorous education, providing individualized support, and making every moment matter.

Academic Leadership. The Academic Leadership team will be responsible for ensuring that all students have access to rigorous and engaging curriculum. The **Lower Academy Dean of Curriculum and Instruction** (DCI) role begins in year 1. The DCI holds the vision for academics and instruction for grades K-2, including ensuring that students are building strong foundations in reading, writing, and math. In year 1, the DCI will manage 6 teachers. By year 5, the DCI will manage 11 teachers. This DCI will hold a NY State Teaching Certificate and will have at least 4 years of teaching and 2 years of teacher coaching experience prior to being hired. The **Upper Academy Dean of Curriculum and Instruction** role begins in year 3. Ideally, this individual will be one of our founding NY State Certified teachers who moves with our Founding Class of students into the Upper Academy and is prepared to take on the DCI role. This DCI will hold the vision for academics and instruction in grades 3-6 which must create the kind of academic success in middle school that allows students to flourish in high school, college, and beyond. This DCI manages 3 teachers in year 3 and manages 9 teachers in year 5. The **Dean of STEAM** role begins in year 4. This role will hold the vision for excellence in STEAM education across grades K-6. The Dean of STEAM will manage all 3 STEAM teachers and will also coordinate with the Girl Scouts of Western New York to implement the computational thinking, science, and advisory classes. The Dean of STEAM should have the appropriate NY State Teaching Certificate or relevant field experience.

Student Support Leadership. The Student Supports Team will be responsible for ensuring that all students have access to individualized instruction that supports their personal mastery of content. Additionally, the team will manage staff/student culture to develop a community of sisterhood that praises collaboration, academic risk taking, and hard work. The **Dean of Student Supports** (DSS) position begins in year 1 as a .5 position and the other .5 of this employee’s role will be as the ELL Specialist. In year 2, the DSS role will become full time and we will hire a full time ELL Specialist. The DSS will hold the vision of excellence for individualized student support, particularly for those with special needs and those identified as ELLs/MLLs. In year 1, this

¹⁹³ Please see III.H. **Non-Academic Operations** for more information on our anticipated source of health services.

individual will also be responsible for delivering ELL instruction and will manage 2 special education teachers. Each year, the DSS will coach one additional teacher until the school is fully grown with seven SPED teachers and two ELL teachers. This individual will be certified in Special Education and in ELL/MLL instruction. The **Culture Coordinator** role will begin in year 5 to own the vision for school culture. The Culture Coordinator will ensure that our CREATE values are present in our school community and lead the Collaborative Problem-Solving Process with students and teachers when lagging skills are identified for a student. This role will oversee the work of the two social workers and be responsible for managing strong family and school partnerships, supporting advisors in their outreach to families, and tracking weekly communication. Prior to this, culture will be managed collectively by the Innova leadership team.

School Operations. The Operations Manager will be responsible for the execution of systems to maximize instructional time at Innova Girls Academy. This means that our teachers have access to systems that support and streamline their work so that they can spend more time focusing on excellent teaching. The operations of the school will be split between the Operations Manager and the Head of School. The Operations Manager will take on more and more operations responsibilities from Year 1 to Year 5. Our Operations Manager will become a full Director of Operations in year 6.¹⁹⁴ The Operations Manager will hold the vision for efficient systems that streamline daily activity, including facilities management, finances, enrollment, HR, nutrition, and materials management. The Operations Manager will manage the nurse and the Office Manager.

Proposed School Leader. The Board intends to hire Lead Founder, Lindsay Swanson, as our founding Head of School. It is critical that the leader of the school is mission aligned, speaks to a clarity of vision, and can lead a team towards ambitious goals. The Board believes that Ms. Swanson's career demonstrates both a consistent commitment to expanding access to high-quality science education and her ability to execute on the mission. Ms. Swanson has served as a science classroom teacher, department chair, and director of curriculum throughout her career in New York City. Ms. Swanson has sparked scientific curiosity in more than 1000 NYC students and expanded access to CS throughout a 21-school charter school network. With family roots in Rochester, she was eager to bring her educational expertise to Rochester and develop the model for a school designed with and for the community. Partnerships with community leaders and parents have allowed her to understand the historical context of charter schools in Rochester while also bringing the successful experiences of prior charter school experience, where there was a 100% student graduation rate and 82% persistence rate through 4 years of college. Through the BES Fellowship, Ms. Swanson has spent over 600 hours in training on leadership, charter school management, school finance and operations, and instructional programming, and has visited over 40 high-performing charter schools across the country. Through the Fellowship, Ms. Swanson has built strong relationships with highly successful leaders in her month-long residency at Springfield Prep. Ms. Swanson will continue to receive BES support in Follow-On Support.

Innovative Staffing Model in the Lower Academy. To build strong foundational skills in literacy and math starting in kindergarten and 1st grade, we have developed an innovative approach to instruction that ensures teacher collaboration and co-teaching to bring high-quality education and support to scholars. This model will lead to strong vertical and horizontal alignment across

¹⁹⁴ If the budget allows and depending scope of responsibility, this role may be promoted to Director before year 6.

our students' full K-6th grade experience. In our first year, each of our four cohorts of 26 students will have a designated generalist teacher that works only with those 26 students. Our SPED certified teachers will teach the one cohort in each grade that is the designated ICT class. The generalist and SPED teachers will coteach ELA and math with the grade level content specialist. These grade level specialists will work with both cohorts of students and will be experts in math or ELA for their assigned grade levels. The STEAM teacher will teach computational thinking and science courses across the four cohorts. Finally, a teaching assistant in each grade will support the work of each grade team and will have the opportunity to develop their own practice as an instructor to grow into a full-time teaching role in the following academic year. This model will continue with each additional grade. For a visual model, please see **Figure 24** below.

Figure 24: Innova Staffing Model

K Grade Cohort A	K Grade Cohort B	1st Grade Cohort A	1st Grade Cohort B
K Grade Generalist	K Grade SPED	1st Grade Generalist	1st Grade SPED
K Grade ELA Specialist		1st Grade ELA Specialist	
K Grade Math Specialist		1st Grade Math Specialist	
STEAM Teacher			
K Teaching Assistant		1 st Grade Teaching Assistant	

Management and Staffing Plan for Serving All Students. We are committed to providing a high-quality education to all students, including ELLs/MLLs and students with special education needs. We have developed a staffing plan that will respond to the needs of all students. Mirroring the student population in RCSD, we anticipate that approximately 9 of the 52 students in each grade will be students with special education needs.¹⁹⁵ Each grade will have one New York State Certified SPED teacher who will co-teach with the general education teacher in the ICT cohort of each grade. This teacher will ensure that students have access to scaffolded supports that will empower them to experience the same student academic growth as general education students. For more information on Special Education, please see **II.D. Special Student Populations**. To support ELLs/MLLs, we will hire an ESOL certified instructor who will work as our ELL Teacher. The ELL Teacher will push into classrooms during literacy periods to support ELLs/MLLs as they work to develop English proficiency. More information on the staffing to support ELL/MLL instruction can be found in **Attachment 13**.

Recruiting and Retaining High Quality Teachers. We recognize that, compared to other New York State cities, the pool of teachers is smaller in Rochester. We will work strategically with local universities to recruit high-quality teachers. We anticipate that many of our teachers will be new to teaching and we have developed a comprehensive teacher development plan to help teachers grow quickly.¹⁹⁶ We will also identify individuals who hold BA/BS degrees but who are not certified teachers to join our school as assistant teachers. We hope that all teaching assistants will become full time teachers in subsequent years, and we will work with these teachers to help them achieve NY certification. We have developed a budget with a competitive starting salary of \$55,000-\$60,000 for teachers compared to the RCSD starting salary of \$46,260.¹⁹⁷ We commit to

¹⁹⁵ <https://data.nysed.gov/enrollment.php?year=2019&instid=800000050065>.

¹⁹⁶ See Section III.D. Staff Development for more information.

¹⁹⁷ <http://rochesterteachers.org/wp-content/uploads/2018/07/18-19-Salary.pdf>.

retaining our teachers by providing a supportive work environment that promotes collaboration where teachers feel that they have the ability to develop as leaders.

C.1. CHARTER MANAGEMENT ORGANIZATION. Not applicable.

C.2. PARTNER ORGANIZATION

Organization Name: Girl Scouts of Western New York (GSWNY) **Public Contact Information:** Melanie Bloodworth, 1000 Elmwood Ave, Rochester, NY 14620, 585-239-7929, melanie.bloodworth@gswyn.org. **Partnership Rationale.** One of only a few Girl Scouts Academies across the country, Innova Girls Academy’s students will have the unique opportunity to receive Girl Scouts programming during the school day. The Girl Scouts of Western New York have a mission to, “build girls of courage, confidence, and character, who make the world a better place.”¹⁹⁸ This is in direct alignment to our mission to empower young women to become innovative leaders and problem-solvers. We know that women who have been Girl Scouts are more likely to go into positions of leadership in their communities and in the workplace. Fifty percent of women in the 115th Congress and more than half (52%) of female business leaders are Girl Scout alums.¹⁹⁹ In our commitment to ensuring that our girls receive the best leadership development and access to STEAM education, we have chosen to partner with an organization that has over 100 years of successful, girl-centered programming. We will utilize Girl Scouts curriculum in our science, computational thinking, and advisory courses. When our students graduate from our program as Girl Scouts, they will join a network of more than 50 million Girl Scout alums nationwide.²⁰⁰ **Program Overview.** All girls who attend Innova Girls Academy will receive access to Girl Scouts (GS) programming. Pending parent approval, all girls will be registered as Girl Scouts and the school will cover the membership cost at \$35 per student which will include membership dues.²⁰¹ GSWNY will provide staff members to train school staff in the implementation of GS programming for advisory period which includes activities to develop sisterhood and student leadership. Additionally, students will practice the routines and rituals of a girl scout troop meeting which include friendship circles, the Girl Scout Law,²⁰² and sharing gratitude. Our STEAM teachers will utilize GS programming in the computational thinking and science classrooms. This will include curriculum that is aligned to STEAM badges and students completing a “Journey”²⁰³ at the conclusion of each unit in computational thinking. GSWNY will provide access to outdoor programming space to be utilized by the school at least three times each year. Finally, the school will partner with GSWNY to provide summer camp and educational programming for students. Each year, Innova Girls Academy and GSWNY will complete an evaluation of the program through student, staff, and family surveys. Based on the annual evaluation, the Memorandum of Understanding will be tailored to best meet the needs and support the priorities of the school. To ensure that the partnership is executed at the highest

¹⁹⁸ <https://www.girlscouts.org/en/about-girl-scouts/who-we-are.html>.

¹⁹⁹ www.girlscouts.org/content/dam/girlscouts-gsusa/forms-and-documents/about-girl-scouts/research/GSUSA_Girl-Scouts-Alumnae-By-The-Numbers_2017.pdf.

²⁰⁰ Ibid.

²⁰¹ See **Attachment 9**, Tab 6, Line 112: “Supplies & Materials other.”

²⁰² “I will do my best to be honest and fair, friendly and helpful, considerate and caring, courageous and strong, and responsible for what I say and do, and to respect myself and others....make the world a better place, and be a sister to every Girl Scout.”

²⁰³ For more information, please see **II.A. Education Philosophy**.

level, a representative from GSWNY will sit on our Board. For more information, please see **Attachment 7** for the Memorandum of Understanding that will go into effect upon authorization.

Organization Name: Young Women’s College Prep Charter School **Public Contact Information:** Barbara Zelazny, bzelazny@youngwomenscollegeprep.org. **Partnership Rationale.** The Innova Girls Academy partnership with Young Women’s College Prep Charter School (YWCP) will create a full K-12th grade pipeline of all-girls public education in the City of Rochester. By aligning with YWCP, our 6th graders will have an option to continue their all-girls education into middle and high school. Students will still go through the traditional lottery process for seats in YWCP, but we will share information with our families about YWCP and we anticipate that many families will be eager to enroll their daughters. The Innova and YWCP partnership will allow for collaboration to continue growing awareness of all-girls education in Rochester. **Program Overview.** YWCP and Innova will collaborate on community engagement awareness and advocacy for all-girls education in Rochester. Our recruitment efforts will support one another to communicate the power of all-girls education with the Rochester community. Throughout each school year, Innova and YWCP will collaborate on educational programs to enhance the experiences of students on both campuses. This may include sharing curricular resources, collaborating through professional development, developing mentoring opportunities for students, and/or engaging in dual community service projects. Upon authorization, YWCP and Innova leadership team members will meet to continue developing the vision for the partnership and to implement said vision.

C.3. NETWORKED SCHOOLS. Not applicable.

D. STAFF SUPERVISION AND DEVELOPMENT

Excellent teaching leads to excellent student outcomes.²⁰⁴ High-quality instruction is vital to achieving excellent academic results for our students, so we must continue to get better for Rochester students every day.²⁰⁵ As such, we will prioritize staff development and provide more than 300 hours of professional development each school year because we know that when staff members have the opportunity to grow as professionals, they will feel more satisfied at work. As further described in **III.E. Evaluation**, all staff members will be evaluated twice yearly on a role specific rubric. Staff development will be tailored to support developmental growth as measured on the rubrics. Through professional development, we will provide students with access to high-quality teaching which results in transformational learning experiences.²⁰⁶ Our development is modeled after Brooke Charter Schools in Boston MA, where all teachers receive 3 hours of professional development and data meetings per week, along with at least 20 video observations, 30 peer observations, and 30 in-person observations per year.²⁰⁷

Head of School Development. The HOS will receive professional development on an annual basis through our external partnerships. In our start-up year, we have budgeted \$2,500 to be spent on professional development from external partners such as training in Trauma Informed Instruction, teacher coaching, and culturally relevant teaching. The HOS will receive coaching from other high-performing charter school leaders through the BES network. Additionally, a BES

²⁰⁴https://sk.sagepub.com/reference/hdbk_collegeunivteaching/n24.xml.

²⁰⁵ <https://eric.ed.gov/?id=EJ1026264>.

²⁰⁶ Barrera-Pedemonte, Fabian. "High-quality teacher professional development and classroom teaching practices." (2016).

²⁰⁷ Based on 2019 MCAS results for grades 3-8, Brooke is the best open enrollment school in Boston and a 2017 Credo report found that Brooke had the biggest impact on math and reading nationwide.

Follow-On Support coach will complete school walkthroughs and provide direct coaching and support to the HOS in the planning year and first two years of school operation. **Summer Professional Development.** We will have 18 days of professional development in the month of August. The goal of the Innova Girls Academy Summer Institute is threefold: 1) to introduce team members to our culture, 2) to build strong instructional foundations, and 3) to internalize curriculum. We will welcome new staff members to the team through an orientation. In this orientation, we will introduce staff members to the CREATE values, so that they understand how to exemplify the values from day one of their work. Additionally, we will build teacher's instructional skills by reviewing and practicing techniques from the *Teacher Like a Champion 2.0* framework. Finally, we will provide time for all instructional staff members to internalize the first two units of lessons. This will include practicing delivery of content and the creation of exemplars to use for student feedback. After year 1, returning teachers will have differentiated PD based on their previous year's evaluation. For example, if a teacher has scored above a 3.5 in "Classroom Leadership and Management" ²⁰⁸ they will engage in higher-level pedagogy practice. **Staff Coaching.** At Innova Girls Academy, every staff member has a coach. The Head of School will be coached by BES for at least the first two years of operation. All Dean and Director roles will be coached by the HOS and will coach all teachers. In years 1 and 2, the HOS will also coach teachers. Coaching will include weekly classroom observations, instructional feedback, and data analysis. Each teacher will have a weekly check-in with their coach. In a typical year, each teacher will receive more than 30 classroom observations and 30 check-in conversations to practice new pedagogy and review data. Coaches will utilize the *Get Better Faster* framework for coaching. ²⁰⁹ **Weekly Professional Development.** Students will dismiss at 1:50pm each Wednesday to allow time for on-going weekly professional development (PD) with the staff from 2-4:30pm. Time will be split between grade level teams, content teams, and full staff. In grade level teams, teachers will review data to assess the current academic and behavioral supports in place, discuss the culture of sisterhood across advisory groups in the grade level, and develop strategies for increasing sisterhood and student voice. Teachers will review curriculum and instructional priorities for the upcoming week and will reflect on student mastery of current content to make instructional shifts needed to meet the needs of all students. PD will respond to trends identified in observations and feedback meetings and school-wide trends in academic and behavioral data. **Data Days.** Nine days in the school year have been reserved for the instructional staff to meet for a full school day to review student data. These days have been strategically scheduled following interim assessments. This data will be used to create plans for student grouping and shifts in instructional practice for units following. Teachers will reflect on standards that have not been mastered by students and how pedagogical choices may have led to lower mastery levels. The whole staff will reflect on school-wide data and discuss school culture. Data Days will also be a time for staff "Round Tables" where staff members suggest topics and lead discussion for the purpose of improving school culture and instructional practice. **Promoting Collaboration.** Our teachers should feel supported in every part of their role. They also should know that collaboration will empower them to grow as practitioners and sharpen their skills as teachers. Co-teachers will internalize lessons together and grade teams will meet on a regular

²⁰⁸ Please see **Attachment 8a** for a sample of the teacher rubric.

²⁰⁹ <https://uncommonschoools.org/books/get-better-faster-a-90-day-plan-for-coaching-new-teachers/>.

basis. We will promote collaboration by creating Professional Learning Community groups. In these groups, teachers will engage in lesson internalization and student data review. Also, in these groups, we will implement a Video Protocol where teachers film themselves teaching and reflect on their pedagogy together. **Opportunities for Leadership.** We commit to the leadership development of all staff members. As our school grows from year 1 to year 5, we will continuously have opportunities for staff members to grow into leadership positions. After year 1, we hope to hire Dean and Director roles internally from staff members that have demonstrated excellence in instruction and a commitment to professional development. We know that teachers are more likely to stay in the classroom when they feel that there are opportunities for leadership development.²¹⁰ Teachers will also be encouraged to lead PD to grow their leadership capacity.

E. EVALUATION

Board of Trustees. The Board of Trustees will complete a yearly self-evaluation. The Board will conduct conversations with each Board member grounded in the results of the self-evaluation. Board members will reflect on their participation in committees, full Board meetings, fundraising, and school advocacy. The Board will base the overall evaluation on the Charter School Performance Framework Benchmark 6: Board Oversight and Governance. **School Leader.** The Head of School will be evaluated by the Board on an annual basis. The evaluation will be performed and written by the Academic Committee Chair, Finance Committee Chair and Board Chair. The criteria for this evaluation will include academic, fiscal, and organizational goals in alignment with the Charter Schools Performance Framework. The evaluation will include data from academics, finances, and surveys from students, families, and staff. The Board will provide the evaluation to the leader during a Board meeting for discussion and to set goals for the upcoming year. **Instructional Staff.** All general education teachers will be evaluated using a Classroom Teacher Evaluation rubric as detailed in **Attachment 8a**. This document will be shared with teachers in their first coaching conversation of the year. Coaches will use the rubric to provide feedback from classroom observations. Coaches will also complete two formal evaluations each year, grounded in the rubric. The first evaluation will be completed in December and the second evaluation will be completed in June. The written evaluation will be completed by the direct coach and will be reviewed by the HOS before being presented to the teacher. The evaluation will identify both key strengths and areas of improvement. Teachers will also complete a self-evaluation. In the evaluation meetings, coaches and teachers will identify three to five key goals that will deliver the highest impact outcomes for the teacher and their students. Rubrics have been prepared for both general education teachers and special education teachers to ensure that the criteria is specific to the expectations of each teaching role. **Key Management Positions.** The Head of School will write the evaluations for the members of the leadership team. Management roles will complete a self-evaluation while the HOS completes an evaluation, both using the same management rubric an example of which can be found in **Attachment 8a**. **Non-Academic Staff.** The Operations Manager will complete the evaluation of all operational staff members. The Dean of Student Supports will complete the evaluation for the school social workers. All members will complete their evaluations following the same process described above, using an evaluation rubric aligned to operational and student support roles.

²¹⁰ Harris, Alma. "Teacher leadership and school improvement." *Effective leadership for school improvement*. Routledge, 2013. 82-93.

School Wide Evaluation and Audits. While individuals will be evaluated through coaching conversations, we will also evaluate Innova Girls Academy on a regular basis. In monthly committee meetings, Board members will use the Performance Framework as a guide to evaluate current academic progress, operational effectiveness, and fiscal soundness. The Academic Committee will track and evaluate student dashboard data using the Educational Success: Benchmarks 1-3. The Finance Committee will track and evaluate financial dashboard data using Organizational Soundness: Benchmarks 4 and 5. The Governance Committee will evaluate the school using Organizational Soundness: Benchmarks 6 and 7. All committees will discuss and evaluate the school using Faithfulness to Charter & Law: Benchmarks 8-10. Committees will report out to the full Board to summarize the school’s current standing monthly. If the school is not meeting expectations, the Board will direct management to create a plan for improvement. The plan will be evaluated by the Board, and data will be reviewed after the plan is implemented to evaluate effectiveness. As a school, we will seek to be transparent with our community, sharing academic performance data and making budgets available. Family and student satisfaction will be evaluated via the bi-annual stakeholder survey and weekly calls from advisors to ask for family feedback. The school will evaluate family and community involvement by reviewing key indicators such as yearly enrollment/retention data, attendance at family events, and response rate to surveys. The Board will hire an external auditor to complete a financial audit each year.

Evaluation of Community Partnerships. Innova Girls Academy will evaluate the Girls Scouts of Western New York and the Young Women’s College Prep partnerships on an annual basis. This evaluation will be based on feedback from staff members on the effectiveness of programming, feedback from students and families through surveys, and by overall reflections on the impact of the partnership on programming.

F. FACILITIES

Figure 25 displays the Innova facility needs over the initial charter term. Utilizing the slow-growth model, we will add one additional grade of students each year which will increase our size requirements steadily from year 1 to year 6, when we are fully grown with 364 students. We anticipate that our facility will have at least one communal space that is large enough to host the full community and serve as the gymnasium, auditorium, and cafeteria. The following table outlines our space needs for the initial charter term, serving 312 students in grades K-5.

Figure 25: Facility Needs Over Charter Term

	Year 1	Year 2	Year 3	Year 4	Year 5
General Education Classrooms	4	6	8	10	12
Special Education Pull Out Classrooms	1	1	2	3	4
Counseling/Guidance Offices	1	1	2	2	2
Administrative Offices	2	3	3	4	4
Cafeteria ²¹¹	1	1	1	1	1
Gymnasium ²¹²	1	1	1	1	1
Auditorium ²¹³	1	1	1	1	1
Conference Room	1	1	1	1	1
Nurse’s Office	1	1	1	1	1

²¹¹ We anticipate that the cafeteria, gymnasium, and auditorium will be located in the same large space as is common for charter schools.

²¹² Ibid.

²¹³ Ibid.

The Board has developed a Facilities Task Force to procure a safe, affordable, and appropriate facility for Innova Girls Academy that is in Rochester and is easily accessible by public transportation. We have prioritized identifying space that will be suitable for the first two years of our initial charter term. Ideally, we will secure a lease that includes an option to grow, incorporating more space as our school grows to reach its full size by year 6. Thus far, we have identified four possible locations in Rochester which include 1) a mall that has been shut down and is being renovated as office space, 2) a former divinity school, 3) a former charter school space, 4) a warehouse/office space. As the Task Force evaluates each space, they are considering cost and renovation implications along with location and proximity to areas of need in Rochester. Upon authorization, we will finalize a lease no later than January 2022 to allow for any necessary renovation and to secure a Certificate of Occupancy prior to opening. We have assumed 80 square feet per student, at \$20 per square foot, so we have allocated \$166,400²¹⁴ in our budget for year 1 lease costs. These numbers are conservative, based on local costs and needs of similar sized schools.²¹⁵ We will look to secure a net sum lease with all renovation costs built into the overall cost of the lease. We have allocated \$3 per square foot to cover the utilities costs for a total of \$24,960 in year 1. The funds budgeted for the lease grow proportionally with the school.

G. INSURANCE

Innova Girls Academy will contract with FFB Insurance for General Liability, Workers Compensation, Educators Legal Liability (incl. Directors & Officers), Property, Excess Liability, Crime, Accident Insurance, Cyber Liability, and Fiduciary Liability. General Liability will include, Personal and Advertising Injury, General Aggregate, Fire Legal Liability, Medical Payments, Hired and Non-Owned Liability, and Employee Benefits Liability. Educators Legal Liability will include Director and Officers Insurance to provide coverage for the Head of School and Board of Directors. FFB provides insurance for local charter schools of a similar size. They come recommended and quoted prices are in a similar range with other Western New York charter schools. For a full breakdown of proposed insurance costs, please see [Figure 26](#) below.

Figure 26: Proposed Insurance Costs

COVERAGE	LIMITS OF LIABILITY	RETENTION	COMMENTS	Projected						
				0 Year 0	104 Year 1	156 Year 2	208 Year 3	260 Year 4	312 Year 5	
General Liability	Liability:		Liability:							
	Each Occurrence	\$1,000,000	Nil except:		\$7,904	\$11,856	\$15,808	\$19,760	\$23,712	
	Personal and Advertising Injury	\$1,000,000	\$1,000 Employee Benefits Liability							
	General Aggregate	\$3,000,000								
	Fire Legal Liability	\$1,000,000								
	Medical Payments, per person	\$5,000								
	Hired and Non Owned Liability	\$1,000,000								
	Employee Benefits Liability	\$1,000,000								
	Abuse & Molestation Limit	\$1,000,000								
Abuse & Molestation Agg. Limit	\$2,000,000									
Products Agg Limit	\$3,000,000									
Workers Compensation	Workers Compensation Employers Liability	Statutory \$1,000,000		1.74 FTE (~\$133,050)	\$1,078	\$8,412	\$11,051	\$13,752	\$17,896	\$22,036
Educators Legal Liability (incl. Directors & Officers)	Educators Legal Liability	\$1,000,000	\$2,500 Educators Legal Liability	Includes "Wrongful Act"/D&O/EPL	\$2,250	\$3,500	\$3,850	\$4,200	\$4,550	\$4,900
	Educators Legal Liability Aggregate	\$1,000,000	\$5,000 EPL							

²¹⁴ See [Attachment 9](#) for Budget Details.

²¹⁵ As determined after reviewing publicly available budgets of charter schools in Rochester.

Property	Property: Contents EDP Business Income / Extra Expense Cause of Loss Form	\$250,000 \$250,000 ALS Special	Property: \$2,500	Property increases with purchased contents and equipment		Included with GL	Included with GL	Included with GL	Included with GL	Included with GL
Excess Liability	Each Occurrence Aggregate	\$10,000,000 \$10,000,000	\$10,000 SIR if no underlayer	Includes GL, Auto, EBL, ELL		Included with GL	Included with GL	Included with GL	Included with GL	Included with GL
Crime	Employee Theft Depositors Forgery or Alteration Theft, Disappearance & Destruction - Money, Securities, and Other Property Computer and Funds Transfer Fraud	\$1,000,000 \$1,000,000 \$1,000,000 \$1,000,000	\$25,000			Included with GL	Included with GL	Included with GL	Included with GL	Included with GL
Accident Insurance Special Risk	AD&D: Accident Medical Expense:	\$1,000,000 \$250,000	Nil			\$1,560	\$2,340	\$3,120	\$3,900	\$4,680
						\$21,376	\$29,097	\$36,880	\$46,106	\$55,328

Additional Coverages										
Cyber Liability	Aggregate Limit	\$1,000,000	\$2,500			\$2,750	\$3,000	\$3,250	\$4,000	\$4,999
K&R	Ransom	\$1,000,000	Nil			\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
Fiduciary Liability	Limit Aggregate	\$1,000,000 \$1,000,000	\$10,000			\$1,250	\$1,250	\$1,250	\$1,250	\$1,250
						\$5,500	\$5,750	\$6,000	\$6,750	\$7,749

H. NON-ACADEMIC OPERATIONS

Health Services. Innova Girls Academy will ensure that a nurse is available for students throughout all regular school days to ensure compliance with §2853(4)(a) and §912 of the Education Law. We will seek to have nursing services provided by BOCES, as is provided as an option for charter schools in Rochester. While we anticipate that we will receive nurse services from BOCES, we have conservatively budgeted²¹⁶ to hire a full-time nurse in the case that this service is not available from BOCES. When families complete their enrollment process, they will provide student medical exam records and immunization records. The Office Manager and contracted Nurse will manage the collection process for required student health and immunization records, including Polio (IPV, OPV: 3 doses); Measles/Mumps/Rubella (MMR: 2 doses of measles containing vaccine and 1 dose each of mumps and rubella); Hepatitis B (3 doses); Varicella (1 dose), Diphtheria, Tetanus, Pertussis (DTaP, DTP, Tdap: 3 doses), as is required by Public Health Law 2164. Families will also be asked to provide any information about student medication that will need to be available for students during the school day and Innova Girls Academy will follow all elements of the school Medication Administration Program as is described by State Education Department.²¹⁷ All health and immunization records will be kept in a locked file cabinet, and the records will be accessible by the Office Manager, contracted Nurse, and Head of School. Pursuant to §917 of the Education Law, we will ensure that two Innova Girls Academy staff members will be trained in CPR. Additionally, we will keep and maintain an automated external defibrillator (AED) on site. The leadership team will prepare health policies for the Board to review and approve. These policies and procedures will include response to natural disasters and emergencies; policy requiring that instructional and administrative staff receive training in emergency response, including appropriate “first responder” training; policies relating to the administration of prescription drugs and other medicines; policy establishing that the school functions as a drug, alcohol, and tobacco free workplace; and policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies.

²¹⁶ See Attachment 9.

²¹⁷ <http://www.p12.nysed.gov/sss/documents/MedicationManagement-DEC2017.pdf>.

New York State Mandated Reporter training will be provided annually within the first six weeks of school and proof of the training will be provided to the Board Chair, in accordance with New York State Social Services Law §413 and §421.

Food Services. We will provide all students with breakfast, lunch, and a snack every day. We will participate in the federal school breakfast and lunch programs and will encourage all families to complete the required paperwork to apply for Free/Reduced lunch. Our Operations Manager will manage the communication with families and enrollment documentation collection. We have budgeted additional funds to our food line item to ensure that we can provide free breakfast, lunch, and a snack for all students, regardless of Free/Reduced lunch eligibility.²¹⁸ The Office Manager will keep a list of all student food requirements for allergies or religious reasons and will communicate these requirements to teachers to ensure student safety. Upon authorization, we will follow our procurement protocol to create an RFP for meal services. Pending our facility and available resources, we will likely contact a food service provider that will prepare food off site and deliver. We are currently in conversation with Revolution Foods and Foodlink. We will select a provider based on cost, efficiency, and compliance with local and state regulations.

Transportation. We will ensure that all students have access to the transportation necessary to attend school each day, in accordance with §2853(4)(b) and §3635 of Education Law. The Rochester City School District will provide busing for Innova all days that RCSD is in session. We have budgeted \$100 per student to contract busing for students on days when RCSD will not provide transportation and \$50 per student for field trips including transportation. We will review student IEPs or 504s to ensure that we provide any required transportation services. Our Operations Manager will identify all student transportation needs during enrollment.

Facility. We will ensure that we retain a Certificate of Occupancy for our space. The Head of School and Operations Manager will ensure that the space remains compliant with all ADA, safety, security, fire, and inspection codes, and is in good condition. We will maintain all physical resources required to meet the needs of all students and fulfill our ambitious mission.

Non-Academic Operations. The Board will coordinate with the Head of School to hire a Back-Office Provider for day to day financial support for the Operations Manager and the Head of School. When working with external vendors, we will follow defined procurement procedures. We will contract with a student management system, such as SchoolRunner, to maintain a database of records online. We will also keep hard copy student records in a locked cabinet in the main office. We have budgeted contracted janitorial services.

I. FAMILY AND COMMUNITY INVOLVEMENT

At Innova Girls Academy, we will prioritize family and community partnerships. For more than 55 years, educational research has pointed to the importance of strong school and family partnerships for student achievement.²¹⁹ **Pre-opening.** Upon authorization, we will notify the community of the opportunity to apply for the charter school lottery and enroll. We will participate in the GoodSchoolsRoc lottery where families can apply through one form for all

²¹⁸ See **Attachment 9**.

²¹⁹ Patrikakou, Evanthia N., Roger P. Weissberg, and Sam Redding. "School–Family Partnerships: Enhancing." *School-family partnerships for children's success* (2005): 1.

charter schools in Rochester.²²⁰ We will host informational sessions to share our program with future families and work with the Girl Scouts to develop a summer program for future students. We will work with YWCP to share information with families about our program. We hope to partner with other organizations, such as the Rochester Makerspace, to host STEAM aligned activities for students. We will continue to develop our online presence in the Rochester community through Facebook, Instagram, and through our website. Our current online community engagement includes weekly coding classes and regular virtual Public Meetings.

Family Involvement of Enrolled Students. When a student is selected from the lottery, their family will be notified of the opportunity to enroll. Families will be provided with an enrollment packet that includes requests for medical information and information regarding special services. We will host events to celebrate enrollment and help families to complete their enrollment paperwork and answer any questions. Once a family has enrolled their child, our Head of School and Operations Manager will schedule a **Home Visit** for a staff member to meet the student and their family. They will begin building the strong Innova/family relationship by sharing more about our school and learning more about the family. On the Home Visit, the Innova Girls Academy staff member will ask questions about previous services the students may have been receiving and will do baseline testing in literacy and math to develop an understanding of an incoming student's academic mastery. Before the school year begins, families will be invited to attend a Parent Orientation. During **Parent Orientation**, we will share both expectations that families can have of Innova Girls Academy and expectations that we will have of them. In this meeting, we will share with parents the opportunity to join the **Parent Advisory Council**. Additionally, we will host monthly opportunities for families, including **Family Night** events to engage in STEAM activities and **Coffee Chat** events for parents to speak directly to the Head of School. The Parent Advisory Council will meet monthly with the Head of School who will share progress updates and request feedback from parents. Advisors will make **weekly phone calls** home to share information about student academic and character development. We will host **Family Conferences** after each trimester to share academic updates and discuss additional supports. **Community Involvement.** In addition to our partnership with the Girl Scouts of Western New York and Young Women's College Prep, we will develop strategic partnerships with Rochester based organizations to support our families. Throughout our community engagement, we have met with community-based organizations that may be able to support our future families.²²¹ We are continuing to develop partnerships with organizations that can provide low to no-cost services for Rochester residents such as the Center for Youth²²² which can provide student-family counseling and Compeer Rochester²²³ which can provide mental health services. We will bring our partners in for Family Nights, so that families are aware of the many resources that are available to them. We also will seek to share our resources with the wider community through STEAM extracurriculars for Rochester girls. For example, we hope to host an annual Rochester hackathon for girls. We will seek to extend Girl Scout opportunities to other Rochester girls. We have discussed opportunities for collaboration with the Rochester City School District. These opportunities include collaborating with RCSD teachers for professional development to extend

²²⁰ <https://www.goodschoolsroc.org/>.

²²¹ More info can be found in Table 2: Public Outreach Information.

²²² <http://centerforyouth.net/>.

²²³ <https://www.compeerrochester.org/home>.

STEAM access and offering after school Girl Scouts programming to students from other schools. **Partnerships with Low-Performing Public Schools.** Throughout our public outreach process thus far, we have engaged both charter and district schools. We hope to continue to build these relationships. As we grow as a school and demonstrate strong pedagogical and instructional practices through student mastery on STEP, NWEA, NYS exams, we will seek to share curriculum and instructional strategies with local district schools.

J. FINANCIAL MANAGEMENT

Annual Budget Building Process. We will operate with an annual budget that is aligned to the mission and priorities of our school. We also commit to maintaining fiscal conservancy in each year of operation. The school's annual budget will be developed by the Head of School (HOS) and Operations Manager with the support of our Back-Office Provider. The process will begin in December of each school year by first reflecting on the previous year's budget and evaluating the accuracy of the projected vs. actual costs. We will then consider the priorities for the upcoming school year. Drawing on our reflections and priorities, we will create the first draft of the budget and accompanying cash flow which will be presented to the Finance Committee in January. The Finance Committee will review the budget and will consider the alignment between the budget, school mission, and priorities for the upcoming school year. The Finance Committee will also check for sound fiscal planning, which will include ensuring conservative and clear assumptions for all revenue and expenditures. The Committee will ensure that all staffing models and decisions made regarding purchased resources support the needs of all students, include students with disabilities, ELLs/MLLs, and students who are economically disadvantaged. Finally, the Committee will seek to ensure that all cash flow projections always remain positive in all months with sufficient cash on hand to protect the school's fiscal standing. The Finance Committee will make recommendations and the budget with cash flow will be updated and reviewed through an iterative process until it is both balanced and representative of all school priorities. The Finance Committee will present the budget to the full Board in March or April within a regularly scheduled public meeting for approval. The budget will be reviewed by the full Board and open for comment and revision. With each review of the budget, the members of the Leadership Team, Back-Office Provider, and Board members will critically consider how the budget demonstrates the responsible use of funds in accordance with all applicable laws, school policies, and grant or funding restrictions. The Board will approve a finalized version of the budget with cash flow no later than its May public meeting. Per NYSED requirements, we will submit a copy of all annual budgets and cash flow projections no later than June 30 of the preceding fiscal year. Each month, the HOS and Board will review financial documents, including the projected versus actual spending, balance sheets, and cash flows, that will be prepared by the Back-Office Provider. In the review of the monthly documents, any variances will be considered by the HOS, Finance Committee, and Board to determine if an amendment or corrective action is required. In the first five years of operation, the Back-Office Provider will support with ongoing financial reporting, payroll, accounting, financial policies, and procedure development; we have budgeted this expense in our five-year budget projections (please see **Attachment 9**). The Back-Office Provider will work with us to develop expertise such that, after six years, the Operations Manager would be prepared to transition into a Director of Finance and Operations role.

Policies, Procedures, and Systems. To successfully manage the school’s finances, we will develop, annually review, and consistently implement financial policies following Generally Accepted Accounting Practices (GAAP). Policies will be informed by high-performing charter schools in Rochester and throughout the country. All policies will be reviewed and recommended by the Finance Committee and approved by the full Board. Additionally, the Board will review and approve all school policies and procedures related to the tracking of enrollment, attendance, Free/Reduced Lunch eligibility, and special education services. To allow for the appropriate local, state, and federal reporting of budget, we will develop careful practices for the record keeping and tracking of spending throughout the year. The Head of School will be responsible for implementing all fiscal policies and procedures and overall financial management. The Operations Manager, Back-Office Provider, and Finance Committee will support with financial management. Together, these roles will have clear responsibilities that ensure the necessary checks and balances and segregation of fiscal duties.

Contracted Financial Services. Upon authorization, we intend to contract with a Back-Office Provider. This entity will report to the Board and work closely with the HOS in financial oversight and management, provide daily financial assistance, and will prepare the monthly financial statements which will be reviewed by the Finance Committee and full Board. Their responsibilities include, management of the accounting systems, book-keeping, reporting, grant management, payroll, and audit preparation. They will assist in the development of the Operations Manager so financial responsibilities can be transitioned fully to this role in Year 6 of operation. The Board will annually evaluate the services of the Back-Office Provider and determine whether to renew the contract or to consider potential other vendors.

Financial Oversight, Fiscal Compliance, and Reporting Requirements. The Board will be responsible for financial oversight, fiscal compliance, and reporting. The Finance Committee will review monthly financial dashboards provided by the HOS, Operations Manager, and Back-Office Provider. Dashboards include, but are not limited to, cash on hand, budget to actuals, and three-month projections. The Finance Committee will report financial standings to the Board monthly and all financial reports will be available to the full Board as part of the packet provided prior to each Board meeting. The Board will hold the school accountable for striving to have 90 days of cash-on-hand, although in the startup years of a slow growth school, they will expect 30 to 60 days of cash-on-hand. In planning year through year 2, the HOS and Operations Manager will meet with the Back-Office Provider weekly or biweekly to review cash flow.

Student and Financial Records. Student records and all financial records will be kept in a secure, locked location only be accessible by the Head of School and Dean of Student Supports. All electronic materials will have passcodes that will be updated periodically in alignment with our fiscal policies to always ensure security.

Annual Independent Fiscal Audits. We will hire a state-approved firm with New York State charter school experience to perform the annual audit. We have budgeted for the cost of the audit based on standard pricing from a variety of firms and incorporated annual projected cost increases based school size growth as can be seen in **Attachment 9**. The Finance Committee will request proposals from certified public accountants licensed in New York State and recommend a firm to the full Board for its consideration and selection. The annual audit will be performed in

compliance with all federal, state, local, and NYSED requirements and standards and directly reported to the Board. The firm will document and report appropriate materials, including but not limited to, the initial statement on internal controls, CSP procedures reporting, A-133 audit, and filing of annual 990 with the IRS.

K. BUDGET AND CASH FLOW

The Founding Team has created a five-year financial plan that demonstrates both alignment to our mission and conservative fiscal practices. The proposed five-year plan includes all costs associated with staffing, contracting, operating, facilities, and other expenses incurred to open with a STEAM focus, in support of all aspects of our academic program, and to meet the needs of all student subgroups. To ensure conservative planning, this plan relies only upon secured or reasonably anticipated funding in all years. We have assumed an annual increase in costs based on a 2.5% increase in cost of living adjustments. This increase is reflected in staff salaries, material costs, and facilities costs. To maintain fiscal conservancy, we have not assumed any increase in revenue from the price per pupil that we will receive over the next five years. Given these inputs, we have designed an annual operating budget that maintains a positive income in all years and a positive cash flow in all months. **Figure 27: Budget Summary** provides an overview of finances for planning year through year 5 of operation. Our full budget is included as **Attachment 9**.

Figure 27: Budget Summary

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment	0	104	156	208	260	312
Total Revenue	\$310,000	\$2,075,460	\$2,753,925	\$3,390,966	\$4,228,008	\$5,065,050
Total Expenses	\$274,465	\$1,986,574	\$2,579,823	\$3,215,161	\$4,071,974	\$4,914,688
Operating Income (EBIDA)	\$35,535	\$88,886	\$174,102	\$175,806	\$156,034	\$150,362
Beginning Fund Balance	\$0	\$35,535	\$124,421	\$298,523	\$474,329	\$630,363
Ending Fund Balance	\$35,535	\$124,421	\$298,523	\$474,329	\$630,363	\$780,725
Operating Income as a % of Total Revenue	11%	4%	6%	5%	4%	3%
Ending Fund Balance as % of Total Revenue	11%	6%	11%	14%	15%	15%
Total Revenue Per Student		\$20,861	\$17,653	\$16,303	\$16,262	\$16,234
Total Expenses Per Student		\$19,720	\$16,537	\$15,458	\$15,661	\$15,752

As is demonstrated in the summary above, our operating budget has allowed for conservative and transparent fiscal planning each year of operation for the first five years, along with school expansion based on projected revenue and expenditures. We have detailed each assumption made in the budget in **Attachment 9** and have based these assumptions on quotes received from material providers and the budgets of similarly sized successful charter schools in Western New York. Our assumptions are projected through our first five years using accessible algorithms. **Revenue.** All projected revenue represents conservative estimates of funding available at local, state, and federal levels. We have included a conservative \$35,000 annual assumption for funding from the Innova Girls Academy Board, as we intend to have a 100% giving Board. We have included an assumption of \$800,000 from Charter School Program Planning and Implementation in grant funding, disbursed across our planning year, and years one and two. If this grant funding amount is reduced, the HOS salary would be reduced, and we would adjust the hired number of positions. Additionally, we would engage in an aggressive fundraising campaign to respond to a

difference in grant funding to continue growing the school to scale. We include the price per pupil used in the 2020-2021 school year at a rate of \$13,775 per pupil. We have conservatively assumed a 0% increase in public dollars for the first five years. Our assumptions for demographic groups, including our estimates of students with special needs and students eligible for free or reduced lunch, have been estimated based on data collected from RCSD schools. Our budget also accounts for funding allocation available through FAMIS including NYSTL, NYSSL, and NYSLIB.

Expenses. We have aligned all expenses in the budget to the school's mission, vision, and priorities. This alignment begins with the hiring and retention of excellent personnel. As a result, the costs associated with personnel are a significant portion of our budget. For our staffing model, see section **III.C. Management and Staffing**. We propose a competitive starting salary for general education teachers at \$55,000 and \$60,000 for SPED, STEAM, ELL Specialist teachers. We propose a salary for teaching assistances at \$40,000. We assume a 2.5% COLA each year. In our Planning Year, we will build our leadership team starting with our HOS who will begin on November 1, 2021. We will hire a Dean of Curriculum and Instruction who will begin on January 1st, 2022. We will hire an Operations Manager to begin employment on February 1, 2022. We will hire an Office Manager who will begin employment on April 1, 2022. The annual Operations Manager's salary will start at \$55,000. The Office Manager salary will start at \$40,000. In Year 1, these four roles will continue, and we will also hire a .5 FTE Dean of Student Supports (the other .5 FTE of this position will be the ELL Specialist). We will also hire a Social Worker in Year 1 at a salary of \$56,000. The DCI salary will begin at \$85,000 and our Dean of Student Supports salary will begin at \$75,000. As our school grows each year, we will continue to grow our leadership team. In year 5, we will have a full leadership team with a Head of School, Dean of Student Supports, Culture Coordinator, Dean of STEAM, Lower/Upper Academy DCIs, and Operations Manager. We plan on receiving BOCES services for health services, however we have conservatively budgeted to hire a nurse if the service is unavailable. We have budgeted for a nurse each year with a salary of \$40,000. Total personnel wages, exclusive of benefits, are: \$1,038,500 in Y1; \$1,364,275 in Y2, \$1,697,810 in Y3; \$2,209,397 in Y4; and \$2,720,448 in Y5. We assume a 6.2% contribution to SSI, 1.45% to Medicare, \$7000 per FTE for health benefits, and 3% match to a 403(b)-retirement.

Contracted Services. Our contracted services include a Back-Office Provider, Food Vendor, Accounting Services, SPED Services, and BES Follow On Support. We have assumed spending 15% more on food costs than the funding available for Free/Reduced Lunch reimbursements. While transportation will be provided by RCSD, we have assumed transportation costs of \$100 per student for days in which the Rochester City schools are not in session. We estimate facility costs at \$20 per square foot, with 80 square feet per student. We assume that all renovation costs will be accounted for in the lease details. To continue to develop a high-quality Board, we have allocated annual funds of \$4,500 for Board training and development. This funding will cover development which will consist of two Board retreats and monthly meetings. In our first 3 years, we will contract specialists to assist in training of the Board.

Mitigation Strategies. Charter schools that do not meet enrollment and/or do not plan conservatively for spending can encounter significant financial challenges that negatively impact programming and can ultimately lead to school closures. We have planned to mitigate these risks by first ensuring that our Board is aware of the importance of meeting our enrollment targets

each year. We have allocated \$200 per student in recruitment costs for each year. Given that we are an all-girls school, we plan a spending amount for student recruitment that is significantly higher than average recruitment allocations for charter schools in Rochester. We will use this funding to engage in marketing campaigns that are both digital through social media and physical through events. We will be present in our community at local events and will host our own events for students and parents. We will partner with organizations that work directly with parents, such as the Parent Leadership Training Institute, to engage parents and share more about our programming. We will work with GoodSchoolsRoc to be included in their Rochester charter schools common application. Additionally, we will partner with other charter schools, such as the two all-boys schools and Young Women’s College Prep,²²⁴ to engage parents who have already made the choice to send their children to single-gender charter schools. If we are unable to meet our enrollment targets, we would engage in immediate action that may include reduction of staff or adjustment from full-time to part-time roles, reducing staff salaries, or adjustment of purchasing materials. We have created a budget that reflects conservative estimates for revenue and works to strategically spend within the limits of this budget. We will continue to mitigate our risk by receiving direct quotes and researching each assumption made in the budget. Management will work closely with the Finance Committee to assess for any cash flow vulnerability. Each month, our team will check the projected budget with the actual spending to ensure that we are in alignment with our mission and priorities and continue to remain financially healthy in all months. This will allow for a regular monitoring of projected versus actual expenditures and will allow for the reallocation of funds if actual spending diverges from projected. Before we begin the annual budget process with our Back-Office Provider, we will reflect on the accuracy of the previous year’s budget and learn from our spending to develop best practices for the financial health of the organization.

L. PRE-OPENING PLAN

The Innova Girls Academy Founding Team recognizes the wide variety of tasks that need to be completed to successfully open our doors to the young women of Rochester in the Fall of 2022. Please see **Attachment 11** for our Pre-Opening Plan.

M. DISSOLUTION PLAN

The Founding Team understands the extraordinary responsibility that comes with establishing a charter school in the city of Rochester. In case of dissolution, in accordance with Education Law §2851(2)(t), the Governing Board will delegate to the Head of School and Operations Manager the responsibility of managing the dissolution process, which will include notification to parents of children enrolled at the school. Please see **Attachment 12** for our full Dissolution Plan. As is noted in our budget, we have included a line item of \$20,000 for the first five years of operation which will be set aside in perpetuity for any costs related to dissolution, which could include any legal and audit expense or any debts of unmet financial obligations. After satisfactory resolution of outstanding debts and liabilities, pursuant to §220 of the Education Law, any unrestricted assets will be transferred to another charter school within the district or directly to RCSD.

²²⁴ University Prep for Boys and Vertus.

Attachment 1: Admission Policies and Procedures¹

Innova Girls Academy Charter School is a tuition-free open enrollment public charter school. We plan to open with 104 founding students, 52 in kindergarten and 52 in first grade. At full enrollment in 2027-2028, we will have 364 students in kindergarten through sixth grade. Innova Girls Academy will not discriminate against any applicant or their family on the basis of race, ethnicity, sex,² sexual orientation, color, creed, national origin, ability, identity, socioeconomic status, religion, or any other basis that would be unlawful for a public school. All admission policies and procedures are in accordance with Education Law 2854.

Application and Lottery. Our application period for year 1 will be December 2, 2021 to April 1, 2022. If we receive a greater number of applicants than seats available, we will conduct an open public lottery to determine which applicants will receive seats. The lottery will be conducted through GoodSchoolsRoc who will provide an online platform through which families will complete a brief application form. If a lottery does occur, we will notify the public of all logistics pertaining to the lottery through our social media accounts and website, local news outlets, flyers, and postings. We will hold the lottery in a public space accessible to the community and attendance will not be required for enrollment. GoodSchoolsRoc will provide a third-party unaffiliated with the school will draw names. If not in attendance, accepted families will be notified within 24 hours and all other applicants will be notified of their place on our ordered waitlist. Upon enrollment, we will collect all necessary information pertaining to students and their families, including proof of address, health records, IEPs/504s, and home language surveys. The Head of School will lead this process with support from the Operations Manager. Both leaders will track application submissions, inform the public of admissions logistics, facilitate a lottery, notify families, collect decisions, schedule Home Visits, and provide enrollment packets and forms.

Backfilling. We will backfill vacant seats in grades K-4th as it reflects our mission to ensure that all students in K-6th are prepared for personal and academic success. Seats vacated in the first and second trimester of the year will be filled by students on the ordered waitlist. Seats vacated in the third trimester of the academic school year will remain vacant until the next enrollment period.

Admissions Preferences. Innova Girls Academy is committed to enrolling a student population that reflects our local district. Our enrollment outreach will continue to focus on the North and Southwest quadrants of Rochester though we will admit any age eligible student living in Rochester City. Preference will be given to siblings of current students and children of employees if they live in Rochester City. Our preferences are as follows:

1. Returning students (applicable following our first year of operation)
2. Girls and individuals who identify as female and are siblings of currently enrolled students (applicable following our first year of operation)

¹ We are informed by and grateful to the admissions policies of Primary Hall Charter School that inform this policy.

² Consistent with the US Dep't of Ed. Office for Civil Rights' *Title IX and Single-Sex Elementary and Secondary Classes and Extracurricular Activities*, we will "treat transgender students consistent with their gender identity".

3. Girls and individuals who identify as female and are the children of employees who live in Rochester City, as long as the total number of students enrolled who are children of school employees will not exceed 15% of the total enrollment.

4. Girls and individuals who identify as female and are not siblings of currently enrolled students or children of employees and who reside within Rochester City.

Siblings. Siblings are defined as children whose primary guardian(s) are also the primary guardian(s) of other children already enrolled at Innova Girls Academy. This is defined as guardian(s) who have custody of children at least 50% of the time and include half-siblings, step-siblings, adopted siblings, or other family members such as cousins, nieces, or nephews being cared for as primary dependents. If a child is selected through the lottery for a seat, their siblings will be automatically granted enrollment if there is space available in their grade level. Siblings of currently enrolled students will be exempt from future lotteries and will be automatically granted a seat if there is available space at their grade level.

Children of Employees. Children of school employees will be exempt from the lottery provided that the parent employed at Innova Girls Academy has full or joint custody of the child and that they live in Rochester City. Employees include anyone who works at least half-time for Innova Girls Academy and who started work on or before the first day of the academic school year in which they are submitting their application. The number of students enrolled who are children of school employees will not exceed 15% of the total enrollment. Should the number of school employees' children applying exceed 15%, preference will be given in order of the number of years of employment at Innova Girls Academy. Those not given enrollment priority will be included in the general enrollment lottery.

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
8/9/2019	Business Leader	Discussed the charter school landscape in Rochester with Joe Klein	BES Offices: 31 Milk Street, Floor 6. Boston, MA 02109	<ul style="list-style-type: none"> -Discussed current charter schools in Rochester and the opportunity for a new STEM integrated program. Particularly focused on how a STEM school will prepare students for innovative careers in Rochester. -Discussed possible board member candidates to begin the board development process. 	<ul style="list-style-type: none"> -Innova Girls Academy will integrate STEM across academic courses to ensure that students see "STEM" as a set of skills that can be used to solve problems in the world around them. -Innova Girls Academy will seek to develop a diverse board of Rochester leaders who will hold the school accountable to the goals of the charter. 	1 Rochester Business Leader
9/3/2019	Community Organization	Attended Tech Rochester Event Attended learning session on AWS Servers and shared school ideas with individuals from the ROC Tech Community	CloudCheckr: 342 Goodman St N, Rochester, NY 14607	<ul style="list-style-type: none"> -Consider how STEM is being marketed to families, families in Rochester might not know what we mean when we say "STEM" -Consider how to utilize Computer Science as an engagement tool -Partnerships with tech companies in Rochester 	<ul style="list-style-type: none"> -Innova Girls Academy will incorporate "How to Code" Sessions into Community Engagement Plan. -Innova Girls Academy will engage tech leaders to identify potential partnerships in Rochester. 	10 Rochester Community Members
9/4/2019	Community Organization	Attended ROC Growth Candids Event with Rochester	3 City Center 180 S. Clinton Ave.	<ul style="list-style-type: none"> -Spoke with 10+ Business leaders from the community about Innova. -Discussed concept of "Silos" in 	-Innova Girls Academy will consider how to incorporate career readiness into the program with a focus on	Spoke to 10 individuals.

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
		Entrepreneurs and Innovators		Rochester where many industries are trying to improve ROC but are not aligned the how. -Multiple people said they would not send their students to RCSD and that schools need to improve.	Rochester workforce development. -Innova Girls Academy will increase the number of seats available in high-quality schools in Rochester which will increase the number of school choices available for Rochester parents.	
9/5/2019	Nonprofit Leader	Meeting with Erika Rosenberg, President at Center for Governmental Research	CGR: 1 S Washington St #400, Rochester, NY 14614	-Provided more context on education in Rochester. Farash Foundation -Ed Reform: Hollis Bud and Megan Bell, Boston Consulting Group, Community Schools. -Kirsten Barclay, ROC The Future, Strive- collective impact, Incorporating parents into the community - parent leadership, etc. Parent Leadership Training Institute -Diverse staff that bridges a divide between a white teaching staff and diverse student body.	-Innova Girls Academy will seek to hire a diverse teaching staff. -Innova Girls Academy will ensure diversity of with the individuals on the founding board. -Lead Founder, Lindsay Swanson, will reach out to the Farash foundation to set up an introductory meeting.	1 Nonprofit Leader
9/5/2019	Educator	Meeting with Alexis Vogt,	Phone Call	-Has worked in a dual enrollment program with district schools to get students	-Innova Girls Academy will focus on building back strong foundations in math	1 Educator

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
		Optics Professor		college credit but is worried about math aptitude of graduates. -Left industry to try to prepare more optics professionals. -Interested in 2 year programs or 2 + 2 year programs for students. -Rochester is the place to study optics and students need to be prepared to take advantage of the programs in the city that available.	and science to prepare students for Rochester based technical roles.	
9/6/2019	Community Member	Meeting with Daniel Guzman	Phone Call	-Grew up in Chicago and went to schools that did not motivate him. -Became successful lawyer after people noticed he was smart and pushed him to work harder. -Chicago, college, 5 years in NYC, moved to Rochester. -Focus on STEM education + 21st Century Skills. -He would not send his children to an RCSD school.	-Innova Girls Academy will strive to create an educational opportunity that parents in the city will feel confidence and comfortable sending their students to. -Innova will seek to hire staff that are motivational to our students.	1 Community Member
9/9/2019	Other	Meeting with Lissa Palermo	Phone Call	-Importance of Arts Programs to help with brain development and importance	-Innova Girls Academy will develop an elective arts program that students	1 Community Member

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				<p>of ratio for teachers to students.</p> <ul style="list-style-type: none"> -Believes in All Girls Model for STEM school and thinks that is important. -Concerned that people in Rochester are using race and poverty as an excuse for poor test scores. -Ensure teaching staff reflects the diversity of the students. 	<p>engage in at least twice a week.</p> <ul style="list-style-type: none"> -Innova will provide a high-quality all-girls education opportunity. 	
9/9/2019	Community Member	Meeting with Jennifer Jovcevski	Phone Call	<ul style="list-style-type: none"> -Committed to the mission of charter school leaders to provide more options to families and commitment to community. -Achievement rates from city compared to Monroe County are unacceptable. Parents and families need more options. -Consider reaching out to: Anna Hall, Bryan Hickman, Donna Marie of Renaissance Academy. 	<ul style="list-style-type: none"> -Innova Girls Academy will create a new school option for parents and students in Rochester that does not currently exist. -The Innova Girls Academy Board will carefully understand the NY State Performance Framework to hold Innova Girls Academy accountable. 	1 Community Member
9/10/2019	Nonprofit Leader	Meeting with Harold Clark, Senior Director of STEM	Phone Call	<ul style="list-style-type: none"> -Sharing lists of STEM based organizations in Rochester. -Exploration Charter = STEM based currently K-2 but growing divide between STEM 	<ul style="list-style-type: none"> -Innova Girls Academy will increase STEM opportunities for population that does not currently have as much access to STEM in 	1 Nonprofit Leader

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
		Learning and Community		<ul style="list-style-type: none"> opportunities in Rochester and Monroe County. -Consider incorporating robotics programming. -Invitation to attend the Finger Lakes STEM Hub. 	<p>Rochester.</p> <ul style="list-style-type: none"> -Lead Founder, Lindsay Swanson will attend the Finger Lakes STEM Hub Meet-up. -Lead Founder will reach out to Exploration Charter School for a meeting. 	
9/10/2019	Age Eligible Family	Meeting with Lea Michel, Associate Professor	Midnight Oil: 674 Pencader Dr, Newark, DE 19702	<ul style="list-style-type: none"> -Ms. Michel is worried about where her girls will go to school because Mercy is only all girls Catholic option and it is not very diverse. -Need to focus on teacher retention/professional development/recruiting to have teachers stay in the city. -Consider partnerships with colleges (RIT, Nazareth, etc). 	<ul style="list-style-type: none"> -Innova Girls Academy will seek to provide an all-girls public school option for girls in Rochester. -Innova Girls Academy will seek to create a school with a diverse student body that reflects the demographics of the Rochester City School District. -Innova Girls Academy will have approximately 25 full days of teacher development each year. 	1 Age Eligible Family, Community Member
9/10/2019	Business Leader	Rotary Meeting	122 East Main St, Rochester, Ny	<ul style="list-style-type: none"> -Shared school concept of Innova Girls Academy with a room of 45 business leaders. -No input received. 	NO ACTION TAKEN.	45 Business Leaders
9/10/2019	Business Leader	Meeting with Bret Garwood,	Phone Call	-Both students previously attended Genesee Community	-Lead Founder will seek to meet with Neighborhood	1 Business Leader

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
		Senior Vice President		Charter - had them leave because the school was too structured. -Interested in more neighborhood schools considering the importance of community involvement in the school. -Development company could partner with a charter school for future development.	Associations throughout Rochester to create partnerships to determine what community/ neighborhood could be a future community for Innova Girls Academy.	
9/10/2019	Community Member	Meeting with Veronica Dasher	Phone Call	-Believe in the importance of a school being able to teach character values.	-Innova Girls Academy will build a culture that is centered on the CREATE values: Curiosity, Resourcefulness, Empathy, Accountability, Tenacity, and Enthusiasm.	1 Age Eligible Family, Community Member
9/10/2019	Business Owner	Meeting with CaTyra Polland	Phone Call	-Believes there should be other options for schools for students in RCSD. -Believes in the importance of access to computer science education for all.	-Innova Girls Academy will develop a Computational Thinking course for each grade that students will take every day from 4th-8th grade.	1 Business Owner
9/11/2019	Nonprofit Leader	Meeting with Kathy Lewis	Coffee Connection: 681 South Ave,	-Founded Blocks in Bloom, emphasized the importance of learning from and working with the community in which	-Lead Founder, Lindsay Swanson will schedule a phone call with Vertus Founder.	1 Nonprofit Leader

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
			Rochester, NY 14620	<ul style="list-style-type: none"> the school is developed. -Suggestion to connect with Vertus Charter School Founder to discuss charter school start up. -Suggestion to connect with Wade Norwood to discuss community support. 	<ul style="list-style-type: none"> -Lead Founder, Lindsay Swanson will schedule a meeting with Wade Norwood. -Structured community engagement to include "Community Focus Groups" for direct family feedback and planning. 	
9/12/2019	Community Organization	Meeting with Maya Crane, Program Officer, Equity	Phone Call	<ul style="list-style-type: none"> -On the board for Exploration Charter School and shared the challenges at Exploration. -Provided detailed history of Rochester from a lens of diversity. -Recommended to watch July 64 about Rochester Race Riots. 	<ul style="list-style-type: none"> -Lead Founder, Lindsay Swanson, will schedule a phone call with Carlos Cong to learn more from Exploration's board experience. -Watched July 64 and researched the Race Riots. 	1 Nonprofit Leader
9/12/2019	Educator	Meeting with Leigh McGuigan, Founder of Vertus Charter High School	Phone Call	<ul style="list-style-type: none"> -Founded Vertus. Consider enrollment potential for a single-gendered school as Vertus struggled with enrollment (missed this year's enrollment goal by 25%). -Recommended speaking with Deb Hanmer. -Unique model with online modules that allow students to move through the content at their own pace which allowed 	<ul style="list-style-type: none"> -Innova Girls Academy will allocate increased funds for student recruitment. -Innova Girls Academy will integrate educational technology to increase options for differentiation in each class period. -Lead Founder, Lindsay Swanson will reach out to Deb Hanmer for a meeting 	1 Educator

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				for deeper and more impactful learning.	to further discuss charter school student enrollment.	
9/12/2019	Community Member	Meeting with Darren Miller	Phone Call	-Believes in the work that charter schools can accomplish because he saw charter schools through the Leadership Rochester training. -Thinks that school should provide resources for students that are in poverty.	-Innova Girls Academy will seek opportunities to level the playing field for students. For example, all students will have access to free breakfast to start each day.	1 Community Member
9/12/2019	Community Member	Meeting with Tad Mack, Regional Director, Officer of the NYS Comptroller	Equal Grounds: 750 South Ave, Rochester, NY 14620	-Believes that computer science education should prepare students for jobs in Rochester. -Focus on career and college prep, not one or the other. -Suggestion to meet with Mayor Warren to share more about the concept for the school.	-Innova Girls Academy will focus on college preparation as a baseline but will provide resources for students to about direct career paths so that students are prepared to make an educated decision.	1 Community Member
9/12/2019	Business Owner	Meeting with Andrew Brady, CEO	Phone Call	-Spoke about BES and understands the "incredible opportunity for the city to have more charter schools of high quality." The city needs more charter school options for students. -Knows that charter schools	-Innova Girls Academy will increase the number of charter school seats available for students in Rochester.	1 Business Owner

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				are a great option for the city. -Through his work with Critical Consumers he has connections with many of the leaders throughout the city.		
9/12/2019	Other	School Board Meeting	131 W. Broad Street, Rochester, NY	-Lead Founder, Lindsay Swanson, attended a Rochester School Board Meeting. -Three speakers came to present: One mother upset about her son being hit by a teacher, one community member presenting on need for tutoring, one community member presenting on leadership development he wants to do with students. One school board member presents on Civics book from 1943.	-NO ACTION TAKEN.	3 Community Members
9/13/2019	Community Organization	Finger Lakes STEM Hub Meet Up	Rochester Museum and Science Center: 657 East Ave, Rochester, NY 14607	-23 people in attendance that are STEM advocates in the community. -Represent multiple businesses, nonprofits, and more in the community. -Presented initial school design to the room. -General support for an all-girls	-Innova Girls Academy will seek community engagement opportunities that meet parents where they are on a regular basis. -Innova Girls Academy will provide an all-girls STEM options for Rochester. -Throughout community	23 Community Organization Leaders

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				<p>school model.</p> <ul style="list-style-type: none"> -Focus on sharing the “what” of STEM to the greater Rochester community. -Focus on meeting parents where they are during community engagement to maximize engagement reach. 	<p>engagement, Innova Girls Academy will seek opportunities to explain the potential for impact through a STEM education.</p>	
9/14/2019	Community Organization	East High School Literacy Summit	East High School: Culver Rd, Rochester, NY 14609	<p>Attended the East High School Literacy Summit. Agenda for the day is as follows:</p> <ul style="list-style-type: none"> -Keynote: Culturally Relevant Pedagogy Session 1: Data Driven Classroom. Session 2: Rigor, Relevance, and Relationships. Session 3: Race, Rigor, and Aligned Curriculum Session 4: Implementing an Innovative Literacy Model at East. 	<p>-Innova Girls Academy will seek to learn from the successful work of schools in Rochester that have expanded literacy growth for students.</p>	5 Community Organization Presenters
9/16/2019	Nonprofit Leader	Meeting with Lauren Burns	Village Bakery: 145 Culver Rd, Rochester, NY 14620	<ul style="list-style-type: none"> -Noted that many private schools have been downsizing. -Consider new low-incoming housing in the South Wedge. -Invitation to attend the “Women's Leadership Group”. 	<p>-Lead Founder will seek out options to meet with community leaders in the South Wedge.</p>	1 Nonprofit Leader

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
9/16/2019	Business Owner	Meeting with Joe and Dale Klein	Spot Coffee: 200 East Ave, Rochester, NY 14604	-Connected to review the work on board prospecting thus far.	-Innova Girls Academy received suggestions on Rochester leaders to reach out to for potential board membership and will reach out to individuals who were referred.	2 Business Owners
9/16/2019	Community Member	Meeting with Andre Lindsay	Phone Call	-Cited lack of diversity in teaching staff and lack of resources as two challenges faced by the RCSD.	-Innova Girls Academy will seek to hire and retain a diverse teaching staff.	1 Community Member
9/16/2019	Community Member	Meeting with Jennifer Jovcevski	Boylan Code LLP: 145 Culver Rd Ste 100, Rochester, NY 14620	-Identified the importance of maintaining enrollment. -Consider the gaps in education for the 5th grade start. -Ensure you have a unified board that understands the performance framework.	-The Innova Girls Academy Board will be well-versed in the NYS Performance Framework. -Innova Girls Academy will consider a 4th grade start, instead of 5th grade to allow for additional time to remediate literacy and math foundational gaps. -Innova Girls Academy will double recruitment budget for students.	1 Community Member
9/16/2019	Educator	Meeting with Taj Smith, Director of Diversity	Rochester Institute of Technology: 1 Lomb	-Believes in the importance of culturally responsive training for teachers. -Help the community	-Innova Girls Academy will train all staff members in the practices of Culturally Responsive Teaching.	1 Educator

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
		Education at RIT	Memorial Dr, Rochester, NY 14623	understand the potential impact for a STEM school: how will this empower the community?	-Throughout our community engagement, Innova Girls Academy will seek opportunities to share the potential for impact in STEM education.	
9/17/2019	Educator	Meeting with Sharitta Gross	Starbucks: 1214 Monroe Ave, Rochester, NY 14620	-Importance of creating inclusive learning spaces and specific training around this. -Supports the large focus on leadership development and the tools that are available for this.	-Innova Girls Academy will review curriculum available to teach leadership development. -Innova Girls Academy will engage in research on best practices in creating inclusive learning environments.	1 Educator
9/17/2019	Community Member	Meeting with Nate Hasto	Phone Call	-Create an atmosphere that encourages students to take academic risk. See failure as an opportunity to learn and move forward.	-Innova Girls Academy will seek to normalize error in the classroom in order to help students feel safe and secure in taking academic risks.	1 Community Member
9/18/2019	Community Member	Meeting with Daniel Guzman	Harris Beach Law Office: 99 Garnsey Rd, Pittsford, NY 14534	-Importance of engaged teachers that show demonstrated care in student success. Teachers need to have a strong relationship with students to push them to grow academically and emotionally.	-Innova Girls Academy will seek to hire mission aligned teachers that push students for academic growth. Staff members will have ongoing professional development throughout the school year	1 Community Member

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
					to develop techniques for building strong classroom culture. -Innova Girls Academy will employ an advisory system to ensure each student has an academic and SEL mentor in the school environment.	
9/18/2019	Community Member	Meeting with Shelby Wolf	Phone Call	-Provide students with trauma informed teaching. Importance of having resources for homeless students.	-Innova Girls Academy will train all staff members in Trauma Informed Instruction.	1 Community Member
9/18/2019	Nonprofit Leader	Meeting with Julio Saenz, Chief Communication and Development Officer at IBERO	Ibero Offices: 817 E Main St, Rochester, NY 14605	-Consider adding courses around entrepreneurship: leadership, courage, tenacity, planning.	-Innova Girls Academy will have opportunities for an elective course every day. Classes will include units on entrepreneurship to connect with student's project-based learning.	1 Community Member
9/18/2019	Community Members	Attended the Education in Center City. Panel discussion teacher from East, Rep from Strong museum, Genesee	Hatch Hall: Eastman School of Music, 26 Gibbs St, Rochester, NY 14604	-Shared more about Innova Girls Academy with 3 community members at the event. Key Takeaways from the event: -Importance of time for teacher collaboration throughout the day.	-Innova Girls Academy teachers will have opportunities for collaboration across grade and content teams each day.	3 Community Members

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
		Community Charter Leader, BES Leader, Great Schools for All.		-Increased opportunities for schools downtown.		
9/19/2019	Business Owner	Meeting with Ralph Dandrea, CEO at ITX	Starbucks: 24 State St, Pittsford, NY 14534	-Believes strongly in the importance of "pedagogy over politics" -Create/build a system to support students to change generational outcomes. -Create a culture of holding adults accountable.	-Innova Girls Academy will utilize the autonomy of a charter school to develop systems that hold all staff members accountable to achieve the mission and vision of the school.	1 Business Leader
9/19/2019	Nonprofit Leader	Rochester Area Community Foundation Luncheon	Rochester Convention Center: 123 E Main St, Rochester, NY 14604	-Attended event hosted by the Rochester Area Community Foundation. Met 10 community leaders and Rochester members. -Discussed with table the opportunity for developing a new school. -Received general positive support for the concept of an all-girls school.	-Innova Girls Academy will seek to expand opportunities for young women in Rochester to attend a single-gender educational setting. -Innova Girls Academy will seek to partner with local nonprofits to expand the opportunities and resources provided to students.	10 Nonprofit Leader
9/19/2019	Nonprofit Leader	Meeting with Dan Schneiderman	Fuego Coffee: 1 Woodbury Blvd,	-Discussed STEM opportunities in Rochester for students: Rochester Community Robotics, Bar camp,	-Innova Girls Academy will reach out to partner with existing STEM organizations	1 Nonprofit Leader

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
			Rochester, NY 14604	Hackathons, Technical Advisory Group, Girl Dev. it.	to strength the quality of STEM programming.	
9/19/2019	Community Member	Meeting with Aimee Lewis	Fuego Coffee: 1 Woodbury Blvd, Rochester, NY 14604	<ul style="list-style-type: none"> -Discussed Good Schools Roc. -Opportunity for parents to apply online through Common Application. -Parent Focus Groups to get feedback from parents who have not selected Charter schools for their students. Discussed possibility for 4th grade start: -Positive response to the concept of all-girls, STEM school. -4th Grade is the 3rd longest waiting list for charter school seats in Rochester -Ensure strong accountability to build trust from parents. 	<ul style="list-style-type: none"> -Innova Girls Academy will consider amending 5-12 grade range to 4-8 to build in a Lower Academy program. -Innova Girls Academy will partner with Good Schools Roc to become part of the charter school landscape in Rochester. 	1 Community Member
9/19/2019	Community Organization	Attended Metro Cowork Network Event	Metro Cowork: 350 East Ave, Rochester, NY 14604	<ul style="list-style-type: none"> -Attended event and discussed plans for Innova Collegiate Academy with 5 Rochester members. -There is general support for a new all-girls school. 	NO ACTION TAKEN.	3 Community Members
9/20/2019	Business Leader	Meeting with Kyle Banks	Java's Coffee: 16 Gibbs St,	-Workforce development + STEM develop for students to	-Innova Girls Academy will use the advisory system to	1 Business Leader

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
			Rochester, NY 14604	be able to engage in the future of Rochester. -Importance of parent communication.	increase parent communication. Each week, the advisor will be responsible for logging communication with each student in their advisory. -Innova Girls Academy will provide students will the foundation in STEM that will allow them to become leaders in the future Rochester workforce.	
9/20/2019	Nonprofit Leader	Meeting with Joe Stefko, President and CEO of ROC2025	Phone Call	-ROC2025, cooperative model to increase impact of individuals in Rochester. -Importance of workforce development. -Sharpen soft skills in students.	-Innova Girls Academy will provide students will the foundation in STEM that will allow them to become leaders in the future Rochester workforce.	1 Nonprofit Leader
9/20/2019	Community Member	Meeting with Alex Amorese	Fuego Coffee: 1 Woodbury Blvd, Rochester, NY 14604	-Discussed facilities options in Rochester.	-Innova Girls Academy will stay in contact with Alex as we continue to explore potential Rochester locations for the school site.	1 Community Member
9/20/2019	Business Owner	Meeting with David Mannamo	Phone Call	-Utilize a Life Skills and Entrepreneurship curriculum. -Consider potential partnership with Junior Achievement.	-Innova Girls Academy Lead Founder will meet with representatives from Junior Achievement to discuss	1 Business Leader

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
					opportunities for partnerships in the future.	
9/21/2019	Nonprofit Leader	Meeting with Archie Olson	Spot Coffee: 200 East Ave, Rochester, NY 14604	-Importance of holding high expectations in a structured environment for student success. Using relationships to demonstrate care for students.	-Innova Girls Academy will develop a culture that based on the CREATE values that creates a supportive and structured environment.	1 Nonprofit Leader
9/25/2019	Community Organization	Meeting with Kyle Crandall, President of Beechwood Neighborhood Coalition	Phone Call	-President of Beechwood Neighborhood Coalition and Register at East High School. -East is able to accomplish what it does with teacher collaboration and extended school day. Intense focus on using data to move the needle on literacy.	-Innova Girls Academy will utilize data on a daily, monthly, and quarterly basis in data analysis cycles to inform instruction.	1 Community Member
9/26/2019	Community Member	Meeting with Cheryl Hayward, Director of Police/Community Relations	Phone Call	-City district struggling to meet the needs of students. -A great school should have: Small classrooms, trauma informed instruction, Social-Emotional Learning, Opportunities for students to put learning into action, communication to families.	-Innova Girls Academy will have cohort sizes of 26. -All Innova Girls Academy teachers will be trained in Trauma Informed Instruction. -The Innova Girls Academy Advisory block will teach SEL.	1 Community Member
9/27/2019	Nonprofit Leader	Meeting with Kecia	Phone Call	-Founded an organization called "Black Girls Do Bike".	-Innova Girls Academy will increase the number of	1 Nonprofit Leader

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
		McCullough, Founder		-In support of all-girls school. -Increased focus on technology education.	seats available in a single gendered setting. -Innova Girls Academy students will take a Computational Thinking class each day.	
9/27/2019	Business Owner	Meeting with Carlos Cong, Board Chair of Exploration Charter School	Web Call	-In support of all-girls school, STEM focused school. -Believes that the school would be important to add the landscape of charter schools in Rochester. -Could consider opportunities for partnership with Exploration in the future.	-Lead Founder connected with Exploration Director of Community Engagement and Family Partnership. Innova Girls Academy was present at two Family nights in November and December. -Seeking future opportunities to continue this partnership.	1 Business Leader
10/4/2019	Community Member	Meeting with Cristal Wilson	Phone Call	-Participated in Urban/Suburban program which allowed increased access compared to peers in the city. -Ensure exposure to many academic options in order for students to understand wide variety of future opportunities.	-Innova Girls Academy will prepare all students for success in college but will also share pathways into careers with students to ensure a true choice for students after high school.	1 Community Member

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
10/8/2019	Community Member	Meeting with Andre Lindsay	Starbucks: 125 E Main St, Rochester, NY 14604	-Importance of role models for the students. -Importance of engaging content.	-Innova Girls Academy will seek to partner with local companies to bring role models into the classroom for students, particularly women in STEM careers.	1 Community Member
10/8/2019	Nonprofit Leader	Lunch with Maya Crane, Program Officer Equity	Gatehouse Cafe: 274 Goodman St N, Rochester, NY 14607	-Consider the PLEX area of the city for school location. -Innova Girls Academy should attend the Board and Volunteer Event on Oct. 24th. -Importance of diverse board.	-Innova Girls Academy attended the Board/Volunteer event. -Innova Girls Academy will seek to develop a Board that reflects the diversity of Rochester.	1 Nonprofit Leader
10/8/2019	Business Owner	Meeting with Mauricio Riveros, Chief Innovation Officer	Phone Call	-Shared his views on the importance of values-based character development.	-Innova Girls Academy will build a culture that is centered on the CREATE values: Curiosity, Resourcefulness, Empathy, Accountability, Tenacity, and Enthusiasm.	1 Business Leader
10/8/2019	Community Organization	Meeting with Donna Harris, Senior Associate at Center for Governmental Research	Phone Call	-Believes in the importance of on-grade level work for students. -Resources for SPED students, resources for bilingual students.	-Innova Girls Academy Key Design Element is: "Rigor is a Right". We believe that all students should have access to on or above grade level content. -The Innova Girls Academy leadership team will have a	1 Nonprofit Leader

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
					"Director of Student Supports" from Year 1 onwards that will oversee the resources for SPED and Bilingual students.	
10/9/2019	Community Organization	Attended the Women's Leadership Group	Talent Bridge: 7 Linden Park, Rochester, NY 14625	-Shared concept for Innova with 15 women. General support for new all-girls, STEM middle school.	NO ACTION TAKEN.	15 Community Members
10/9/2019	Business Owner	Meeting with CaTyra Polland	Morgan's Cereal Bar: 320 East Ave, Rochester, NY 14604	-In support of all-girls school -Importance of diverse teaching staff to support students and understand the experience of growing up in Rochester.	-Innova Girls Academy will seek to hire a diverse teaching staff. -Innova Girls Academy will partner with local universities to create a pipeline of diverse teachers. -Innova Girls Academy will seek to create a professional teaching environment that fosters collegial support and encourages teacher retention.	1 Business Owner
10/9/2019	Nonprofit Leader	Meeting with Anna Hall, Executive Director of Northeast	Spot Coffee: 200 East Ave, Rochester, NY 14604	-Met with Anna Hall, Executive Director of Northeast Charter Schools Network. Discussed key individuals we should outreach to in Rochester.	-Lead Founder reached out to contacts that Anna Hall suggested connecting with in Rochester. -Innova Girls Academy will	1 Nonprofit Leader

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
		Charter Schools Network		General support for a STEM based middle school. -In attendance: Brittany Rumph, Katie Capella, Anna Hall.	increase the number of seats available for Middle School students.	
10/9/2019	Nonprofit Leader	Meeting with Ann Michael Henry	Spot Coffee: 200 East Ave, Rochester, NY 14604	-Met with Ann Michael Henry to discuss Good Schools Roc -In support of 4th grade start: 4th grade is the third largest waitlist in Rochester currently (5th grade is the second largest waitlist). -In attendance: Brittany Rumph, David McBride, Ann Michael Henry.	-Innova Girls Academy will seek to found with a 4th-8th grade middle school which will increase the number of seats available for a high-need grade range in Rochester.	1 Nonprofit Leader
10/9/2019	Community Member	Meeting with Laquanda Fields	Phone Call	-Parent with 2 daughters who attend RCSD. -Laquanda is considering moving the girls to Young Women's College Prep. -Concerns that she hears from parents about RCSD schools: Communication, lack of organization. -In support of all-girls school.	-Innova Girls Academy will use the advisory system to increase parent communication. Each week, the advisor will be responsible for logging communication with each student in their advisory.	1 Community Member
10/9/2019	Nonprofit Leader	Meeting with Bryan Hickman, Executive	E3 Rochester Offices: 255 East Ave Suite	-Shared experience with Vertus: Become familiar with	-Innova Girls Academy will deeply understand the NYS Performance Framework	1 Nonprofit Leader

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
		Director and Co-Founder	310, Rochester, NY 14604	the high school accountability framework. -In support of student guided learning model that allows students to move at own pace through content.	from both the management and board lens. -Innova Girls Academy will employ educational technology to differentiate instruction and provide individualized supports for students.	
10/10/2019	Community Member	Meeting with Zach Armstrong	Phone Call	-Board Member for Center for Youth. -Create a collaborative learning environment and ensure that school can be a safe space. -Importance of character development and identity work.	-Innova Girls Academy will develop student character through SEL work during advisory periods and through the core CREATE values.	1 Community Member
10/10/2019	Nonprofit Leader	Meeting with LeVar Sanders, Director of Work Based Learning	Villa of Hope: 3300 Dewey Ave, Rochester, NY 14616	-He has built a work force development plan for Villa of Hope that allows students to intern at local businesses. -Importance of college and career readiness: Ensuring that we are not putting students in silos but that there are many options and true choices available for students upon graduation.	-Innova Girls Academy will focus on college preparation as a baseline but will provide resources for students to about direct career paths so that students are prepared to make an educated decision.	1 Nonprofit Leader

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10/10/2019	Community Member	Meeting with Angela Eicholtz	Ugly Duck Coffee: 89 Charlotte St, Rochester, NY 14607	-Importance of helping students develop integrity so that they are prepared to be in an evolving workforce.	-One of the CREATE values is "accountability" which is aligned to the input of developing integrity.	1 Community Member
10/14/2019	Business Owner	Meeting with Ralph Dandrea, CEO at ITX	Phone Call	-Importance of being able to receive feedback from families/students to improve the school from year to year.	-Each year, teachers, students, and guardians will complete two surveys which will be used to provide feedback to the school leadership team and will inform the priorities from year to year of school development.	1 Business Leader
10/15/2019	Nonprofit Leader	Meeting with Deb Hanmer, Initiative Director at the Parent Leadership Training Institute	Fuego Coffee: 1 Woodbury Blvd, Rochester, NY 14604	-Ensure that parents are involved from the beginning to work in a grass roots way to create a school that reflects the community. -Consider reaching out to local daycares and table at their dismissal time.	-Innova Girls Academy will seek to establish a "Parent Advisory Council" in the Founding Year which will be comprised of parents from Rochester that have experience with both RCSD and local charter schools.	1 Nonprofit Leader
10/16/2019	Community Organization	Meeting with Sully Branch Library - Met with Carmen Gonzalez	Sully Branch Library: 530 Webster Ave, Rochester, NY 14609	-Students from school #33 attend because the library is connected to the school and rec center. -The library becomes a place where students can be safe	-Innova Girls Academy will operate an extended day model which will reduce the need for as many after school programming options for parents.	1 Nonprofit Leader

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				and relax after school. -The importance of after school programming for busy parents.		
10/16/2019	Community Organization	Meeting with Maplewood Branch Library - Met with Johanna Buran	Maplewood Branch Library: 1111 Dewey Ave, Rochester, NY 14613	-Trauma information teaching will be very important particularly from students who have grown up in poverty. -The library sees many students who are refugees.	-Innova Girls Academy will train all staff members in Trauma Informed Instruction.	1 Nonprofit Leader
10/16/2019	Community Organization	Meeting with Phillis Wheatley Branch Library - Met with Lori Frankunas	Wheatley Branch Library: 33 Dr Samuel McCree Way, Rochester, NY 14608	-The librarians would like to see more neighborhood based schools. -Importance of a safe school to combat against gang problems in the neighborhood.	-Innova Girls Academy will develop a structured environment that ensures day to day consistency to promote feelings of security for a student population that is likely to have experienced situational trauma. -Innova Girls Academy will learn from local neighborhood school models to increase the ability for community involvement in the school.	1 Nonprofit Leader
10/16/2019	Community Organization	Meeting with Arnett Branch Library - Met	Arnett Branch Library: 310 Arnett Blvd,	-Match with the city school calendar to make it easier on parents.	-Attending meetings for both the Arnett Block Association and the 19th	1 Nonprofit Leader

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
		with Nancy Cholewa	Rochester, NY 14619	-Work with leaders from the community such as the Arnett Block Association and the 19th Ward Community Association.	Ward Community Association.	
10/16/2019	Community Organization	Meeting with Bureau of Recreation, Leslie Smith	Bureau of Rec: 400 Dewey Ave, Rochester, NY 14613	-Consider opportunities to work with the Rec centers to gather feedback from communities.	-Lead Founder tabled at the Flint R-Center for Holiday dinners. -Lead Founder sought out additional opportunities to partner with the R-Centers for mission-aligned programming of STEM instruction.	1 Nonprofit Leader
10/17/2019	Community Organization	Attended 540 CoWork Event - Discussed school options with parent	540 CoWork: 540 West Main Street Rochester, NY 14608	-Parent decided to homeschool 1st grade son because she did not feel that school was safe. -Looking towards resources that homeschooling parents can use.	-Innova Girls Academy understands the importance of a developing a strong school community where families know that students are safe.	2 Community Members
10/17/2019	Community Organization	Meeting with Sully Branch Library - Met with Maria Heeks-Heinlein	Sully Branch Library: 530 Webster Ave, Rochester, NY 14609	-Push for neighborhood schools with wrap around services available for students.	-Innova Girls Academy will strive to partner with a neighborhood to create a neighborhood school that becomes an integral part of a community.	1 Nonprofit Leader
10/17/2019	Community Organization	Meeting with Arnett Branch Library - Met	Arnett Branch Library: 310 Arnett Blvd,	-Match the schedule with the RCSD schedule to make the	-Innova Girls Academy will match most major vacation	1 Nonprofit Leader

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
		with Bruce Tehan	Rochester, NY 14619	vacation time easier for parents.	weeks with the RCSD schedule.	
10/17/2019	Community Organization	Attended Volunteer/ Board Prospecting Event - Spoke with 8 nonprofit leaders about Innova Collegiate Academy	Temple B'rith Kodesh 2131 Elmwood Ave, Rochester, NY	<ul style="list-style-type: none"> -In support of all-girls concept. -Importance of literacy instruction. -Working with the YMCA for community engagement. -Working with Parent Leadership Training Institute. 	<ul style="list-style-type: none"> -Innova Girls Academy has developed a Lower/Upper School model that focuses on building back remedial skills in literacy through the Lower School so that all students who attend the 4th/5th grade at Innova will be on grade level in ELA by the time they get to the 6th grade. -Lead Founder established a partnership with the Maplewood YMCA and set up a table to engage the community in opportunities to share feedback. 	8 Nonprofit Leaders
10/18/2019	Nonprofit Leader	Attended the RMAPI Grand Rounds Presentation: Poverty and Policy - shared school design with 2 presenters: Dr. Leonard Brock	Helen Wood Hall Auditorium: 255 Crittenden Boulevard, Rochester NY 14642	<ul style="list-style-type: none"> -Overview of examples of policies that can directly impact poverty in a city. -Develop a school with the poverty of the city in mind: provide breakfast provided, ensure location is accessible by public transportation for parents, etc. 	<ul style="list-style-type: none"> -In further understanding the poverty of student population, Innova Girls Academy will seek to provide students with breakfast each morning. -Innova Girls Academy will seek to locate in a facility that is accessible by public transportation. 	2 Nonprofit Leaders

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
		(RMAPI) and Larry Marx (Children's Agenda)			-All Innova Girls Academy students will wear uniforms to even the playing field for clothes. -All Innova Girls Staff members will be trained in Trauma Informed Instruction.	
10/18/2019	Age Eligible Family	Meeting with Maria Dalmau	Phone Call	-Excited about All-Girls school model and more opportunities for students to attend charter school.	-Innova Girls Academy will increase the number of charter school seats available for students in Rochester.	1 Age Eligible Family, Community Member
10/18/2019	Community Member	Attended Diverse Professional in Technology Panel - Shared school design with 17 in attendance	Frederick Douglass Gallery: 36 King St, Rochester, NY 14608	-For young women to become more involved in tech careers, there must be a great emphasis placed on representation. Girls in Rochester need to see women, who look like them, that are successful in the tech fields. -Confront the Digital Divide by providing increased access to technology.	-Innova Girls Academy will bring diverse women in STEM into the classroom as role models for students. We know that representation matters for students as they consider options for college and career.	17 Community Members
10/18/2019	Nonprofit Leader	Attended Monster Bash: Science Museum Event	Rochester Museum and Science Center: 657	-General support a new all-girls school in Rochester.	NO ACTION TAKEN.	2 Nonprofit Leaders

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
		- Shared school design with 2 presenters	East Ave, Rochester, NY 14607			
10/19/2019	Community Member	Attended Yards Early Bird Breakfast - Shared school design with 7 in attendance	The Yards Collective: 50-52 Rochester Public Market, Rochester, NY 14609	-General support for a new all-girls school in Rochester. -Discussed the importance of Trauma Informed Instruction with a former charter school teacher.	-Innova Girls Academy will train all staff members in Trauma Informed Instruction.	7 Community Members
10/19/2019	Community Organization	Attended 19th Ward House Tour	School #16: 321 Post Ave, Rochester, NY 14619	-No input received.	NO ACTION TAKEN.	2 Community Members
10/19/2019	Community Organization	Visited FoodLink Curbside Market - Shared school design with 2 in attendance	125 St Paul St, Rochester, NY 14604	-Shared concept for Innova Girls Academy with two volunteers at the Curbside Market. -Discussed goals for the market to reduce the impact of the downtown food desert. -Discussed ways in which Innova Girls Academy could partner with the Mobile Markets to share more about the school with the community.	-Innova Girls Academy Lead Founder met with representatives from Curbside Market to discuss opportunities for partnerships in the future with Foodlink.	2 Community Members

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10/19/2019	Community Member	Attended Beechwood PlayStreets Event - Spoke to one family about school	438 Parsells Ave, Rochester, NY 14609	-Enthusiastic reception from families about the idea of a new, all-girls school. -No additional input received.	NO ACTION TAKEN.	1 Community Member
10/20/2019	Community Member	Attended Making Strides Breast Cancer Walk - Shared Innova concept with 4 parents	One Morrie Silver Way, Rochester, NY 14608	-All four parents are excited to hear about a new school. -Feedback for the school: extended day to cut down on stress of finding afternoon care, diverse teachers, options for students to take art classes.	-Innova Girls Academy will run on an extended day schedule. -Innova Girls Academy is committed to hiring, training, and retaining a diverse teaching staff.	4 Community Members
10/20/2019	Community Member	Attended Hispanic Heritage at the Memorial Art Gallery - Shared Innova concept with 3 parents	Memorial Art Gallery 500 University Ave, Rochester, NY 14607	-Consider partnerships with LatinX organizations in Rochester to continue sharing information about the school.	-Lead Founder will reach out to local LatinX community groups to share more about Innova Girls and seek to participate in local events.	3 Community Members
10/21/2019	Community Member	Meeting with Jeremy Cooney - Candidate for State Senate	Fuego Coffee: 1 Woodbury Blvd, Rochester, NY 14604	-Consider reaching out to the South Wedge Planning Committee.	-Innova Girls Academy Lead Founder will request a meeting with representatives from the South Wedge Planning Committee.	1 Community Member
10/21/2019	Nonprofit Leader	Meeting with Wade	Common Ground Health	-Importance of content experts as teachers that are able to	-Innova Girls Academy will hire content experts at each	2 Nonprofit Leader

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
		Norwood, CEO of Common Ground Health and Member of Board of Regents and Kathy Lewis	Offices: 1150 University Ave Building 5, Rochester, NY 14607	engage students and spark their curiosity. Teachers should be able to share a multidisciplinary view of the world. -The school should be rooted in community such that learning can take place both in and outside the school walls. -Ensure that students have the ability to learn how to learn continuously and think strategically.	grade level to ensure that students have access to teachers that are passionate about their subject areas. -Innova Girls Academy will strive to serve a community as a neighborhood school. -Innova Girls Academy will implement "Self-Regulated Learner" practices.	
10/21/2019	Community Member	Meeting with Kit Mayberry, Senior Advisor for Student Diversity Outreach	Glen Edith Roasters: 44 Elton St, Rochester, NY 14607	-Discussed the role that RIT has played in supporting Rochester Prep. -Consider implementing a "capstone" course in partnership with a university to increase student's understanding of college and how skills learned in the classroom can be applied outside of the classroom.	-Innova Girls Academy will seek to partner with local universities/colleges to increase opportunities for students.	1 Community Member
10/22/2019	Community Member	Attended United Way Panel Discussion - Shared Innova	The Strong Museum of Play, 1 Manhattan Square Dr,	Panelist include: Wade Norwood, Superintendent Terry Dade, and Anne Krass - President of MCC. Panelist shared importance of thinking	-Innova Girls Academy recognizes the importance of STEM foundations for student success in careers after school.	8 Community Members

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
		concept with 8 community members	Rochester, NY 14607	<p>across Rochester silos to make positive impact.</p> <p>-Dr. Krass shared work force development data and that 22 of the highest paying options require strong foundations in science and math.</p> <p>-Superintendent Dade discusses the importance of pulling together education leaders in Rochester (including charter school leaders) to discuss how to best make change and improvements for students in Rochester.</p>		
10/22/2019	Nonprofit Leader	Meeting with Jon Kriegel, Founder of STEM Bridges	Fuego Coffee: 1 Woodbury Blvd, Rochester, NY 14604	<p>-Discussed STEM Bridges which is Mr. Kriegel's project modeled after a former Kodak project that had more than 1,000 STEM volunteers in the classrooms throughout Rochester.</p> <p>-Potential opportunities for partnerships moving forward with volunteers assisting with STEM lessons and demos in the classroom.</p>	-If authorized, Innova Girls Academy would engage in opportunities for partnership with STEM Bridges to increase the number of STEM experiences in the classroom.	1 Nonprofit Leader

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
10/22/2019	Community Members	Attended United Way African American Leadership Development Program Graduation - Shared Innova concept with 4 community members	Rochester Riverside Convention Center, 103 E Main St, Rochester, NY 14604	-Share information about Innova Girls Academy with a table of community members during the luncheon. -Positive support from all community members.	-NO ACTION TAKEN.	4 Community Members
10/22/2019	Educator	Meeting with Dr. Mohan Kumar, Department Chair of RIT Computer Science Department	Rochester Institute of Technology: 1 Lomb Memorial Dr, Rochester, NY 14623	-For students entering RIT as computer science majors, some of the most important skills are: -Math background in calculus and statistics -Physics background in order to develop logical thinking. -Communication abilities, specifically in reading and writing. -The ability to adapt and understand a problem-solving approach.	-Innova Girls Academy will build a strong foundation in math and science. -Innova Girls Academy will strive to increase student's capacity as problem-solvers.	1 Educator
10/22/2019	Age Eligible Family	Meeting with Laquanda Fields	Starbucks, 680 Monroe Ave,	-Parents are worried about PDA and fights in school, school does not feel like a safe	-Innova Girls Academy will create a safe and structured environment where	1 Age Eligible Family

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
			Rochester, NY 14607	place for students. -It will be important to meet families where they are in terms of community engagement. Ensure that there are a variety of events with different times for increased parent access. -Wants to see consistency and routines throughout each school day.	students feel confident. -Innova Girls Academy will use systems and routines to structure the day to day of the school and ensure that every moment matters.	
10/23/2019	Nonprofit Leader	Meeting with Maranne McDade Clay, Executive Director of the Women's Foundation of Genesee Valley	Starbucks, 1914 Monroe Ave, Rochester, NY 14618	-Interested in seeing more young women have access to STEM programming. -Shared additional information about individuals that Innova Girls Academy should connect with.	-Innova Girls Academy will ensure that more young women have access to STEM programming.	1 Nonprofit Leader
10/23/2019	Business Owner	Meeting with Kevin Foy and Linda Decocq	M&T Bank, 3290 Monroe Ave, Rochester, NY 14618	-Discussed possible school locations and additional connections that Innova Girls Academy should make with real estate developers in Rochester.	-NO ACTION TAKEN.	1 Business Leader
10/23/2019	Community Members	Meeting with Susan Morehouse and	Brue Coffee, 960 Genesee	-Include a life training/skills curriculum that empowers students to understand how to	-Innova Girls Academy will train all staff members in Trauma Informed	1 Community Member

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
		Dr. Bill Morehouse, Founders of His Branches	St, Rochester, NY 14611	accomplish important day to day tasks and stay healthy. -Deeply understand ACES in the impact that student's home situations will have on their affect at school.	Instruction in response to the ACES that students will likely have experienced.	
10/23/2019	Educator	Meeting with Rachel LeMasters, Manager of Partnerships and Community Engagement	Phone Call	-Parents in Rochester love the concept of "STEM" but do not fully understand what it means. -Talk to families and show STEM activities on a regular basis to bring STEM to students. -Organizations to partner with to bring in more STEM opportunities: Finger Lakes STEM, Tech Up ROC, GRASSA. -Offer to attend upcoming Family Nights	-Innova Girls Academy will seek to share more with parents through our community engagement about the opportunities for their students in STEM in future careers. -Innova Girls Academy Lead Founder attended Exploration Family Nights.	1 Educator
10/23/2019	Community Member	Meeting with Yennifer Hernandez	Breathe Yoga Cafe, 34 Celebration Dr, Rochester, NY 14642	-Provide teachers with autonomy to adjust curriculum to meet the needs of students in the classroom. -Make connections from classroom content to the "real world" to engage students.	-Innova Girls Academy will incorporate problem-based learning through each academic year.	1 Community Member

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
10/23/2019	Community Member	Meeting with Eleanor Coleman, YouthBuild Placement Coordinator	Arnett Branch Library: 310 Arnett Blvd, Rochester, NY 14619	-Invited to attend the Southwest Common Council Education Committee Meeting.	-Lead Founder will attend the Education Committee Meeting.	1 Community Member
10/23/2019	Community Member	Attended Southwest Common Council Education Committee Meeting - Presented Innova Girls Academy	Arnett Branch Library: 310 Arnett Blvd, Rochester, NY 14619	-Two individuals are against additional charter schools opening as they are concerned about the impact on the local schools. -Discuss the impact of bussing on the city students and how it is negatively impacted the concept neighborhood schools.	-Innova Girls Academy seeks to be in a neighborhood that is home to many students such that it could become a neighborhood school where many of the students are able to walk to school.	7 Community Member
10/24/2019	Age Eligible Family	Meeting with Maria Cruz	Starbucks, 1495 East Ridge Road, Rochester, NY 14621	-Enthusiastic support for the idea of a new, all-girls school. -Include the arts in the integration of technology for students.	-At Innova Girls Academy, students will take an elective each day - this will be an arts elective, every other day. -Innova Girls Academy will seek to integrate the arts into cross-curricular learning projects.	1 Age Eligible Family
10/24/2019	Age Eligible Family	Meeting with Meisuleen Kased	Starbucks, 620 Jefferson Rd,	-Attended a school that was separated by gender, believes that seeing other young	-Innova Girls Academy will breakdown stereotype	1 Age Eligible Family

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			Rochester, NY 14623	women achieve pushed her to achieve more as well. -Took her son out of a Rochester City School because of violence at the school. -Strive to build the confidence of all of the young women in the program.	threat and build confidence of voice in young women.	
10/24/2019	Nonprofit Leader	Meeting with Calvin Uzelmeier, Director at Rochester Museum and Science Center	Phone Call	-Supports the idea of an all-girls school. -Create opportunities for real research where students have the ability to identify questions and complete authentic data analysis. -Consider partnerships with Rochester organizations that have STEM programming such as the YMCA, the Zoo, and Science STARS.	-Innova Girls Academy will seek to partner with organizations to enhance the program availability for students. -Innova Girls Academy will provide authentic science learning experience where students will investigate scientific questions.	1 Nonprofit Leader
10/24/2019	Other	Attended New York Charter Schools Conference	Syracuse Marriot Downtown, 100 E Onondaga St, Syracuse, NY 13202	Key Takeaways from the Event: -Leading for Equity: Hiring a diverse staff and developing policies/practice that maintain the staff. Consider equity leadership dispositions that include: personally reflect, model beliefs, personally act,	-Innova Girls Academy seeks to hire a staff with diversity that reflects the diversity of the city of Rochester. -Innova Girls Academy will develop an high-functioning board that will be prepared hold the school accountable	NY Charter School Leaders

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				<p>confront bias, and improve systems.</p> <p>-NYSED Presentation: Importance of “getting results for students who have been written off”. Hispanic students in charter schools are closing the academic gap and achieving the same academic accomplishments as white students in public schools. Quoted John King: “In order for autonomy to be real, the accountability must be real”</p>	<p>to the New York Performance Framework.</p> <p>-Innova Girls Academy will offer a new option for parents in Rochester that believes in the ability of all students to achieve academic excellence.</p>	
10/25/2019	Other	Attended New York Charter Schools Conference	Syracuse Marriot Downtown, 100 E Onondaga St, Syracuse, NY 13202	<p>Key Takeaways from the Event:</p> <p>-Effective Schools have:</p> <ul style="list-style-type: none"> -strong leader with clear, articular vision that focuses on academic growth. -100% of adults are on board with the mission. -Frequent assessments. -Coherent curriculum. -Understand the impact of the school on the labor market. 	<p>-Innova Girls Academy puts the mission at the center of our work. We seek to bring mission aligned individuals onto the staff.</p> <p>-Innova Girls Academy will have daily, weekly, and quarterly assessments that are analyzed to make pedagogical adjustments.</p> <p>-Innova Girls Academy will consider the vertical and horizontal alignment of all curriculum.</p>	

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10/25/2019	Business Owner	Meeting with George Daddis, Vice President	Phone Call	-In support of all-girls model as long as overall number of students served stays the same.	-Innova Girls Academy is proposed to open with a class of 104 students and grow by 52 student each year.	1 Business Owner
10/29/2019	Elected Official	Meeting with Loretta Scott, President, Rochester City Council	Phone Call	-Importance of a diverse and capable staff, particularly one that is focused on STEM. -Students in Rochester lack role models and are in need of more involvement from the community. Consider partnering up with an organization like Pillars of Hope to bring community members into the classroom. -The all-girls concept is phenomenal. -For neighborhoods, consider the 19th Ward or Browncroft Neighborhoods.	-Innova Girls Academy will partner with local STEM companies to bring diverse role models into the classroom as representation of what is possible for our students. -Innova Girls Academy will explore opportunities to be located in the 19th Ward or Browncroft Neighborhoods.	1 Elected Official
10/30/2019	Nonprofit Leader	Meeting with Marie Kamp, Vice President of Programs at Junior Achievement	Phone Call	-Ms. Kamp shared more about the programs offered through the Junior Achievement and opportunities for partnership in the future.	-Innova Girls Academy will teach financial literacy. -Innova Girls Academy will consider partnerships with Junior Achievement to deliver high-quality financial literacy educational experiences for students.	1 Nonprofit Leader

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
10/30/2019	Community Member	Meeting with Lori Webster	Phone Call	-Agrees with the importance of getting girls engaged and building identity as learners by the 4th grade.	-Innova Girls Academy will propose a 4th grade start.	1 Community Member
11/4/2019	Business Leader	Meeting with Marcia Turner	Phone Call	-Attended an all-girls school and Wellesley. Believes that all-girls schools allowed her to be successful in her career.	-Innova Girls Academy will increase the number of seats available in an all-girls setting for young women in Rochester charter schools.	1 Business Leader
11/4/2019	Business Leader	Meeting with David Powe, Partner and Lead Consultant	Phone Call	-Interested in the idea of the school and believes that an all-girls school could have a positive impact in the community.	-Innova Girls Academy will provide young women in Rochester with an all-girls opportunity.	1 Business Leader
11/5/2019	Elected Official	Meeting with Phil Rose, Wayne-Fingerlakes BOCES Board of Education Member	Phone Call	-Mr. Rose discussed the importance of Trauma Informed Instructions and Restorative Practices. -Sits on the BOCES Board.	-Innova Girls Academy will train all staff members in Trauma Informed Instruction.	1 Elected Official
11/11/2019	Nonprofit Leader	Meeting with Cati Pulver, Vice President of Junior Achievement	Fuego Coffee: 1 Woodbury Blvd, Rochester, NY 14604	-Suggestion for community engagement to meet parents where they are. This could be at RTS station, R-Centers, etc. -Importance of Workforce Development in Rochester. -Students need structure and	-Innova Girls Academy will engage in community engagement that strives to “meet parents where they are” by participating in large, traditional events and	1 Nonprofit Leader

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				<p>accountability</p> <ul style="list-style-type: none"> -Discussed opportunities for partnerships with Junior Achievement once we are in our first year of operation. 	<p>positioning ourselves at local establishments.</p>	
11/11/2019	Business Leader	Meeting with Alanna Stage	Penfield Starbucks: 1806 Penfield Rd, Penfield, NY 14526	<ul style="list-style-type: none"> -Importance of accountability on the part of the board. -Opportunities to partner with other aligned organizations in Rochester such as the Literacy Volunteers who do work with both English and Digital Literacy. 	<ul style="list-style-type: none"> -The Innova Girls Academy Board will be well-versed in the NYS Performance Framework. -Innova Girls Academy will seek to partner with local, mission-aligned organizations. 	1 Business Leader
11/11/2019	Educator	Meeting with Michael Occhino, Director of Science Education Outreach at the University of Rochester	Phone Call	<ul style="list-style-type: none"> -Importance of developing student's abilities as "Self-Determined" Learners. -Learn from Rochester STEM programs at the public schools such as the Nathaniel Rochester Community School. -In his experience, in co-ed science settings, the boys are more likely to run the experiments while the girls are more likely to pick up the clipboards to record the data. Having a single-gendered settings would allow for opportunities to breakdown 	<ul style="list-style-type: none"> -Innova Girls Academy will seek to increase participation in science for young women by providing them with a single gendered setting. -Innova Girls Academy will develop students as self-regulated learners which includes practices aligned to "self-determination." 	1 Educator

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				the stereotypes and give young women more real-life science experiences.		
11/11/2019	Business Leader	Meeting with Elizabeth Young	Phone Call	-Supports the idea of an all-girls school. -Would like to see improvements to the options for parents who live in Rochester.	-Innova Girls Academy would increase the options that Rochester parents have available for their students.	1 Business Leader
11/12/2019	Nonprofit Leader	Attended the Urban League "Not Your Average Luncheon"	Riverside Convention Center: 123 E Main St, Rochester, NY 14604	Themes from the event: -Importance of increasing literacy throughout the city. -Importance of collaboration between organizations for increased impact.	-Innova Girls Academy will prioritize literacy in the 4/5th grade to ensure students are on or above grade level by the 6th grade.	1 Nonprofit Leader
11/12/2019	Business Leader	Meeting with Stephanie Woodward	Phone Call	-Importance of helping students with disabilities feel empowered to be innovative in order to develop technology for people who experience similar disabilities.	-Innova Girls Academy will be prepared to help students with disabilities flourish and demonstrate similar academic and personal growth to their general education peers.	1 Business Leader
11/12/2019	Business Leader	Meeting with Toni Spina, CPA	Bailey, Carr & Co: 2565 Brighton Henrietta Town Line Rd,	-Importance of teaching students financial literacy. -In support of an all-girls school model. Girls need more opportunities to excel in STEM. -Would be interested in	-Incorporation of financial literacy into once a week "Life Skills" elective. -Innova Girls Academy will breakdown stereotypes in STEM.	1 Business Leader

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			Rochester, NY 14623	running Leadership Development programming with Innova girls Academy.		
11/13/2019	Business Leader	Meeting with Linda Kennedy	Phone Call	-Linda supports the idea of Innova Girls Academy and would be willing to help connect us with accounting services in Rochester.	-Innova Girls Academy will increase the number of seats available for girls in Rochester charter schools.	1 Business Leader
11/13/2019	Business Leader	Meeting with Michele Mosca	Phone Call	-One daughter is attending Mercy, another daughter attends Penfield Public school. Michele recognizes that different students need different settings to learn. She appreciates that she has the ability/access to an all-girls school for one daughter. -Supports the idea of increasing all-girls options for young women in Rochester-particularly for parents who may not have access to Mercy (private all-girls school).	-Innova Girls Academy will increase the number of seats available for girls in Rochester charter schools.	1 Business Leader
11/13/2019	Business Leader	Meeting with Jennifer Brenner	Village Bakery: 145 Culver Rd, Rochester, NY 14620	-Importance of ensuring all girls have access to the school. -Teaching entrepreneur skills -Ensuring that students	-As a public school, all students in Monroe County would be eligible enter the Innova Girls Academy lottery.	1 Business Leader

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				understand the real-life impact of what they are learning.		
11/14/2019	Community Members	Parent Focus Group #1	183 East Main St, Rochester, NY 14604	<p>Engaged 5 parents a Parent Focus Group Discussion. Feedback from the discussion includes:</p> <ul style="list-style-type: none"> -Hire a parent advocate: ensure that this role has autonomy over the ways in which their role sits between families and the school. -Implement a curriculum that engages students and connects classroom content to the world around them. -Hold parents accountable - ensure that parents know that they are part of the community, have a voice, and understand the expectations from the beginning of the school year. 	<ul style="list-style-type: none"> -Innova Girls Academy will implement problem-based learning projects. -Innova Girls Academy will have a parent orientation to share the expectations for parents from each year. 	5 Community Members
11/14/2019	Nonprofit Leader	Meeting with The Children's Agenda: Jackie Cambell, Director of Roc The Future and Larry Marx, CEO	Children's Agenda Office: 1 S Washington St #120, Rochester, NY 14614	<ul style="list-style-type: none"> -Importance of engaging parents and families before the school opens: Position parents as decision makers. -Consider meeting with Faith-Based organizations to continue community 	-Innova Girls Academy has and will strive to position parents as decisions makers throughout the community engagement, implementing feedback that is aligned to the mission of the school.	1 Nonprofit Leader

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
		of The Children's Agenda		engagement. -Ensure that teachers understand or have access to training in Culturally Relevant Pedagogy.		
11/14/2019	Business Leader	Meeting with Jodell Raymond, Adjunct Professor	Phillips European: 26 Corporate Woods, Rochester, NY 14623	-Students need to build strong foundations in literacy and math to be prepared for community college. -Suggestions of politicians to connect with to continue sharing the concept of Innova Girls Academy.	-Innova Girls Academy students will have double time in math and literacy to ensure all students are on or above grade level.	1 Business Leader
11/14/2019	Community Member	Meeting with Sandra Williams	Law Library: 50 East Ave Rochester, NY 14604	-Importance of structure to create an academic culture at the school. -Students should be proud to be Innova Girls Academy students. They should wear the uniform proudly.	-Innova Girls Academy will develop structures to promote consistency and urgency throughout the school day. -Innova Girls Academy students will wear uniforms.	1 Community Member
11/14/2019	Community Members	Hosted a table near the Regional Transit Service Center	60 St Paul St, Rochester, NY 14604	-Distributed flyers and shared more about Innova Girls Academy with individuals commuting home from work in the evening. -General, positive support for Innova Girls Academy.	-NO ACTION TAKEN.	19 Community Members

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
11/18/2019	Community Member	Meeting with Chris Fogarty	Pittsford Starbucks: 24 State St, Pittsford, NY 14534	-Believes that there should be increased school options for parents that live in Rochester.	-Innova Girls Academy will increase the number of options available for Rochester parents.	1 Community Member
11/18/2019	Business Leader	Meeting with Shelby George	Victor Starbucks: 200 High Point Drive, Victor, NY 14564	-Importance of building connections throughout Rochester to network and build a strong base of support for Innova Girls Academy.	-Innova Girls will seek to build a strong network of support throughout our community engagement.	1 Business Leader
11/18/2019	Business Leader	Meeting with Jonathan Nwagbaraocha	Equal Grounds: 750 South Ave, Rochester, NY 14620	-Discussed ways in which Innova Girls Academy will support student subgroup populations such as students with Special Learning Needs and English Language Learners.	-Innova Girls Academy is committed to ensuring that all students are successful, including students with learning disabilities and ELL/MLLs.	1 Business Leader
11/18/2019	Nonprofit Organization	Attended Event: Introduction to Addressing Structural Racism, Shared Innova Girls Academy with 3 Nonprofit Leaders	Brue Coffee, 960 Genesee St, Rochester, NY 14611	-80% of the children living in poverty in Rochester are living in single-family homes. -Importance of understanding the systems that perpetuate poverty in Rochester: example, housing polices.	-Innova Girls Academy will continue to seek to understand the lived experiences of students in Rochester that are living in poverty.	3 Nonprofit Leaders

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11/19/2019	Business Leader	Meeting with Lori Webster	Spot Coffee: 200 East Ave, Rochester, NY 14604	-Look up the speaker "Lisa Nicholes" who published "Motivating the Teen Spirit" which could be a useful resource for helping shift from fixed to growth mindsets for students.	-Innova Girls Academy will research the work of Lisa Nicholes.	1 Business Leader
11/20/2019	Nonprofit Organization	Meeting with Rochester Makerspace President, David Duckles	Rochester Makerspace: 850 St Paul St, Rochester, NY 14605	-The organization seeks opportunities to connect with more schools in the neighborhood to complete more youth programming. Could work as a partnership for Innova Girls Academy for future community engagement events.	-Innova Girls Academy will consider opportunities to host community engagement with the Rochester Makerspace	1 Nonprofit Leader
11/20/2019	Business Leaders	Meeting with Robert Poltrino	Phone Call	-Rob believes that more technology resources should be shared with Rochester students.	-Innova Girls Academy will seek to utilize local nonprofits in order to increase the technology available for their students.	1 Business Leader
11/20/2019	Nonprofit Leader	Meeting with Barbara Pierce, Chief Development Officer at The United Way	Phone Call	-Strive to understand the people that you are serving by engaging with the community. -Hold and share a growth mindset, understanding that we are doing something new and will need to convince	-Innova Girls Academy will continue to seek to understand the lived experiences of students in Rochester that are living in poverty. -Innova Girls Academy will	1 Nonprofit Leader

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				<p>others that this idea will have a positive impact.</p> <p>-In support of an all-girls school: We often focus on boys in the city but need more programming to build strong women.</p> <p>-Consider what data can be shared from year to year to demonstrate that the program has the impact that was promised to the community.</p>	<p>be as transparent as possible when sharing data with the community about the impact of our programming.</p>	
11/20/2019	Business Leader	Meeting with Robert Cain, Senior Developer	Phone Call	<p>-Ensure that people in the community have input into development of the school to create something that is a reflection of the community and has the buy-in from the community.</p>	<p>-Innova Girls Academy will strive to co-create a school with the community to ensure that the school design authentically reflects the community.</p>	1 Business Leader
11/21/2019	Nonprofit Organization	Attended the "State of the Children's Address", Shared Innova Girls Academy concept with 9 nonprofit leaders	Holiday Inn Rochester: 70 State St, Rochester, NY 14614	<p>-Keynote Speaker: Tafona Ervin from the Tacoma Foundation to talk about how to improve outcomes from school districts.</p> <p>-Attended "Family and Community Engagement" Breakout Session. Feedback from this session includes:</p> <p>-Establish school-based planning teams.</p>	<p>-Innova Girls Academy will strive to find unique ways to engage parents, including home visits, parent orientations, monthly family activities, and weekly phone calls/emails by advisors.</p>	9 Nonprofit Leaders

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				-Realize that non-traditional relationships may be important to students as family. Example: The neighbors may have played a large role in the child's upbringing and could be a representative as at a Family Conference if the parents were unable to attend.		
11/21/2019	Educator	Meeting with Michael O'Brien	Fuego Coffee: 1 Woodbury Blvd, Rochester, NY 14604	-Importance of strong operational staff that will be able to keep track of all materials needed for year to year reporting.	-Innova Girls Academy will hire a back-office provider to assist in the daily accounting and the financial reporting for the first five years of operations.	1 Nonprofit Leader
11/21/2019	Educator + Community Member	Exploration Charter School: Family Night	Exploration Charter School	-Shadowed the Parent/Family Coordinator. -Strong sense of family in the community- evident from conversations between families, students, and teachers. -Keep planning for events organized to help with the flow of parents from station to station.	-Innova Girls Academy will consider modeling similar Family Engagement nights to bring the school community together.	1 Educator and 4 Community Members

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
11/22/2019	Community Member	Meeting with Kimberly Russell	72 Charlotte Street, Rochester 14607	-Consider downtown as a location for the school. -Other possible school locations: Bull's Head - Genesee/West Main Building at North/University Building at Chestnut	-Innova Girls Academy will consider downtown locations for the school.	1 Community Member
11/22/2019	Community Member	Hosted a Table as a Volunteer at STEM Fair	Riverside Convention Center: 123 E Main St, Rochester, NY 14604	-No input received. -Worked at a table and spoke to many students and teachers at the table.	-NO ACTION TAKEN.	5 Educators
11/22/2019	Business Leader	Meeting with CaTyra Polland	Virtual Call	-CaTyra shared interest in supporting the school. Strong support for all-girls school given the importance of creating more all-girls seats available in a single gender setting.	-Innova Girls Academy will increase the number of seats available for girls in Rochester charter schools.	1 Business Leader
11/22/2019	Business Leader	Meeting with Robert Poltrino, Senior Facilities Technician at Datto	Datto Offices: 1 S Clinton Ave Suite 1300, Rochester, NY 14607	-Importance of an all-girls STEM school in order to diversify tech offices like Datto. -Should consider options to partner with organizations/foundations that	-Innova Girls Academy will increase the number of young women who will have access to strong STEM foundations.	1 Business Leader

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				provide tech resources to nonprofits.		
11/22/2019	Community Members and Families	Hosted a table at the Flint Street R-Center Thanksgiving Dinner.	Flint Street R-Center: 271 Flint St, Rochester, NY 14608	Themes from community member feedback: <ul style="list-style-type: none"> -More opportunities for young women to engage in STEM. -Increase, higher-quality options for parents in Rochester. -Parents are not satisfied with education options currently in Rochester. 	-Innova Girls Academy will increase the number of options available for Rochester parents.	31 Community Members
11/23/2019	Community Member	Parent Focus Group #2	Gleason Auditorium, Rochester, NY	<ul style="list-style-type: none"> -Parents shared their interest in and support of Innova Girls Academy. -Believe that more girls in Rochester should have access to an all-girls setting in which to build confidence and STEM foundations. -Consider how we can learn from what other charter schools are doing. One parent's daughter attends Rochester Prep and is very happy with rigorous expectations. 	<ul style="list-style-type: none"> -Innova Girls Academy will increase the number of seats available for girls in Rochester charter school, single gender settings. -Innova Girls Academy will draw on the best practices of charter schools in, and outside, of Rochester to develop instructional and organizational practices that have a demonstrated track record of success for similar populations of students. -Innova Girls Academy will use an extended school day model to increase the time 	4 Community Members

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				-Questions around extracurriculars: will the school have sports, clubs, etc. -Support for extended day, particularly if it includes opportunities for extracurriculars in the afternoon.	that students have to engage in rigorous lessons and have opportunities to take elective classes.	
11/25/2019	Community Member	Meeting with Andre Lindsay	Virtual Call	-Believes in increasing high-quality options for parents in Rochester.	-Innova Girls Academy will increase the number of options for parents in Rochester.	1 Community Member
11/26/2019	Business Leader	Meeting with Jenn Brake	Spot Coffee: 200 East Ave, Rochester, NY 14604	-Consider the way to incorporate creativity in STEM education. -Social Media idea: Blog Posts from STEM leaders in the community. -Connect with the Rochester Downtown Development.	-Innova Girls Academy will seek to allow student creativity to thrive into cross-curricular learning projects.	1 Business Leader
11/27/2019	Business Leader	Meeting with Kim Browning, Chief of Staff at Tabula Rasa Health Care	Fuego Coffee: 1 Woodbury Blvd, Rochester, NY 14604	-Importance of teaching empathy to encourage the young women to support one another. -Work to increase parent advocacy and partnership in order to strengthen the school community.	-Innova Girls Academy will build a culture that is centered on the CREATE values: Curiosity, Resourcefulness, Empathy, Accountability, Tenacity, and Enthusiasm.	1 Business Leader

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
11/27/2019	Business Leader	Meeting with Abby Rienhard, Founder and CEO of GP Flooring	GP Flooring Solutions: 32 Marway Cir, Westgate, NY 14624	-Reference the research done by Larry Summers in stereotype threat. -Importance of sharing a clear message with the community about the potential for impact for the STEM focus for girls.	-Innova Girls Academy will seek to dismantle stereotype threat for young women in STEM.	1 Business Owner
12/2/2019	Community Members and Families	Hosted a table at the Northwest Family YMCA Holiday Craft Fair	Northwest Family YMCA: 730 Long Pond Rd, Rochester, NY 14612	-Table Set-Up at the Holiday Craft Fair. Spoke with 22 different community members over the course of the evening. -General Themes from input: - Parents from the suburbs are satisfied with the education their students are receiving, stark contrast to parents with students in city schools. -Importance of increasing opportunities for young women to engage in STEM foundations.	-Innova Girls Academy will seek to increase school options in the city such that parents are able to be satisfied with their student's education without needing to move to the suburbs.	22 Community Members
12/3/2019	Elected Official	Participated in the Mayor's Book Club	30 Church St, Rochester, NY 14614	-Participated in the book club event with other attendees. Attendees include, Justin Roj - Director for the Bureau of Communications and Special Events, Patricia Uttaro - Director of Rochester Public Libraries, and Mayor	-Lead Founder reached out to Mr. Roj and Mayor Warren to set up opportunities to share more about Innova Girls Academy and seek feedback for the school design.	1 Elected Official and 3 staff members

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				Lovely Warren. -Shared design of the school with Mayor Warren who wanted to hear more and would like to meet.		
12/3/2019	Nonprofit Organization	Meeting with Girls Scouts of Western NY - Melanie Bloodworth and Yvelisse Gray	1000 Elmwood Avenue, Door 9 Rochester, NY 14620	-Discussed the 90 new STEM badges with a STEM focus as using STEM as a way to be a helper. -Girl Scouts in Western NY covers 9 different counties and serves 15,000 students. -The Girl Scouts partners with Rochester schools for elective and after-school programming. -Opportunity to partner further with GSWNY to strengthen the all-girls programming.	-Innova Girls Academy Lead Founder will volunteer with the Girl Scouts to increase STEM programming. -Innova Girls Academy will meet with the President of GSWNY to further discuss partnership opportunities.	2 Nonprofit Leaders
12/3/2019	Educator	Meeting with Virginia Gordon	Phone Call	-Retired from RCSD recently due to frustration with decisions that were being made at the executive level in the District. -Focus on developing a strong culture from the start to build the foundation of the school. - Importance of building trust. -	-Innova Girls Academy will use an advisory system to ensure that every student has a key adult in the building that they can trust and meet with on a regular basis.	1 Educator

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				"Students need the opportunity to be awesome."		
12/4/2019	Business Leader	Meeting with Robert Cain	Fuego Coffee: 1 Woodbury Blvd, Rochester, NY 14604	-Believes in the school model as directly responding to a need in the workforce of Rochester to develop and include more diversity from the population of Rochester.	-Innova Girls Academy will benefit the Rochester workforce by increasing the number of young women with strong foundations in STEM.	1 Business Leader
12/6/2019	Business Leader	Meeting with Danielle Raymo, Founder of Rochester Brainery	Phone Call	-Discussed opportunities for Innova Girls Academy to host classes during our Founding Year at The Brainery - a community space that offers affordable classes on a weekly basis.	-Considering hosting events at The Brainery.	1 Nonprofit Leader
12/9/2019	Nonprofit Organization	Meeting with Jill Freeman and Jason Peppers, Rochester Makerspace Board Members	Spot Coffee: 200 East Ave, Rochester, NY 14604	-Discussed the importance of having a diverse board and a diverse steering committee if you want your organization to serve a diverse community. -The Makerspace is seeking to expand their impact to the surrounding community.	-Innova Girls Academy is developing a board that reflects the diversity of the city of Rochester.	2 Nonprofit Leaders
12/9/2019	Community Member	Meeting with Michele Mosca	Penfield Starbucks: 1806 Penfield Rd, Penfield, NY 14526	-Discuss the challenging education landscape in Rochester and need for additional options that better	-Innova Girls Academy will increase the number of charter school seats available for students in Rochester.	1 Community Member

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				serve the needs of students who have grown up in poverty.		
12/9/2019	Community Member	Meeting with Rida Waqas	12 Corners Starbucks: 1914 Monroe Ave, Rochester, NY 14618	-Importance of supportive staff that is diverse. -Make the learning more permanent by giving students ways to apply their learning in the world around them.	-Innova Girls Academy will seek to hire a diverse teaching staff. Innova Girls Academy will partner with local universities to create a pipeline of diverse teachers. Innova Girls Academy will seek to create a professional teaching environment that fosters collegial support and encourages teacher retention.	1 Community Member
12/9/2019	Nonprofit Leader	Meeting with Ashley Campbell, Founder of Ballet Afrikana	McDonalds: 820 Culver Rd, Rochester, NY 14609	-Discussion of the number of parents who are homeschooling their students: Consider how to ground students in their own culture during the school day. -Opportunities for partnership to outreach to parents of her students at Ballet Afrikana.	-Innova Girls Academy will train all staff members in the practices of Culturally Responsive Teaching. -Innova Girls Academy will host a Parent Focus group at the upcoming Ballet Afrikana class.	1 Nonprofit Leader
12/10/2019	Community Members and Families	Parent Focus Group #3 - Meeting at Ballet Afrikana	Ballet Afrikana: 1024 Garson Ave,	-Shared concept of Innova Girls Academy with 5 parents and 6 students. During the Ballet class, discussed the ideas with	-Innova Girls Academy will seek to hire a diverse teaching staff. -Innova Girls Academy will	5 Parents 6 Students

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			Rochester, NY 14609	4 of the parents. -Feedback from the parents included a strong focus on hiring a diverse teaching staff. -Additionally, we discussed how to hold high expectations for all children and ensure that students in the middle range of academic performance do not fall “through the cracks” but still get the individualized attention needed for academic success.	provide individualized learning opportunities to all students, not just those that are struggling in academic performance.	
12/11/2019	Elected Official	Meet and Greet with City Commissioner for the Department of Environmental Services.	The Hideaway: 199 Park Ave, Rochester, NY 14607	-Introduced to the City Commissioner and his staff. Shared concept for Innova Girls Academy. -The Commissioner is excited about encouraging young women to engage in STEM and leadership roles. Shared the efforts that his office has made to increase the number of women in leadership roles.	-Innova Girls Academy will strive to continue to increase the number of women in leadership positions throughout Rochester through leadership development.	1 Elected Official and 8 Staff Members
12/11/2019	Educator	Meeting with Virginia Gordon	The Hideaway: 199 Park Ave, Rochester, NY 14607	-Discussed the importance of providing students with consistency throughout the school day/year and build	-Innova Girls Academy will strive to create consistency from day to day with routines and systems that	1 Educator

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				strong relationships with students.	streamline the lived experience at Innova.	
12/11/2019	Educator	Meeting with Jeanne Strazzabosco	Victor Starbucks: 200 High Point Drive, Victor, NY 14564	-Shared concept of Innova Girls Academy. Jeanne is in support of a new school that will provide students opportunities for a higher-quality education than what is currently available. -Suggested reaching out to YMCAs to set up times to engage the YMCA communities to get feedback on the school design.	-Innova Girls Academy Lead Founder will reach out to local YMCAs for opportunities in community engagement.	1 Educator
12/11/2019	Community Members	Attended ROC Music Concert	Gantt Recreation Center: 700 North St, Rochester, NY 14605	-Share Innova Girls Academy with three families at the ROC Music Concert. Positive response from all families who are excited about the possibility of a new school option in Rochester.	-NO ACTION TAKEN.	Spoke with 3 Families
12/12/2019	Business Leader	Meeting with Danielle Raymo, Founder of the Rochester Brainery	The Brainery: 176 Anderson Ave F109, Rochester, NY 14607	-Danielle shared information about how to set-up a class through The Brainery or rent the space to host an educational session for the community.	-Lead Founder considered options for hosting events with The Brainery.	1 Business Leader

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
12/12/2019	19th Ward Community Delegates	Attended and presented 19th Ward Delegates Meeting	Arnett Library: 310 Arnett Blvd, Rochester, NY 14619	-Shared Innova Girls Concept with 16 Delegates at the 19th Ward Community Meeting. -General positive support, particularly for the all-girls component of the school design. -Questions about whether current RCSD teachers who are impacted by mid-year cuts could be hired by Innova Girls Academy.	-Innova Girls Academy would not be able to currently hire any teachers who may be experiencing a mid-year cut. -Innova Girls Academy will continue to seek feedback from community members in the 19th Ward in an effort to co-create a school that is uniquely positioned to meet the needs of its neighborhood.	16 19th Ward Delegates
12/13/2019	Community Members	Meeting with Miranda Heyward	1 Woodbury Blvd, Rochester, NY 14604	-Believes in the importance of high quality and engaged teachers.	-We will hire high-quality teachers who engage in more than a month of professional development throughout the school year.	1 Community Member
12/13/2019	Community Members	Meeting with Renee Cleare	1 Woodbury Blvd, Rochester, NY 14604	-Jumped around from many Rochester City School District schools when she was growing up. Ended in a suburban school. -Believes that there is too large a gap between the quality of suburban education and urban education. -"This school feels like hope."	-Evaluate quality of suburban schools and consider the differences between suburban and urban programs.	1 Community Member

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
12/13/2019	Community Member	Meeting with Maria Cruz	1495 East Ridge Road, Rochester, NY 14621	-Parent of two students who attend Rochester charter schools. -Focus on resources available for Special Education.	-Evaluate the resources available from the District.	1 Community Member
12/14/2019	Community Members and Families	Hosted a table at WDKX STEP JAM	100 Exchange Boulevard, One War Memorial Square, Rochester, NY 14614	Themes from the 120 families we met and heard from at the event: -Diversity of Teaching Staff -Families are not satisfied with current options in Rochester. -Families want to see increased math/literacy scores. -Increase communication with families. -Incorporate Financial Literacy	-Innova Girls Academy will engage in weekly communication with families through the advisory system. -Innova Girls Academy will provide opportunities for students to learn financial literacy. -Innova Girls Academy will focus in Lower Academy on the remediation of literacy and math foundational skills.	120 community members
12/16/2019	Educator	Meeting with Barbara Zelazny, Principal of Young Women's College Prep	133 Hoover Dr, Rochester, NY 14615	-Meet with the Student Leadership Network. -Critical to develop a well-rounded understanding of the New York State Performance Framework. -Consider the grade span and when a parent may be interested in moving a child	-Set-up meeting with Laura Rebell Gross from the Student Leadership Network. -Included an overview of the Charter School Performance Framework in each board meeting, assigning key Board	1 Educator

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				from a district to charter school.	Members for each performance indicator.	
12/16/2019	Community Members and Families	Hosted a table at the Maplewood YMCA, Distributed flyers, collected surveys, and petition signatures	25 Driving Park Ave, Rochester, NY 14613	Themes from the 64 families we heard from at the events: - General support and excitement for all-girls and STEM opportunities. -Importance of ELL programming for students that are learning English as a Second Language. -Diversity of the teaching staff. -Increased quality of academics.	-Innova Girls Academy will provide excellent student outcomes through rigorous instruction in an environment that increasing opportunities for girls in STEM. -Innova Girls Academy will hire staff and provide training to support ELL/MLL students.	-64 Community Members -54 surveys collected, 10 are age eligible
12/17/2019	Elected Official	Meeting with Jose Peo, Rochester City Council Member representing the Northwest Quadrant	1 Woodbury Blvd, Rochester, NY 14604	-Believes that the Northwest needs a school like this; -Two All-Boys schools are in the Northwest, it could make sense for families to have an all-girls school in the Northwest as well. -Suggestion to meet with Many Neighbors Building Neighborhoods.	-Innova Girls Academy will reach out to present at the Charlotte Neighborhood Association and Many Neighbors Building Neighborhoods. -Innova Girls Academy will consider locating in the Northwest quadrant of the city.	1 Elected Official
12/17/2019	Community Members and Families	Hosted Parent Focus Group #4 and a Student Focus Group	Maplewood Community Library 1111 Dewey Ave,	Themes from the Parent and Students Focus Groups: -Opportunities for students to	-Innova Girls Academy will consider partnering with organizations to support girl-centered programming.	-5 Parents Attended -5 Student Attended

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
			Rochester, NY 14613	build their confidence in the classroom. -More field trips. -Financial Literacy.	-Incorporation of financial literacy into once a week "Life Skills" elective.	-3 Surveys collected
12/17/2019	Elected Officials	Attended December City Council Meeting	30 Church St, Rochester, NY 14614	-Consider opportunities for partnerships with the Many Neighbors Building Neighborhoods Community Organization	-Schedule with president of MNBN to be added to the agenda for the Feb meeting of MNBN.	1 Elected Official
12/19/2019	Business Leaders	Meeting with CPA's from Freed Maxick	Village Bakery: 145 Culver Rd, Rochester, NY 14620	-Discussed options for back office provided support from Freed Maxick.	-NO ACTION TAKEN	2 Business Leaders
12/19/2019	Community Members and Families	Hosted table at Exploration Charter School December Family Night	Barnes and Noble - 330 Greece Ridge Center Dr, Rochester, NY 14626	Themes from the 31 families we spoke with: -Positive response to STEM and all-girls. -Ensure there are opportunities for leadership development. -Families at the elementary charter are looking for additional middle school charter school options.	-Innova Girls Academy will increase the number of middle school seats available for students in Rochester. -Innova Girls Academy will have leadership development through our SEL programming and Core Values.	31 surveys collected of which 13 are age eligible
12/22/2019	Educator	Laura Rebell Gross, Founder of Young Women's	Phone Call	-Invitation to attend the Young Women's Leadership Network events in Texas. -Invitation to visit The Young	-Innova Girls Academy seek opportunities to partner with YWLN in the future. -Innova Girls Academy Lead	1 Educator

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
		College Prep and current Managing Director of Girls' Education at the Student Leadership Network		Women's Leadership Network schools in NYC. -Consider opportunities for partnership with YWLN for support as an all-girls school through the Student Leadership Network.	Founder will visit YWLN school's in NYC.	
1/3/2020	Nonprofit Leader	Shirley King, Founder of Women's Giving Circle	Canaltown Coffee Roasters: 1805 East Ave C, Rochester, NY 14610	-Disappointed with the current outcomes for education in Rochester - the system needs something new. -Supports the idea of a new all-girls school in Rochester.	-Innova Girls Academy will exercise the charter school autonomy to implement an innovative model that allows for improved educational outcomes for students.	1 Nonprofit Leader
1/3/2020	Community Member	Jamila Smith, Workforce Development Manager Finger Lakes Performing Provider System	Starbucks, 1914 Monroe Ave, Rochester, NY 14618	-Believes that this school needs to exist for students in Rochester. -Had to advocate for her son, who has an IEP, and worries about parents who are not able to advocate in the same way.	-Innova Girls Academy will empower parents as advocates for their students through weekly communication and monthly training.	1 Community Member
1/6/2020	Business Leader	Andria Langston, Director at WDKX	WDKX Offices: 683 East Main St. Rochester, NY 14605.	-In strong support of an all-girls school. -Has ideas for ways in which Innova Girls Academy can partner with WDKX for	-Innova Girls Academy will work with WDKX for community engagement and outreach.	1 Business Leader

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				community engagement and outreach.		
1/6/2020	Educator	Lindsay Haldeman, Vice President of Achievement Network, New England	Spot Coffee: 200 East Ave, Rochester, NY 14604	-Believes that assessment and rigor can exist in a culturally-responsive school. -Understands that strong leadership is crucial for the success of any school.	-Innova Girls Academy will ensure a strong leadership team. -Innova Girls Academy believes that all students have access to rigorous instruction and will utilize assessment to understand student performance to provide appropriate supports for students.	1 Educator
1/6/2020	Community Member	Parent Focus Group #5 - 5 Community Members in Attendance	Phillis Wheatley Community Library: 33 Dr Samuel McCree Way, Rochester, NY 14608	Themes from the event: -Importance of character development and Social Emotional Learning lessons -Importance of engaging teachers who spark student interest. -Financial Literacy -Culturally Relevant Pedagogy	-Innova Girls Academy will provide opportunities for students to engage in financial literacy instruction. -Innova Girls Academy will train all teachers in CRP. -Advisory will allow for SEL, which will also exist throughout the school day.	5 Community Members
1/7/2020	Nonprofit Organization	Meeting with the Girl Scouts to Discuss Potential School Based Partnership,	1000 Elmwood Avenue, Door 9 Rochester, NY 14620	-Opportunity for Innova Girls Academy to become a "Girl Scouts School." -Alignment between science and computational thinking with the STEM programming at	-Innova Girls Academy will pursue opportunities to partner with the Girl Scouts -The Girls Scout program directly aligns to the STEM and Leadership key design	3 Nonprofit Leaders

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		Alison Wilcox, Blair Yaiser, and Melanie Bloodworth		<p>the Girl Scouts.</p> <ul style="list-style-type: none"> -Girl Scouts programming has a focus on hands on activities and representation of women in STEM. -Strong community connections through the Girl Scouts programming. -Use of the summer camp/outdoor education. -Sisterhood development to develop a sense of community engagement and ownership. -Leadership Journeys allow young women to implement solutions to problems identified in the community. -80% of female in tech leadership roles were girl scouts. -Journeys are aligned to standards and learning connections. -There are badges connected to civics. -Next steps: Outline partnership and consider how to formalize. 	<p>elements at Innova Girls Academy</p> <ul style="list-style-type: none"> -Working with the Girl Scouts will provide access to all-girls programming with a track record of success for more than 100 years of work in Western New York. 	

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1/9/2020	Educator	Meeting with Sophia Amaxapoulos	Phone Call	<ul style="list-style-type: none"> -Developed a STEM Summer camp. -Believe in the importance of balancing explicit teaching with inquiry based access to content. -Important to incorporate a Life Skills Curriculum for students (doing taxes, laundry, etc). 	-Innova Girls Academy will develop inquiry based opportunities for students to problem solve in the classroom.	1 Educator
1/14/2020	Community Member	Meeting with Aliana Wong-Canissario	Phone Call	<ul style="list-style-type: none"> -Supports the school mission because it centers on building strong women. -Consider how different businesses are marketing STEM to girls. For example, Barbie STEM doll. 	-Innova Girls Academy will ensure that more young women have access to STEM programming.	1 Community Member
1/15/2020	Educator	Meeting with Lauren Koelbl	Phone Call	<ul style="list-style-type: none"> -Believes in helping young women overcome stereotype threat to pursue high paying careers in STEM. 	-Innova Girls Academy will ensure that more young women have access to STEM programming.	1 Educator
1/16/2020	Educator	Meeting with Lauren Calig, Director of Multicultural Curriculum	Phone Call	<ul style="list-style-type: none"> -Expert in Diversity, Equity, and Inclusion work as schools: -Affinity groups for teachers. -Curriculum for Teaching Perspective. -9 Grade Elective for Teaching Perspective, once every 8 days, 	-Innova Girls Academy will seek to replicate the best practices of schools across the country to focus on relevant Diversity, Equity, and Inclusion in order to foster a school culture that	1 Educator

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				<p>all students take it and its a month-long course.</p> <ul style="list-style-type: none"> -Meeting with Department Chairs to Look at Curriculum Choices. -Living the mission of the school through partnerships 	is welcoming and affirming to all.	
1/16/2020	Educator	Meeting with Kathy Sansocie Hoppe, Owner of STEMisED	Phone Call	<ul style="list-style-type: none"> -Believes in the importance of project-based learning and connecting students to problem solving through simulation in the classroom. 	-Innova Girls Academy will develop inquiry-based opportunities for students to problem solve in the classroom.	1 Educator
1/16/2020	Educator	Meeting with Danielle Ouillette	Starbucks, 1806 Penfield Rd, Penfield, NY 14526	<ul style="list-style-type: none"> -Importance of focusing on teacher development that blends the following: implicit bias training, teacher practice, and data analysis ensuing that there is a clear connection. -Look to Buffalo schools to see examples of project based learning. -Importance of individualized support. 	<ul style="list-style-type: none"> -Innova Girls Academy will seek to hire mission aligned teachers that push students for academic growth. Staff members will have ongoing professional development to develop techniques for building strong classroom culture. -Innova Girls Academy will use a two teacher model in each classroom to increase opportunities for individualized learning. 	1 Educator

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1/18/2020	Community Members	Attended 19th Ward Dr. Martin Luther King Community Celebration	Arnett Branch Library: 310 Arnett Blvd, Rochester, NY 14619	-Shared information with Zola Brown, president of the 19th Ward Neighborhood Association on the school model.	NO ACTION TAKEN.	1 Community Leader
1/18/2020	Community Members	Hosted Table at MLK Songfest 2020	Aenon Baptist Church, 175 Genesee Street, Rochester, NY 14611	-Spoke with 10 community members to share Innova Girls Academy. -Feedback received: Hire a diverse teaching staff, ensure that students have opportunities to build relationships with teachers, consider how to work with churches to share more about Innova Girls Academy	-Innova Girls Academy will outreach to churches to share about our program and receive feedback from church groups. -Innova Girls Academy will seek to hire a diverse teaching staff.	10 Rochester Community Members
1/19/2020	Educator	Meeting with Veronica Vargas	Spot Coffee: 200 East Ave, Rochester, NY 14604	-Believes in school choice as a way for parents to make a decision for their students that makes the most sense for each student. Sent son to University Prep for Young Men and believes that his experience here led to his success in college.	-Innova Girls Academy will increase the number of charter school seats available for students in Rochester.	1 Educator

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1/19/2020	Community Members	Hosted table at "I Had a Dream Poetry Event"	204 N Water Street, Rochester, NY 14604	-Collected 59 surveys from community members. Themes from this feedback include: -Inclusive and safe classrooms. -Bringing role models into the classrooms for students.	-Innova Girls Academy will have structured classrooms and a school wide behavior management system that ensures our classrooms are safe and productive places.	59 Community Members
1/20/2020	Community Members	Attended MLK Day 2020	Kodak Hall at Eastman Theatre, 20 Gibbs Street, Rochester, NY 14604	No input received.	NO ACTION TAKEN.	
1/21/2020	Educator	Meeting with Kimberly Fluet, Associate Director of Science Education	Phone Call	-Important to consider the relationships between administrators, teachers, and students. -This must be a focus of the hiring process. -Important to understand the new science standards and to be creative about implementation.	-Innova Girls Academy will utilize and teach the Next Generation Science Standards. -Innova Girls Academy will create opportunities for teachers to be empowered at leaders in decision making at the school.	1 Educator
1/23/2020	Educator	Meeting with Linda Dickey, Chair at Leadership Institute at Our Lady of Mercy	Phone Call	-Worked in district, public schools for 22 years – now working at all-girls private school. -Inspired by the all-girls school model at Our Lady of Mercy	-Innova Girls Academy will increase the number of seats available in a single gender setting for girls in Rochester. -Innova Girls Academy will	1 Educator

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				and believes that more girls should have access to single gender programming. -Noted that there are many options for all-boys schools in the city but fewer for all-girls.	seek to learn from the best practices of single gender schools in Rochester.	
1/23/2020	Educator	Meeting with Kristen Driskill, Chair of Department of Teacher Education	Phone Call	-Discussed the teacher pipeline in Rochester. -Consider pathways to teaching programs. -Universities in the area are working to increase the diversity of their teaching staff but this is an area of growth for most Rochester schools.	-Innova Girls Academy will seek to hire a diverse teaching staff. -Innova Girls Academy will partner with local universities to create a pipeline for teachers to move from college to careers at Innova Girls Academy.	1 Educator
1/23/2020	Educator	Meeting with Connie Lucchese, Curriculum and Instructional Specialist	Phone Call	-Former principal at University Prep for Young Men. -Has seen that families in Rochester are invested in single gendered options for students. -Consider how to hook girls into the program and use this as a marketing technique for families and students.	-Innova Girls Academy will increase the number of seats available in a single gender setting for girls in Rochester charter schools.	1 Educator
1/24/2020	Elected Official	Meeting with Mary Lupien,	Phone Call	-Important to recognize the trauma that students are	-Innova Girls Academy will train all staff members in	1 Elected Official

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		City Council Member Representing East District		<p>bringing into the classroom, students behind, lack of support in specialized areas (bilingual, special needs, refugees).</p> <p>-Social promotion means that students are being promoted when they are aged out of their grade, but not when they have mastered the content of a particular grade span.</p> <p>-Important for a class to cater to many different ability groups and trying to differentiate for all levels: support in the classroom for small group instruction.</p> <p>-Bilingual class (one for each classroom).</p>	<p>Trauma Informed Instruction</p> <p>-Innova Girls Academy will utilize a co-teaching model to increase the amount of individualized attention that each student receives</p> <p>-Small student groupings will be built into most class periods to increase each student's time spent in their zone of proximal.</p>	
1/30/2020	Nonprofit Organization	Meeting with the National Coalition of Girls Schools	Phone Call	<p>-Discussed opportunities for Provisional Membership with the National Coalition of Girl Schools.</p> <p>-NCGS will provide support in All-Girls Research, Advocacy, Networking, and Advertising.</p>	-Innova Girls Academy has become a provisional member of the National Coalition of Girls Schools.	1 Nonprofit Leader
1/30/2020	Elected Official	Meeting with Senator Joseph Robach,	Phone Call	-Senator Robach supports the expansion of charter schools in Rochester as they offer parents	-Innova Girls Academy will increase the number of seats available in a single	1 Elected Official

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
		representative of the 56 th Senatorial District		the ability to choose the school that makes the most sense for their students. -Supports the idea of an all-girls school that expands access to STEM foundations for students and believes it will support the development of the Rochester workforce.	gender setting for girls in Rochester charter schools. -Innova Girls Academy will equip students with the academic skills and problem solving mindsets that are required to thrive in STEM careers.	
2/3/2020	Elected Official	Meeting with Mitch Gruber, City Council Member	Phone Call	-Schools in Rochester are struggling for a number of different reasons: poverty levels in the city and the school board/ teacher's union plays a role. -Innova Girls Academy should consider partnering with Foodlink for nutritional programming. -Contact the newly formed women's caucus of the Monroe County Legislature. -Supports an all-girls STEM focused school to empower young women in the city.	-Innova Girls Academy will engage in further conversations about a partnership with Foodlink. -Innova Girls Academy will increase opportunities for young women to build strong foundations in STEM.	1 Elected Official
2/3/2020	Elected Official	Meeting with Deputy Chief of Staff for	Phone Call	-Senator Funke believes in the expansion of charter schools in Rochester as a way to improve	-Innova Girls Academy will increase the number of middle school, charter	1 Government Official

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		Senator Rich Funke		educational outcomes for students in Rochester.	school seats available for students in Rochester.	
2/3/2020	Nonprofit Leaders	Attended and presented at "The Community Collaborative" hosted by Rochester Restoration	Bethel Fellowship Church: 321 East Ave, Rochester, NY 14604	<ul style="list-style-type: none"> -Consider how Innova Girls Academy can increase the self-sufficiency of our community. -Important to collect feedback on program ideas from both content experts and context experts (those who study challenges in our community and those who live through these challenges). -Consider journey mapping projects to learn more about the experiences of those who live in Rochester and navigate the educational system. 	-Innova Girls Academy will strive to solicit feedback from a wide variety of community stakeholders in order to co-create a school that authentically reflects the strengths and needs of the Rochester Community.	27 Rochester Nonprofit Leaders
2/3/2020	Educator	Meeting with Dr. Bridgitte Griffin	Tim Hortons: 2311 Chili Ave, Gates, NY 14624	<ul style="list-style-type: none"> -Importance of a strong marketing plan to engage the founding class of students. Consider the following strategies: local newspaper, radio, TV on local news stations, and canvassing. -Develop a common language for teachers to build consistency throughout the school day for students. -Ensure parents understand 	-Innova Girls Academy will utilize local media outlets to share more with the community about our programming and announce ways for the community to give feedback on these programs. If authorized, we will use these strategies to share the opportunity for students to participate in the charter lottery.	1 Educator

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				the lived experience of the students. Host events like a Curriculum Night, Code of Conduct Night, and Volunteer opportunity event to share details with parents.	-Innova Girls Academy will host multiple parent orientations each year to welcome parents to the Innova Girls Academy community and share expectations and opportunities for involvement in the school.	
2/4/2020	Government Official	Meeting with Sandra Simon, Rochester City Director of Special Projects and Educational Initiative	Rochester City Hall: 30 Church St, Rochester, NY 14614	-Suggestion to consider how to work with communities in the Northeast where there is the greatest need in the city. -Supports the idea of an all-girls school that will focus on helping students increase their capacity as leaders in the community -Looking to expand the Pillars of Hope program and would like to formalize a partnership with Innova Girls Academy.	-Innova Girls Academy will work closely with the Pillars of Hope program to bring diverse role models into the school to meet with students at least once per month, following the curriculum designed by Pillars of Hope through the City of Rochester.	1 Government Official
2/4/2020	Government Official	Meeting with Justin Roj, Rochester City Director of Communication	Fuego Coffee: 1 Woodbury Blvd, Rochester, NY 14604	-The mayor would like to see more Community school models in Rochester, look to School #17 for an example of this type of program with additional supports for families.	-Lead Founder, Lindsay Swanson, will reach out to the principal at School #17 to learn more about the programming available for the community in connection with the school.	1 Government Official

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				<ul style="list-style-type: none"> -Consider options to potential move into a school building in Rochester that RCSD may be moving out of as they downsize. -There may be opportunities for Innova Girls Academy to partner with the Mayor's Office to continue community engagement. 	<ul style="list-style-type: none"> -Innova Girls Academy will keep close watch on any changes that may be taking place with school closures within RCSD and will be in contact with the city to pursue building opportunities. -Lead Founder, Lindsay Swanson, will contact Justin Roj with questions regarding community engagement events. 	
2/5/2020	Rochester Charter School	Attended Rochester Charter School Fair	Central Library, Kate Gleason Auditorium 115 South Ave. Rochester, NY	<ul style="list-style-type: none"> -Connected with a representative from Vertus. Looking for opportunities to share community engagement events between the all-boys and all-girls schools in Rochester. 	<ul style="list-style-type: none"> -Innova Girls Academy Lead Founder will seek to set up a meeting with Vertus to discuss opportunities for partnership. 	3 Charter School Leaders
2/6/2020	Rochester Charter School Leaders	Visited Genesee Community Charter School	657 East Ave, Rochester, NY 14607	<ul style="list-style-type: none"> -Learned more about the EL programming and expeditionary. -Toured the school facility. 	<ul style="list-style-type: none"> -Innova Girls Academy will consider how best practices of EL programming could be used to design our inquiry-based programming. 	1 Charter School Leader
2/6/2020	Community Members	Board Member Meet and Greet	The Hideaway: 199 Park Ave,	<ul style="list-style-type: none"> -Former Eugenio Maria de Hostos Charter School Board Member emphasized the 	<ul style="list-style-type: none"> -Innova Girls Academy has budgeted for Board consultants to work with 	25 Community Leaders

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
			Rochester, NY 14607	<p>importance of a strong board.</p> <ul style="list-style-type: none"> -Members from the community shared interest and support in the all-girls programming. -Individuals from NextCorps support our work as a means to further diversity the technical workforce of Rochester. 	<p>the Founding board and our board for the first 4 years to ensure a high-functioning board.</p> <ul style="list-style-type: none"> -Innova Girls Academy will increase the number of seats available in a single-gender setting in Rochester. -Innova Girls Academy will prepare young women with strong foundations in STEM. 	
2/7/2020	Business Leaders	Presented at RocGrowth Coffee for a room of 100 Business and Community Leaders	Carlson Cowork: 60 Carlson Rd, Rochester, NY	<ul style="list-style-type: none"> -Shared introductory pitch about Innova Girls Academy with a request for support to a room of 100 Rochester small business owners and entrepreneurs. -Engaged in follow-up conversations with approximately 25 individuals who wish to support our work. 	-Innova Girls Academy will seek to leverage partnerships with business leaders in the community to further our programmatic impact for students in Rochester.	100 Business and Community Leaders
2/8/2020	Community Members	Hosted a table at the "Black Emporium" at University of Rochester hosted for the Rochester community.	Wilson Commons: 201, Rochester, NY 14627	<ul style="list-style-type: none"> -Hosted a table at the Black Emporium at the University of Rochester. -Shared the Innova Girls Academy mission and vision with 27 Rochester students and community members. -Heard from community 	<ul style="list-style-type: none"> -Innova Girls Academy will establish an advisory system that positions teachers to make weekly contact with parents of the students in their advisory. -Innova Girls Academy will 	27 Community Members

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				members about the importance of hiring a diverse teaching staff and committing to strong parent communication.	seek to hire a diverse teaching staff.	
2/12/2020	Nonprofit Organization	Meeting with Girl Scouts: Alison Wilcox and Melanie Bloodworth	Virtual Call	<ul style="list-style-type: none"> -Review Vision for Innova and GSWNY Partnership -Staff will be trained in science and STEM Girl Scouts Curriculum -Advisory Lessons: time to engage in Troop Meeting routines -Opportunities for Innova students to utilize the GS outdoor space 	-Innova Girls Academy will work with GSWNY to identify the highest leverage programming opportunities (STEM badges, Journeys, outdoor activities, etc.) and will train Innova staff members to implement this programming.	2 Girls Scouts of Western New York Leaders
2/12/2020	Community Members	Hosted a table at the David F. Gantt Recreation Center	700 North St, Rochester, NY 14605	<ul style="list-style-type: none"> -Shared Innova Girls Academy will parents and community members at the David. F. Gantt Recreation Center. -Push for high-quality instruction and extended school day. 	<ul style="list-style-type: none"> -Innova Girls Academy will utilize an extended school day model. -Innova Girls Academy will engage in regular professional develop with teaching staff to ensure high-quality instruction for all students. 	9 Community Members
2/17/2020	Community Member	Meeting with Alaina Wong-Canissario	Village Bakery: 145 Culver Rd, Rochester, NY 14620	-Consider adding section on the website to share with parents why Innova Girls Academy is a strong choice for this daughters.	-Innova Girls Academy will add a section to the website to connect the Core Beliefs to the “why” behind a parent choice of sending	1 Community Member

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				-Continue to work on how to "meet parents where they are to seek out feedback": Consider RTS, Beauty Salons.	their daughter to Innova. -Innova Girls Academy will seek to extend events to include RTS, Beauty Salons, etc.	
2/17/2020	Educator	Meeting with Marcia DeJesus-Rueff	Village Bakery: 145 Culver Rd, Rochester, NY 14620	-Use the Technology Center at Brighton Middle School as a model for STEM integration. -Ensure that staff are able to connect with students to share encouragement for learning on a regular basis that is "deep and consistent."	-Innova Girls Academy will reach out to Brighton Middle School to get advice on our technology program. -Innova Girls Academy staff will strive to create a culture of encouragement that enables students to thrive in a community that encourages effort and academic risk taking.	1 Educator
2/18/2020	Elected Official	Meeting with Michael Patterson, Rochester City Council Member	Boxcar Donuts & Chicken 127 Railroad St, Rochester, NY 14609, United States	-Supports the concept of an all-girls charter school. -Believes that charter schools are an excellent form of public education because they must be held to a higher level of accountability than traditional district schools. -Believes that Rochester would benefit from Innova Girls Academy.	-Innova Girls Academy will increase the number of charter school seats available in an all-girls setting for students in Rochester.	1 Elected Official
2/18/2020	Community Members	Public Meeting #1	Phillis Wheatley Community	-Parents are excited to hear about the option for an all-girls STEM school in	-Innova Girls Academy will provide a foundation in STEM education that will	7 Community Members,

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
			Library: 33 Dr Samuel McCree Way, Rochester, NY 14608	Rochester. -Local businesswoman in tech in Rochester agrees that the workforce needs more diverse leaders and that the work need to start with educational options. -Push for extended school day to ensure that parents do not need to seek out additional childcare.	allow girls to thrive in fields that have many high paying career options for the future. -Innova Girls Academy will utilize an extended school day model to increase the amount of time that students have access to high-quality education.	including 1 parent of age eligible child.
2/20/2020	Community Members	Volunteer Hour of Code for students during Winter Break	Phillis Wheatley Community Library: 33 Dr Samuel McCree Way, Rochester, NY 14608	-Lead Hour of Code activities with 5 students (grades 2-5) who were on Winter Break at the Phillis Wheatley Community Library. -All students were working on first coding experience. -Students expressed interest in continuing to work on the coding challenges beyond the allotted time.	-All scholars at Innova Girls Academy will have access to a 40 minute Computational Thinking class each day.	5 Students
2/21/2020	Educator	Meeting with Erin Dwyer, Director of Customer Success	Fuego Coffee: 1 Woodbury Blvd, Rochester, NY 14604	-Discussed the importance of inquiry in student learning: engaging students in project based work that helps them understand how skills can be implemented in a real-world context. -Discussed options for sports teams at Innova Girls	-Innova Girls Academy will seek to employ the best practices of inquiry based education though a prepared curriculum so that students have hands on access to problem solving, for example through CGI and	1 Educator

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				Academy, considering partnerships with “Girls on the Run” -Potential for collaborating with Community Gardens in ROC, ROC Urban Gardens.	Computational Thinking class periods. -Innova Girls Academy will seek out aligned partnerships to provide additional access to educational opportunities to students in Rochester.	
2/25/2020	Educator	Meeting with Ned Corman	Max of Eastman Place, 25 Gibbs St, Rochester, NY 14604	-Importance of a music program to the success of students. -Consider partnerships with Joseph Avenue Arts and Culture Alliance (JAACA) to provide access to music experiences. -Discussed Mr. Corman’s experience teaching in and out of the Rochester City School District. -Mr. Corman supports the initiative to provide an additional educational option for families in Rochester.	-Innova Girls Academy Lead Founder reached out to JAACA to discuss programming -Innova Girls Academy will create a new opportunity for families in Rochester that are looking for options beyond what is currently available in the District.	1 Educator
2/25/2020	Government Official	Meeting with Lia Anselm, Senior Community Housing Planner, City of Rochester	Glen Edith Roasters: 44 Elton St, Rochester, NY 14607	-Believes that the city would benefit from a new school. -Suggestion to reach out to the Neighborhood Service Centers in Rochester to get more information on need	-Innova Girls Academy Lead Founder will reach out to the suggested individuals at each of the Neighborhood Service Centers.	1 Government Official

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				based on neighborhoods in the city.		
2/27/2020	All-Girls Charter School	Visited The Young Women's Leadership School of Astoria	23-15 Newtown Ave, Astoria, NY 11102	<ul style="list-style-type: none"> -Met with school principal to discuss how STEM is implemented best in the context of an all-girls school: encourage collaboration, academic risk taking, and STEM in the context of helping the world around students. -Ensure that teachers are planning lessons with a gender consciousness and culturally responsive pedagogy. -Observed classrooms to observe pedagogy in action along with adult and student culture. 	-Innova Girls Academy will focus on developing an adult and student culture that encourages collaboration and academic risk taking. Students will be encouraged to identify how they can use STEM skills to solve problems that impact their communities.	4 Educators
2/27/2020	All-Girls Charter School	Visited The Young Women's Leadership School of the Bronx	1865 Morris Ave, The Bronx, NY 10460	<ul style="list-style-type: none"> -Observed classrooms to see best practices of working with all-girls classrooms and how teachers prepare students for collaboration and problem-solving. -Discussed College Access with the office of College Bound Initiatives: push for all teachers to discuss college so college lives in and outside of 	-Innova Girls Academy will empower girls to solve problems in their community and utilize their academic skills in STEM and beyond to prepare innovative solutions. -Innova Girls Academy will prepare students for college by sharing information about pathways to college	4 Educators

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				the college counseling office - develop a "college going culture"	and career. Additionally, Innova Girls Academy will invite STEM role models from the community to come in to share with students.	
2/28/2020	All-Girls Charter School	Visited The Young Women's Leadership School of East Harlem	105 E 106th St #9, New York, NY 10029	<ul style="list-style-type: none"> -Met with STEM instructor to discuss TYWLS research projects and integration of animals in the science classroom. -Ensure that research projects are available to give girls experience in real scientific research. -Consider bringing in SPED teachers who are able to assist in making research experience accessible to all types of learners. 	<ul style="list-style-type: none"> -Innova Girls Academy will utilize Girl Scouts programming to create research experiences that are authentic. Additionally, Innova Girls Academy will seek out local institutions for research experiences for 7th and 8th grade students. -Innova Girls Academy will include a focus on ensuring research experiences are inclusive and support the needs of all learners. 	3 Educators
3/1/2020	Community Members	Attended "How Empowering Women Empowers Everyone"	693 East Avenue Rochester, NY 14607	<ul style="list-style-type: none"> -Discussion on how to empower girls and women in Rochester. -Presented concept of Innova Girls Academy to room of 26 Rochester community members. -Positive feedback on the 	-NO ACTION TAKEN.	26 Community Members

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				program and idea to support young women by increasing access to STEM foundations.		
3/3/2020	Nonprofit Leader	Meeting with Sarah Green, Cameron Community Ministries	48 Cameron St. Rochester, NY 14606	-Discussed the importance of the diversity of the teaching staff and the importance of Trauma Informed Instruction. -Invited Innova Girls Academy to Attend upcoming Family Involvement Night	-Innova Girls Academy will seek to hire a diverse teaching staff. -Innova Girls Academy will train all staff members in the best practices of Trauma Informed Instruction. -Members of the Innova Girls Academy Founding Team will attend the Family Involvement Night	1 Nonprofit Leader
3/3/2020	Educator	Meeting with Julia Postler, Executive Director Horizons Program	Village Bakery: 145 Culver Rd, Rochester, NY 14620	-Consider the cost of transportation and access to the location of the school for families in Rochester. -Work with existing community partners to connect with families in Rochester that are already utilizing resources in the city. -Empower parents to be advocates for their students and for the school to ensure that enrollment from year to year is strong.	-Innova Girls Academy will coordinate transportation for students with the Rochester City School District and will consider how school location impacts parent access to school events. -Innova Girls Academy will seek to partner with local Rochester nonprofits to engage parent communities for enrollment efforts.	1 Educator
3/4/2020	Nonprofit Leader	Meeting with Lyanette	Phone Call	-Discussed how to support families that may be	-Innova Girls Academy will seek to incorporate	1 Nonprofit Leader

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
		Rivera, Rochester Area Interfaith Hospitality Network		experiencing homelessness. Suggestions include: ensuring that information is available for families (through website, etc) about the resources that are available in the city, having extra uniforms available for families that are able to afford the uniform, employee a position at the school that includes "Homeless Service Liaison" in the job description (this could be Family Coordinator who knows about what resources are available in the city).	regular practices that are inclusive of all students in Rochester, including those who are economically disadvantaged	
3/4/2020	Nonprofit Leader	Meeting with Tremain Harris, Youth Voice One Vision Coordinator/ The Mayor's Youth Advisory Council Department of Recreation and Youth Services	57 St. Paul St, Rochester, NY 14604	-As a charter school parent, Mr. Harris believes that it is important for parents in Rochester to have choices to make the best decisions for their students. -Utilize technology to differentiate for students in the classroom. -Seek options to incorporate student feedback in programming.	-Innova Girls Academy will increase the educational options for families in Rochester. -Innova Girls Academy will utilize educational technology in the classroom in increase differentiation. -Innova Girls Academy Lead Founder will seek feedback from the Youth Voice One Vision Board.	1 Nonprofit Leader

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
3/4/2020	Nonprofit Organization	Meeting with The Girls Scouts of Western NY: Alison Wilcox and Melanie Bloodworth	1000 Elmwood Ave Door 9, Rochester, NY 14620	-Discussed MOU models from "Girl Scouts Schools" in Indiana and Texas -Outlined expectations of Innova Girls Academy and the Girl Scouts of Western New York in the partnership to draft the MOU.	-Innova Girls Academy Lead Founder will develop a draft MOU for review by the Innova Girls Academy proposed Board and the the Girl Scouts of Western New York Senior Leadership Team.	2 Nonprofit Leaders
3/5/2020	Church	Meeting with Marco Rivera, Youth Director at The Grace Road Church	Phone Call	-Engage students in hands on learning and avoid "busy work" -Create small class sizes and tailor small group instruction to the learning needs of students.	-Innova Girls Academy will focus on individualized supports for students through small groups through reading and math workshop lessons.	1 Church Leader
3/5/2020	Nonprofit Organization	Volunteer with the Champions Academy	MLK Memorial Park: 353 Court St, Rochester, NY 14607	-Volunteered at the Champions Academy, an after school program that seeks to support at-risk students in Rochester. -Met with Volunteer Coordinator to discuss the needs of the program and the way the the program has made an impact in Rochester for students over the past 6 years.	-Innova Girls Academy will continue to work with The Champions Academy to learn from the work that they are doing in the community.	1 Nonprofit Leader, 25 Students
3/7/2020	Community Member	Visited the Children's Library Saturday Programming	115 South Ave, Rochester, NY 14604	-Met with 4 parents whose children were enjoying Saturday programming at the Children's Library. -Discuss concept of Innova	-Innova Girls Academy will have an extended school day model that focused on additional learning time for students, particularly	4 Community Members

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				<p>Girls Academy. Suggestions to incorporate robotics into the programming for students.</p> <p>-Ensure that there is an extended school day or after school programs available at the school for parents that do not have additional childcare options.</p>	<p>in math and literacy in the 4th/5th grade to remediate anticipated learning gaps.</p>	
3/9/2020	Nonprofit Leader	Met with Kathy Cummins, Director of Volunteers and Community Relations, Center for Youth	905 Monroe Ave, Rochester, NY ,14620	<p>-Discussed the programs supported by Center for Youth particularly those available in school settings such as the restorative practice, trauma informed pedagogy, and culturally relevant trainings.</p> <p>-Discussed family/student counseling and the resources available to homeless students: shelters, food pantry, childcare, etc.</p> <p>-Discussed the 40 developmental asset inventory framework and how this could be used in school as a social emotional framework.</p>	<p>-Innova Girls Academy will meet with another Center for Youth employee to specifically discuss opportunities for partnership and supports that are available for Rochester schools.</p> <p>-Innova Girls Academy will work with the Center for Youth to identify resources available for economically disadvantaged families.</p>	1 Nonprofit Leader

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
3/11/2020	Community Members	Attended "An Evening with C4 and Adam Bello"	180 S. Clinton Ave, Rochester, NY 14607	<p>-Discussed Innova Girls Academy with 6 of downtown Rochester community members, all believe in the model of Innova Girls Academy and think that it would bring an excellent new option to the city.</p> <p>-Conversation with Shawn Dunwoody, local Rochester artists and activist, about Innova Girls Academy: importance of helping students identify as learners and fuel a curiosity that is innate in many children.</p>	<p>-Innova Girls Academy will increase the number of charter school seats in the city of Rochester and will increase the number of options families have when make decisions about school.</p> <p>-Innova Girls Academy will include the school value of "Curiosity" which will center on helping students realize their own passions for learning and fuel this learning through daily classroom activities and celebrations of students exhibiting curiosity.</p>	6 Community Members
3/12/2020	Nonprofit Leader	Meeting with Paul Clark, Director of School Based Programs Center for Youth	905 Monroe Ave, Rochester, NY 14620	<p>-Further discussed opportunities for school-based supports from the Center for Youth which includes training opportunities for staff members in Trauma Informed Instruction and restorative practices.</p> <p>-Center for Youth supports in more than 40 schools in the Rochester area, including district and charter schools.</p>	-Innova Girls Academy will continue to explore partnership opportunities with the Center for Youth: particularly as it pertains to training all staff to practice Trauma Informed Instruction	1 Nonprofit Leader

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				-Opportunity for partnership between Center for Youth school based programming and Innova Girls Academy		
3/13/2020	Nonprofit Leader	Meeting with Matt Hurlbutt, Greater Rochester Enterprise CEO and member of the Rochester Economic Development Team	Spot Coffee, 200 East Ave, Rochester, NY 14604	-Discussed the role of the Greater Rochester Enterprise to attract future businesses to establish offices in Rochester. There is are huge benefits to companies for being in Rochester. -Companies are looking for more talent in the area, establishing a school that provides strong foundations in STEM would ultimately lead to increasing the talent pool in the city. -Discussed possible STEM skills that students should learn in school to prepare for the industries in the city.	-Innova Girls Academy will build the foundations of STEM to empower young women to see STEM as a set of skills that can be used to solve a number of different problems. -Innova Girls Academy will seek opportunities to bring Rochester based tech and engineering companies into the school to expose students to the many different career paths available that require STEM foundations.	1 Nonprofit Leader
3/16/2020	Educator	Meeting with Stephanie White	Virtual Call	-Discussed the impact of COVID-19 on learning in Rochester. -Discussed ways that Innova Girls Academy could support the family transition to at-home learning. -Believes that Innova Girls Academy would be an	-Innova Girls Academy will provide opportunities for family engagement specifically around supporting the transition to at-home learning during the COVID-19 pandemic.	1 Educator

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				excellent choice for families in Rochester.		
3/16/2020	Educator	Meeting with Sharifa Whit, Science and Tech Entry Program at Monroe Community College	Phone Call	-Discussed the value of STEM programming for students and importance of students getting access to STEM early (before college). -Runs a program at another Rochester charter school and believes in the importance of students works on STEM projects.	-Innova Girls Academy will empower young women to engage in STEM on a daily basis and see opportunities for STEM careers. Innova Girls Academy will provide opportunities to expand STEM proficiency before college to ensure strong foundations.	1 Educator
3/17/2020	Nonprofit Leader	Meeting with Richard Glaser	Phone Call	-Believes in the potential impact for Innova Girls Academy to positively have in Rochester, particularly in regard to increasing innovation in the city. -Interested in connecting Innova Girls Academy with other community leaders, especially those in the technology space downtown.	-Innova Girls Academy will seek to continue to share the concept with local innovators and entrepreneurs to receive feedback on our program and design. -Innova Girls Academy will increase the number of students in Rochester with access to high-quality STEM programming.	1 Nonprofit Leader
3/18/2020	Business Leader	Tour of Skyview and the former Colgate Divinity School with	285 Medley Centre Pkwy, Rochester NY 14622	-Tour two possible facilities in Rochester, meeting with local developer to discuss options in the city. -Discussed priorities for the facilities search.	-Innova Girls Academy will seek to stay within the city limits of Rochester and within a community where families feel safe sending their students and that is	1 Business Leader

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		Spot on Development, Jay Ingrassia			accessible by public transportation.	
3/18/2020	Community Members	Hosted "At Home Learning" Webinar	Virtual Call	<ul style="list-style-type: none"> -Lead Founder, Lindsay Swanson, developed an "At Home Learning Schedule" with links to free online resources for parents and students to use during the school closures prompted by COVID-19. -Hosted a webinar for parents to describe how to sign-up and use each of the free online resources. -Discussed District directions for at home learning along with other online resources. 	-Innova Girls Academy is committed to further supporting families during the COVID-19 outbreak and will seek to establish free, virtual STEM programming that Rochester families will have access to.	3 Community Members
3/19/2020	Nonprofit Leader	Meeting with Richard Bryant, FIRST Robotics Rochester Coordinator	Virtual Call	<ul style="list-style-type: none"> -Richard shared the many programmatic offerings of FIRST Robotics and the value of having student teams. -Believes that Innova Girls Academy will benefit the community by increasing the number of women in programs, like FIRST, that center on STEM through robotics, estimating that currently only about 30% of 	-Innova Girls Academy will explore FIRST curriculum and consider how to host a FIRST team in the future, potentially integrating FIRST Lego robotics into the Lower Academy and a FIRST competitive team in the Upper Academy	1 Nonprofit Leader

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				Rochester participants are girls.		
3/20/2020	Business Leader	Meeting with Leticia Fornataro, Senior Project Manager at SWBR	Virtual Call	-Discussed the lack of women in licensed Architecture roles and when women may choose to leave architecture. -Leticia shared resources on after-school programming that currently exists in Rochester to encourage young women to explore careers in architecture, design, construction, etc.	-Innova Girls Academy will increase the number of Rochester women interested in STEM. -Innova Girls Academy will meet with others from SWBR who are engaged in the school programming to learn more about the program curriculum and how to expand access to this curriculum.	1 Business Leader
3/26/2020 – 4/7/2020	Community Members	Hosts online “STEM Office Hours”	Virtual Platform	-Lead Founder, Lindsay Swanson, holds virtual office hours every weekday from 10-11am. -Families can log in to ask math, science, and technology questions. -Developed as part of the Innova Girls Academy approach to support the Rochester family transition to at home learning.	-NO ACTION TAKEN.	8 Community Members
3/26/2020 - Present	Community Members	Hosts Online Coding Class #1 for students ages 9-13.	Virtual Platform	-Lead Founder, Lindsay Swanson, teaches beginners programming to students every weekday from 2-3pm.	-NO ACTION TAKEN.	10 students, ages 9-13.

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3/26/2020	Community Members	Hosted Virtual Public Meeting	Virtually through Innova Girls Academy Facebook Live	<ul style="list-style-type: none"> -Lead Founder, Lindsay Swanson, engaged the Facebook community with a virtual, public town hall. -Presented information on Innova Girls Academy including school design, proposed student body, community engagement efforts and feedback from community engagement that will be implemented in the school proposal. Additionally, presented on the at home learning supports that Innova Girls Academy has developed and is implementing. -Received comments/questions regarding current online learning supports, proposed school location, support of all-girls school design, number of students in each classroom. 	<ul style="list-style-type: none"> -Innova Girls Academy commits to serving students within the Rochester City School District and enrolling a population that reflects the current demographics of the City School District. -Innova Girls Academy will seek to find an appropriate facility that is accessible by the community by public transportation. -Innova Girls Academy will have 26 students in each classroom, with cotaught classes in Lower Academy. 	17 Viewers on Live, Recording posted on Facebook with an additional, organic exposure to a total of 390 Facebook Users.
4/2/2020	Educator	Virtual Meeting with Tory Van Voorhis, Founder and CEO of Second Avenue	Virtual Meeting	<ul style="list-style-type: none"> -Discussed the proposal for Innova Girls Academy. -Ms. Van Voorhis shared more about Vertus Charter School and the way in which an online learning platform is used to ensure students can 	<ul style="list-style-type: none"> -Innova Girls Academy will utilize online learning platforms to differentiate educational opportunities for students. -Innova Girls Academy will be well versed in the NYS 	1 Educator

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
		Learning. Vertus Board Member		master content at their own pace. -Discussed the importance of the NYS Performance Framework.	Performance Framework. The board will use this tool to ensure that Innova Girls Academy is being held accountable to excellent academic outcomes.	
4/2/2020 and 4/6/2020	Community Leaders	Virtual Situation Room hosted by Restoration Rochester	Virtual Meeting	-Meeting of Community Leaders to discuss the impact of COVID-19 and the supports that Rochester families may need to get through this difficult time. -Shared more about Innova Girls Academy, virtual public meetings, and online coding classes.	-NO ACTION TAKEN.	27 Community Leaders between two meetings
4/13/2020 - Present	Rochester Students	Began Class #2 for Online Coding	Virtual Meetings	-Started a second daily coding class to virtually teach introduction to coding through Code.org. -This class met daily for 1 hour for one week for the week of 4/13-4/17. Since 4/20, we have met for 1 hour each day on Monday, Wednesday, and Friday.	-NO ACTION TAKEN.	14 students, ages 6-13
4/13/2020	Nonprofit Org.	Allison Shultes: Rochester Science Center and	Phone Call	-Shared more about Innova Girls Academy. -Discussed opportunities for future students of Innova	-Innova Girls Academy will seek out opportunities to work with the Rochester Science Center and Museum to enrich the	1 Non-Profit Leader.

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		Museum, Director of Education Department		Girls Academy to visit the science center. -Discussed alignment between the science center mission and the mission of Innova Girls Academy. -Ms. Shultes offered to provide a letter of support.	STEM experience of our students.	
4/16/2020	Community Members	Virtual Public Meeting #2	Virtually through Innova Girls Academy Facebook Live	Lead Founder, Lindsay Swanson and two board members, Kyle Banks and CaTyra Polland, share more about Innova Girls Academy to our community and took questions from the community through Facebook Live. 7 Comments on our virtual post that were all positive in Nature. Two questions: - What are your plans for ensuring representation among teaching staff? -Can you tell us more about the Girl Scout partnership?	-Innova Girls Academy commits to hiring, developing, and retaining a diverse teaching staff.	33 Viewers on Live, Recording posted on Facebook with an additional, organic exposure to a total of 626 Facebook Users.
4/17/2020	Community Members	Meeting with SWBR: Lynanne Wehner and Allison Shannon	Virtual	-Shared more about Innova Girls Academy. -Discussed current facilities search: space needs, preferred location in the city,	-Innova Girls Academy will create a document to outline the key space requirements for the develop of program that reflects the mission and	2 Community Members

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				<p>current and known facility options.</p> <p>-Discussed the work of SWBR and the work that they have done with educational institution in Rochester.</p>	<p>priorities of Innova Girls Academy.</p> <p>-Innova Girls Academy will continue to build a relationship with SWBR to consider future opportunities for partnership upon authorization.</p>	
4/23/2020	Community Members	Virtual Public Meeting #3	Virtually through Innova Girls Academy Facebook Live	<p>Lead Founder, Lindsay Swanson and two board members, Jonathan Nwagbaraocha and Veronica Vargas, shared more about Innova Girls Academy. During the conversation, 22 Comments were posted on the live stream: These posts were all positive and include:</p> <p>-“This will definitely be a great opportunity for young women.”</p> <p>- “This will be great for my girls.”</p> <p>-“Definitely want it for my two girls!!”</p> <p>-“How soon can we sign up? I’m super excited.”</p> <p>-“When is the school going to open?”</p>	<p>-Innova Girls Academy will share more with the community to provide opportunities for families to express “Intent to Enroll” such that, upon authorization, we are able to notify interested families that there may have a chance to enroll.</p> <p>-Innova Girls Academy will continue to share virtually with the community and board members will continue to be involved in this process.</p>	35 Viewers on Live, Recording posted on Facebook with an additional, organic exposure to a total of 493 Facebook Users.

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				-“How do you get involved?”		
4/27/2020	Educator	Meeting with Vertus Principal: Julie Locey	Virtual	<ul style="list-style-type: none"> -Shared more about Innova Girls Academy. -Discussed the Vertus transition to online learning – this was made easier by the fact that the school already uses an online learning platform during the school year. -Discussed the importance but also challenge in hiring a diverse teaching staff. -Discussed strategies to help students feel excited and engaged about attending an single-gender school. 	<ul style="list-style-type: none"> -Innova Girls Academy will prioritize developing relationships with local teacher preparation programs to see to hire a diverse teaching staff. -Innova Girls Academy will utilize an online learning platform to help differentiate instruction for students during small group rotations. -Innova Girls Academy will build a culture of sisterhood to ensure girls are excited to attend an all-girls school. 	1 Educator
4/27/2020	Educator	Meeting with Urban Choice Charter Principal: Chris Vernon	Virtual	<ul style="list-style-type: none"> -Shared more about Innova Girls Academy. -Discussed the importance of parents knowing what they should expect from teachers, regular communication and regular feedback on student achievement. -Discussed the opportunity for charter schools in Rochester to increase partnerships with one another for the overall 	<ul style="list-style-type: none"> -Innova Girls Academy will host Parent Orientations to share with parents what they should expect from us as a school. We will ensure that we evaluate parent feedback from surveys to track overall satisfaction with the quality of their student’s experience. -Innova Girls Academy will seek work with charter 	1 Educator

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				advocacy of charter education.	schools in Rochester to increase the communities awareness of charter schools as an option for students.	
5/4/2020	Rochester Students	Began Online Coding Class #3	Virtual	-Started a second daily coding class to virtually teach introduction to coding through Code.org. -This class met daily for 1 hour for one week for the week of 5/4-5/9. Since 5/11, we have met for 1 hour each day on Monday, Wednesday, and Friday.	-NO ACTION TAKEN.	12 Students, Ages 6-13
5/4/2020	Community Members	Virtual Public Meeting #4 + Student At-Home Science Demo	Facebook Live	Lead Founder, Lindsay Swanson, and two board members, George Daddis and Renee Cleare, shared more about Innova Girls Academy. An 8-year-old student led an at-home science experiment. 20 Comments were posted on the Facebook live stream. All comments were positive and include: -“I love the design model. Our children/students would really benefit from this.” -“If this school were to materialize, what do you	-Innova Girls Academy will continue to provide our community with information about Innova Girls Academy and about at-home science experiments that students can do while they are engaging in at-home learning.	33 Viewers on Live, Recording posted on Facebook with an additional, organic exposure to a total of 147 Facebook Users.

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				hope each student would gain or walk away with?" -“This is really amazing. I know from just watching the 3 of you, this is going to be so successful. Best of luck! Girl power”		
5/6/2020	Elected Official	Meeting with Kevin Beckford, Pittsford Town Board Member	Virtual	-Discussed the impact of COVID-19 on the Rochester community and the opportunity that we now have to learn from the changes that have taken place to support residents. -Shared more about Innova Girls Academy, Mr. Beckford supports this plan and believes it will increase equity in the city.	-Innova Girls Academy will learn from the changes that schools in Rochester are making to support at-home learning. -Innova Girls Academy will create a framework and plan for at-home learning, in case this transition needs to take place again in the future.	1 Elected Official
6/5/2020	Charter School Leader	Meeting with NYCSA – Ashara Baker	Virtual Meeting	-Discussed the importance of community engagement and parent/family support for the school. -Discussed partnerships with NYCSA and how to support charter schools in Rochester.	-Innova Girls Academy will continue to build strong partnerships with community members, other Rochester charter schools, and parents.	1 Charter School Leader
6/11/2020	Community Members	Book Discussion	Virtual Meeting	-Hosted a community book group on the book: <i>“So you want to talk about race”</i> .	-Innova Girls Academy will continue to develop a vision for anti-racism in education and will commit to DEI practices.	6 Community Members

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
6/12/2020	Community Leader	Meeting with Richard Glaser, Founder of RocGrowth	Phone Call	-Discussed Rochester education technology opportunities and the importance of educating the next tech workforce in the city.	-Innova Girls Academy will provide access to STEM curriculum that prepares girls to be innovative leaders.	1 Community Leader
7/2/2020	Community Members	Racist Policy and Resistance in Rochester meeting	Virtual	-Listened into a community meeting that discussed redlining and other racist housing policies both in the past and in the present in Rochester.	-Innova Girls Academy will serve students from the Rochester community where racist housing policies have led to extreme poverty. We will support students and ensure that economically disadvantaged students receive the support they need to thrive at school.	20 Community Members
7/6/2020	Community Leaders	Community Collaborative Meeting	Virtual	-Engaged in a community meeting with a variety of other service providers in Rochester. Shared more about Innova and heard about the importance of support for individuals facing homelessness.	-Innova Girls Academy will seek to partner with a variety of Rochester service providers (such as the Center for Youth) to provide resources to students and families.	25 Community Leaders
7/7/2020	Education Leaders	Start of Buffalo Collegiate Residency	Virtual and In-Person	-Proposed Head of School, Lindsay Swanson, began her residency at Buffalo Collegiate. She worked with the Buffalo Collegiate staff from July 7 th - Oct 31 st . She	-Ms. Swanson learned more about the operational components of running a school and will carry all the important lessons with her in her	Buffalo Collegiate Charter School Community

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				worked to support the transition back to school in the Fall including developing the COVID response plan. She also drafted a vision for anti-racism, supported with recruitment events, ran MAP testing, and supported with educational technology integration.	role as proposed Head of School.	
7/9/2020	Charter School Leader	Meeting with Mike O'Brien	Virtual	-Discussed the Innova Girls Academy proposed budget to seek feedback from Mike O'Brien	-Budget adjustments for fringe benefits for staff.	1 Charter School Leader
7/10/2020	Community Leader	Meeting with Alaina Wong	Virtual	-Discussed the Innova marketing plan and how to ensure that content aligns with parent interest and is accessible to parents.	-Innova Girls Academy founding team updated marketing to reflect suggestions from Wong and will ensure that we describe what STEM means to families	1 Community Leader
7/14/2020	Community Leader	Start of Social Change Class	Virtual	-Proposed Head of School, Lindsay Swanson, participated in an eight-week course on social justice and change.	-The Innova Girls Academy founding team is committed to ensuring that our program promotes educational equity and that our curriculum encourages our students to bring their whole selves to school.	8 Community Leaders

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
7/17/2020	Legal Counsel	Meeting with Jennifer Aronson-Jovcevski	Phone Call	-Discussed proposal for Innova Girls Academy and opportunity to work with Jennifer as a possible legal counsel for the school.	-Innova Girls Academy will keep in touch with Jennifer and will consider working with her if authorized.	1 Legal Counsel
7/27/2020	Community Members	Rochester Anti-Racism Action Coalition	Virtual	-Lindsay Swanson, proposed Head of School, worked with community leaders to co-found the Rochester Anti-Racism Action Coalition. The group met regularly in the Spring-Fall of 2020 to discuss techniques to curb day-to-day racism.	-Innova Girls Academy will commit to a Vision for Equity that challenges the ways in which white supremacy culture shows up in traditional schools.	50 Community Members
8/1/2020	Community Members	Edgerton Listening Session	Edgerton Rec Center	-Partnered with the Lyell-Otis Neighborhood Association for an Edgerton Listening Session. -Discussed our proposal with community members who support the idea and would like to see an all-girls school available for their children.	-Innova Girls Academy will affirm student identities in an all-girls setting focused on leadership.	15 Community Members
8/3/2020	Education Leader	Meeting with Mark Manners: School Runner	Virtual	-Discussed Learning Management Systems available and how to leverage data in the school to information instruction.	-Innova Girls Academy will considering using School Runner as a platform to make data-informed decisions.	2 Education Leaders

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
8/4/2020	Community Members	Lyell-Otis Group Meeting	Paul Bianchi Park	-Listened to the Lyell-Otis neighbors discuss crime in the neighborhood. -Shared more about the Innova Girls Academy proposal. -More/improved schools will lead to more school engagement and less crime.	-Innova Girls Academy will seek to ensure engagement in the classroom and empower girls to see themselves as leaders.	9 Community Members
8/8/2020	Community Members	Hosted a table at the Black Culture Festival	Genesee Valley Park	-Shared Innova Girls Academy with approximately 50 community members. -Heard themes of the following: Ensure teachers are diverse, celebrate student cultures, importance of art at school.	-Innova Girls Academy seeks to hire a diverse staff that reflects the diversity of the city of Rochester.	50 Community Members
8/13/2020	Community Leader	Meeting with Joyce Duckles	Virtual	-Met with Joyce Duckles to discuss the Freedom Scholars Learning Center that is in formation in the Beechwood community. -Discussed the importance of culturally relevant pedagogy and a diverse teaching staff.	-Innova Girls Academy will continue to listen and learn from the Rochester community to develop a school that reflects the strengths and needs of the Rochester community.	1 Community Leader
8/14/2020	Education Leaders	Pod Based Learning Discussion	Virtual	-Met with other charter school leaders to discuss opportunities to get involved in learning pod options for the return to school in 2020.	-Innova Girls Academy will partner with leaders from the Freedom Scholars Learning center to try to bring cost-free pods to the City of Rochester.	8 Education Leaders

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8/17/2020	Community Leader	Meeting with Joe Klein	Virtual	-Innova Girls Academy Board members met with Joe Klein to discuss the upcoming board capacity interview. -Discussed plan for Innova Girls Academy and board development.	-Innova Girls Academy will seek to develop a diverse board that represents the school and performs regular oversight on the school's academic program, financial status, and organizational capacity.	4 Charter School Leaders
8/21/2020	Leader in Restorative Practice	Erie County Restorative Practice Circle Training	Virtual	-Innova Girls Academy founding team members participated in an Erie County Restorative Practice Training.	-Innova Girls Academy will engage in restorative justice practices with staff, students, and community members.	8 Education Leaders
8/24/2020	Leader in Restorative Practice	National Federation for Just Communities Training	Virtual	-Innova Girls Academy founding team members participated in a National Federation for Just Communities Training.	-Innova Girls Academy seeks to hire a diverse staff that reflects the diversity of the city of Rochester. -Innova Girls Academy will be continuing to engage in high quality trainings by organizations that promote racial justice.	8 Education Leaders
9/2/20	Community Leaders	Meeting with the Rochester Freedom School	Freedom School Location	-Innova Girls Academy leaders met with the group that was previously known as the Rochester Freedom school. The group is now known as the Freedom Scholars Learning Center and is aimed at providing culturally relevant literacy	-Innova Girls Academy will seek ways to collaborate with the Freedom Scholar Learning Center and will partner on projects that promote equity, literacy, and culture in the Rochester community.	10 Community Members

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				instruction to students in Rochester. -Shared more about Innova Girls Academy and discussed ways that our missions support one another.		
9/13/20	Community Members	Participated in the Rochester Summit to End Hate	Virtual	-Innova Girls Academy board members participated in the Rochester Summit to End Hate. -Listened to community leaders discuss ways that community members can practice anti-racism everyday.	-Innova Girls Academy will continue to listen and learn from the Rochester community to develop a school that reflects the strengths and needs of the Rochester community.	10 Community Leaders
9/14/20	Community Members	Community Collaborative Meeting	Virtual	-Engaged in a community meeting with a variety of other service providers in Rochester. Shared more about Innova and heard from other community organizations about the services available to Rochester residents.	-Innova Girls Academy will continue to listen and learn from the Rochester community to develop a school that reflects the strengths and needs of the Rochester community.	20 Community Leaders
9/15/20	Community Leaders	Meeting with the Rochester Freedom Scholars Learning Center	Freedom School Location	-Met with the Freedom Scholars Learning Center team to share more about ways in which we could partner and to discuss what support Innova Girls	-Innova Girls Academy will seek ways to collaborate with the Freedom Scholar Learning Center and will partner on projects that promote equity, literacy,	10 Community Members

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				Academy could provide to the Pods project.	and culture in the Rochester community.	
9/16/20	Community Member	Meeting with Raquel Royes	Virtual	-Discussed possible future staff roles at Innova Girls Academy including roles in operations and development at Innova.	-Innova Girls Academy seeks to hire a diverse staff that reflects the diversity of the city of Rochester.	1 Community Member
9/17/20	Community Member	Meeting with Jill Freeman	Virtual	-Met with Jill Freeman, a mother with children who have attended many of the online coding classes provided by Innova Girls Academy. -Sought feedback on the programming and discussed ways to engage additional families in the programming.	-Innova Girls Academy will continue to offer free online coding classes to students in the City of Rochester.	1 Community Member
9/23/20	Real Estate Agent	Tour of the Kodak Tower Commons Site Visit	Kodak Tower	-Members of the Founding Innova Girls Academy team met with the Kodak facilities team to tour the Kodak tower as a possible school location.	-Innova Girls Academy will stay in communication with the Kodak team as a possible school site location.	4 Facilities Specialists
9/24/20	Community Leader	Meeting with Andrea Zuegel	Virtual	-Discussed proposal for Innova Girls Academy -Discussed importance of literacy and receiving feedback from community members.	-Innova Girls Academy will continue networking with community leaders to learn more about priorities for the development of educational programs in Rochester.	1 Community Leader

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9/24/20	Community Leader	Meeting with Leah Kazmierski, Founder of Restoration Rochester	Phone Call	-Discussed ways in which Innova Girls Academy can support the work of Leah's organization, Restoration Rochester.	-Innova Girls Academy founding team members will support upcoming meetings for the Restoration Rochester's Community Collaborative such as technical and facilitating support.	1 Community Leader
9/24/20	Community Member	Meeting with Lily Lopez	Virtual	-Innova Girls Academy founding members met with Rochester parent, Lily Lopez, to share the proposal for Innova Girls Academy. -Lily supports the concept of Innova Girls Academy and believes that the staff diversity should reflect the student diversity.	-Innova Girls Academy seeks to hire a diverse staff that reflects the diversity of the city of Rochester.	1 Community Member
9/28/20	Facilities Specialist Meeting	Meeting with Cameron Quick	Virtual	-Cameron Quick shared information about how to engage in a facilities search, including options for funding that may be available to start-up charter schools.	-Innova Girls Academy will continue engaging in an informed facilities search using the best practices shared in this meeting.	1 Facilities Specialist
10/2/20	Facilities Specialist Meeting	Meeting with SchoolPrint	Virtual	-The SchoolPrint team built on the concepts shared in the meeting with Cameron Quick. -Discussed how to evaluate buildings as potential school sites.	-Innova Girls Academy will continue engaging in an informed facilities search using the best practices shared in this meeting.	5 Facilities Specialists

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10/5/20	Community Leaders	Community Collaborative Meeting	Virtual	-Engaged in a community meeting with a variety of other service providers in Rochester. Shared more about Innova and heard from other community organizations about their services available to Rochester residents.	-Innova Girls Academy will continue to listen and learn from the Rochester community to develop a school that reflects the strengths and needs of the Rochester community.	20 Community Leaders
11/7/20	Community Members	Innova participation in the Girl Scouts of Western New York's "STEM-A-POLLOZA"	Virtual	-Proposed Head of School, Lindsay Swanson, hosted coding class for students through the Girl Scouts to help students earn the "Coding Basics" Badge. -Led girls in introduction to coding, exploring the basics of writing algorithms, incorporating loops, and learning about female computer scientist role models.	-We will continue to develop Innova Girls Academy's strategy for providing high quality computer science education. -We will continue building girl centered curriculum that successfully engages girls in coding.	40 students, 40 parents
11/9/20	Community Leader	Meeting with Ann Michael Henry	Virtual	-Met with Ann Michael Henry to discuss the grade spans served by Innova Girls Academy. -Asked for feedback on a 4 th grade start vs. a K start. -Ann Michael Henry recommends making the switch to Kindergarten.	-Innova Girls Academy will adjust grade levels to serve students from grades K-6. -Innova Girls Academy will partner with YWCP to build a full K-12 pipeline for all-girls schools in Rochester.	1 Charter School Leader

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11/12/20	Education Leader	Meeting with Anna Hall	Virtual	<ul style="list-style-type: none"> -Met with Anna Hall to discuss the grade spans served by Innova Girls Academy. -Asked for feedback on a 4th grade start vs. a K start. -Anna believes that it would be beneficial to make the switch to elementary school and work with YWCP. 	<ul style="list-style-type: none"> -Innova Girls Academy will adjust grade levels to serve students from grades K-6. -Innova Girls Academy will partner with YWCP to build a full K-12 pipeline for all-girls schools in Rochester. 	1 Charter School Sector Leader
11/19/20	Education Leader	Meeting with Jean Baker from National Coalition of Girls' Schools	Phone Call	<ul style="list-style-type: none"> -Met with Jean Baker of the National Coalition of Girls' Schools to discuss a possible switch from grades 4-8 to grades K-6th. -Jean supports the switch and will connect Innova leaders with all-girls elementary school leaders. 	-Innova Girls Academy will reach out to other all-girls elementary school leaders to learn more about best practices in all-girls elementary education including recruitment strategies for K and 1 st grade.	1 Education Leader
11/19/20	Education Leader	Meeting with Elissa Klein	Virtual	<ul style="list-style-type: none"> -Met with Elissa and Joe Klein to discuss Innova Girls Academy community engagement strategy. -Elissa shared strategy techniques used with the Chicago based charter school team that she is a staff member of. 	-Innova Girls Academy will seek to continue engaging with the Rochester community in order to develop a program that authentically reflects the strengths and needs of the Rochester community.	2 Education Leaders
12/5/20	Community Members	Hosted online free computer	Virtual	-Proposed Head of School, Lindsay Swanson, hosted coding class for students	-We will continue to develop Innova Girls	20 students, 20 parents

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		science class for Girl Scouts		through the Girl Scouts to help students earn the "Coding Basics" Badge. -Led girls in introduction to coding, exploring the basics of writing algorithms, incorporating loops, and learning about female computer scientist role models.	Academy's strategy for providing high quality computer science education. -We will continue building girl centered curriculum that successfully engages girls in coding.	
12/8/20	Education Leaders	Meeting with Barbara Zelazny of Young Women's College Prep	Virtual	-Members of the Innova Girls Academy founding team met with YWCP to discuss the transition to a K start. -YWCP believes that a partnership between Innova Girls Academy and YWCP would be a win-win for both organizations.	-Innova Girls Academy will adjust grade levels to serve students from grades K-6. -Innova Girls Academy will partner with YWCP to build a full K-12 pipeline for all-girls schools in Rochester.	1 Education Leader
12/9/20	Education Leader	Meeting with Jaimie Brillante	Virtual	-Members of the founding team met with Ms. Brillante to share more about Innova Girls Academy and the model of an all-girls STEM focused school.	-Innova Girls Academy will develop a STEM based program that supports girls and empowers them to graduate as innovative leaders and confident problem-solvers.	1 Education Leader
12/9/20	Community Leader	Meeting with Erika Green, Ibero Action League	Virtual	-Erika shared that she would not have enrolled her daughter in a 4 th grade start, but that she would have	-Innova Girls Academy will adjust grade levels to serve students from grades K-6.	1 Community Leader

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				<ul style="list-style-type: none"> considered a kindergarten start. -Believes that parents want to have a K-12 option so that they do not need to think about selecting a new school for elementary, middle, and high school. 	<ul style="list-style-type: none"> -Innova Girls Academy will partner with YWCP to build a full K-12 pipeline for all-girls schools in Rochester. -Innova Girls Academy will share information with Erika to share with the Ibero community. 	
12/12/20	Community Member	Hosted online free computer science class for Girl Scouts	Virtual	<ul style="list-style-type: none"> -Proposed Head of School, Lindsay Swanson, hosted coding class for students through the Girl Scouts to help students earn the "Coding Basics" Badge. -Led girls in introduction to coding, exploring the basics of writing algorithms, incorporating loops, and learning about female computer scientist role models. 	<ul style="list-style-type: none"> -We will continue to develop Innova Girls Academy's strategy for providing high quality computer science education. -We will continue building girl centered curriculum that successfully engages girls in coding. 	20 students, 20 parents
12/13/20	Community Leaders	Meeting with Hipocampo Bookstore	Virtual	<ul style="list-style-type: none"> -Met with the founders of Hipocampo Bookstore to share proposal for Innova Girls Academy and seek partnership opportunities. -Received feedback around the importance of working in partnership with the district. 	<ul style="list-style-type: none"> -Innova Girls Academy will schedule programming with Hipocampo Bookstore to increase access to coding for young children in Rochester. -Innova Girls Academy will seek opportunities to support and collaborate 	2 Community Leaders

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
					the district in whatever way possible.	
12/14/20	Education Leader	Meeting with Rebekah Adamek of Girls Prep	Virtual	-Met with leader at Girls Prep to learn more about the successful all-girls programming and to share more about Innova Girls Academy. -Discussed elementary school for girls and how the environment centers on sisterhood and female empowerment.	-Innova Girls Academy will use recruitment strategies discussed in the meeting including helping parents understand the power of all-girls education particularly as it pertains to building confidence. -Innova Girls Academy will continue to learn from other schools that have track records of academic excellence.	1 Education Leader
12/15/20	Community Leaders	Meeting with Allison Shannon and L Wehner, SWBR Architects	Virtual	-The SWBR Architects shared that there may be district buildings available in the Fall of 2022 when we will seek to open our doors.	-Innova Girls Academy may seek to work with the district to find available facilities in the city of Rochester.	2 Facilities Specialists
12/16/20	Community Leader	Meeting with Helen Titus	Phone Call	-Met with Helen Titus to discuss Innova Girls Academy marketing and consider how to ensure that families in Rochester learn more about Innova.	-Innova Girls Academy will continue to market using our website, Facebook, and hosting meetings through Zoom. -Innova Girls Academy will rephrase key design elements to ensure they are accessible and meaningful to families.	1 Marketing Specialist

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12/21/20	Education Leader	Meeting with Vee Pryor, Rise STEM Academy for Girls	Virtual	<ul style="list-style-type: none"> -Rise STEM Academy was founded recently in Lexington, Kentucky with tons of community support. -The community believes in an all-girls elementary model and they have already demonstrated demand with a healthy waitlist. 	<ul style="list-style-type: none"> -Innova Girls Academy will adjust grade levels to serve students from grades K-6. -Innova Girls Academy will continue to listen and learn from the best practices of successful all-girl schools to build a program with a strong start in Rochester. 	1 Education Leader
12/21/20	Political Leader	Meeting with Malik Evans	Virtual	<ul style="list-style-type: none"> -Discussed Innova Girls Academy with Malik Evans. -Malik Evans is supportive of Innova Girls Academy and believes that our mission is one that will improve outcomes for students in Rochester. -Suggested that we collaborate with the district when possible. 	<ul style="list-style-type: none"> -Innova Girls Academy will seek opportunities to support and collaborate with the district in whatever way possible. 	1 Community Leader
12/29/20	Education Leader	Meeting with Beth Reaves of the Washington School for Girls	Virtual	<ul style="list-style-type: none"> -Met with the school leader of Washington School for Girls to talk about best practices in all-girls education. 	<ul style="list-style-type: none"> -Innova Girls Academy will continue to listen and learn from the best practices of successful all-girl schools to build a program with a strong start in Rochester. 	1 Education Leader

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1/4/21	Community Leaders	Community Collaborative Meeting	Virtual	-Engaged in a community meeting with a variety of other service providers in Rochester. Shared more about Innova and heard from other community organizations about the services available to Rochester residents.	-Innova Girls Academy will seek to partner with a variety of Rochester service providers (such as the Center for Youth) to provide resources to students and families.	20 Community Leaders
1/7/21	Community Members	Innova Public Meeting #5 – Facebook Live	Virtual	-Lindsay Swanson and Jonathan Nwagbaraocha shared the announcement that Innova Girls Academy would be switching to a Kindergarten start. -Took questions and comments from community members.	-Innova Girls Academy will make the transition to serve students in grades K-6 th . -Innova Girls Academy will engage community members to continue to gather feedback and community support for the program.	Viewed by 390 Community Members
1/8/21	Education Leader	Meeting with Maura Farrell of Sophia Academy	Virtual	-Met with the school leader of Sophia Academy to talk about best practices in all-girls education.	-Innova Girls Academy will use recruitment strategies discussed in the meeting including helping parents understand the power of all-girls education particularly as it pertains to building confidence.	1 Education Leader
1/11/21	Community Members	Hosted online free computer science class for Girl Scouts	Virtual	-Proposed Head of School, Lindsay Swanson, hosted coding class for students through the Girl Scouts to	-We will continue to develop Innova Girls Academy's strategy for providing high quality	20 students, 20 parents

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				<p>help students earn the "Coding Basics" Badge.</p> <p>-Led girls in introduction to coding, exploring the basics of writing algorithms, incorporating loops, and learning about female computer scientist role models.</p>	<p>computer science education.</p> <p>-We will continue building girl centered curriculum that successfully engages girls in coding.</p>	
1/14/21	Community Members	Innova Public Meeting #6 – Facebook Live	Virtual	<p>-Innova Girls Academy founding team members shared information about Innova Girls Academy through Facebook Live.</p> <p>-Shared more about our "Why" and Vision for Innova.</p>	<p>-Innova Girls Academy will continue to seek innovative ways to connect with the Rochester community.</p> <p>-Innova Girls Academy will seek opportunities to support and collaborate with the district in whatever way possible.</p>	Viewed by 295 Community Members
1/15/21	Community Leader	Meeting with the Girl Scouts of Western New York – Alison Wilcox	Virtual	<p>-Met with the CEO of GSWYN to discuss Innova transition to K start.</p> <p>-She shared support for this transition, and we discussed how to share more about Innova Girls Academy with the Rochester community.</p>	-Innova Girls Academy will share information with the Girl Scouts of Western New York	2 Community Leaders
1/20/21	Community Members	Hosted online free computer science class for Girl Scouts	Virtual	-Proposed Head of School, Lindsay Swanson, hosted coding class for students through the Girl Scouts to	-We will continue to develop Innova Girls Academy's strategy for	20 students, 20 parents

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				<p>help students earn the "Coding Basics" Badge.</p> <p>-Led girls in introduction to coding, exploring the basics of writing algorithms, incorporating loops, and learning about female computer scientist role models.</p>	<p>providing high quality computer science education.</p> <p>-We will continue building girl centered curriculum that successfully engages girls in coding.</p>	
2/5/21	Education Leaders	Attended the Young Women's College Prep Board of Trustees Meeting	Virtual	<p>-Members of the founding Innova Girls Academy team attended the YWCP board meeting to listen and learn from the veteran charter school board.</p> <p>-Members of our board were impressed by the efficient meeting and numerous committee report outs.</p>	<p>-The Innova Girls Academy board will continue to develop as a group and will seek to replicate the best practices from successful charter school boards.</p> <p>-Innova Girls Academy will seek opportunities to support and collaborate with the district in whatever way possible.</p>	16 YWCP and Innova Board Members
2/10/21	Education Leaders	Meeting with Eboni Chopp of Girl Scouts of Northeast Texas to discuss Solar Prep	Virtual	<p>-Met with a member of the Northeast Texas Girl Scout Council to discuss Solar Prep.</p> <p>-The Solar Prep program is very similar to the vision for Innova Girls Academy as they are a Girl Scouts Academy. All girls at Solar Prep have the opportunity to be Girl Scouts and Girl Scouts programs are</p>	<p>-Innova Girls Academy will partner with the Girl Scouts of Western New York to develop the first Girl Scouts Academy in New York State.</p>	2 Education Leaders

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				integrated into every school day.		
3/25/21	Education Leaders	Meeting with the National Coalition of Girls Schools Formation Virtual Convening	Virtual	<ul style="list-style-type: none"> -Founding members of the Innova Girls Academy team attended a Girls School in Formation workshop with the NCGS. -Listened to presentations from Solar Prep and the Girls Academic Leadership Academy. -Leaders shared importance of recruiting and building community support. 	--Innova Girls Academy will continue to listen and learn from the best practices of successful all-girl schools to build a program with a strong start in Rochester.	17 All-Girls School Leaders
3/30/21	Real Estate Developer	Facility tour of 545 Humboldt St.	545 Humboldt St. Rochester, NY	-Members of the Founding Innova Girls Academy team met with the facilities team at 545 Humboldt St to tour as a possible school location.	-Innova Girls Academy will stay in communication with the property manager at 545 Humboldt St as a possible school site location.	2 Facilities Specialists
4/5/21	Community Members	Community Collaborative Meeting	Virtual	-Engaged in a community meeting with a variety of other service providers in Rochester. Shared more about Innova and heard from other community organizations about the services available to Rochester residents.	-Innova Girls Academy will seek to partner with a variety of Rochester service providers (such as the Center for Youth) to provide resources to students and families.	20 Community Leaders

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
4/9/21	Education Leader	Attended Young Women's College Prep Board Meeting	Virtual	<ul style="list-style-type: none"> -Members of the founding Innova Girls Academy team attended the YWCP board meeting to listen and learn from the veteran charter school board. -Members of our board were impressed by a report out from the academic team that highlighted a tiered approach to student supports. 	-The Innova Girls Academy board will continue to develop as a group and will seek to replicate the best practices from successful charter school boards.	18 YWCP and Innova Board Members
4/13/21	Community Leader	Meeting with Rosa Marie of the Marvelous Mind Academy	Virtual	<ul style="list-style-type: none"> -Met with the Marvelous Mind Academy to discuss opportunities for partnerships and best practices for early childhood education. -Discussed importance of students building a strong self-concept related to education and a strong community of support. 	-Innova Girls Academy will partner with Marvelous Mind Academy for recruitment, building community support, and learning best practices.	1 Education Leader
4/18/21	Community Members	Hosted a Table at the Brothers and Sisters Unisex Hair Salon's Stop the Violence Rally	1274 Dewey Ave, Rochester, NY 14613	<ul style="list-style-type: none"> -Hosted a table and shared information about Innova Girls Academy with community members at the "Stop the Violence" festival. -Community members signed the petition and shared excitement for our program. 	-Innova Girls Academy will continue to share information about our proposed school at community events to ensure that families know about the opportunity to enroll their daughters in an all-girls elementary.	40 Community Members

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				<ul style="list-style-type: none"> -Met two school board candidates and discussed Innova Girls Academy with candidates. -Heard feedback from families that STEAM is important to them, they would like to see Innova Girls Academy incorporate the "A" in STEAM to ensure that students build creativity through their STEM work. 	<ul style="list-style-type: none"> -Innova Girls Academy will seek opportunities to support and collaborate with the district in whatever way possible. -Innova Girls Academy will transition and develop our focus from a STEM to a STEAM school. 	
4/21/21	Community Members	Innova Girls Academy Virtual Public Meeting #7	Virtual	<ul style="list-style-type: none"> -Hosted online virtual public meeting with members of the Innova Girls Academy founding team to share more about our proposal. 	<ul style="list-style-type: none"> -Innova Girls Academy will continue to seek innovative ways to connect with the Rochester community. -Innova Girls Academy will seek opportunities to support and collaborate with the district in whatever way possible. 	120 people viewed video
4/23/21	Community Member	Meeting with Sharifa Whitt	Fuego Coffee: 1 Woodbury Blvd, Rochester, NY 14604	<ul style="list-style-type: none"> -Discussed opportunities to connect with STEAM organizations in Rochester and other network opportunities with Rochester non-profit leaders. 	<ul style="list-style-type: none"> -Innova Girls Academy will seek to increase opportunities for Rochester girls to be engaged in STEAM programs. 	1 Community Member
4/26/21	Community Members	Online Computer Science Class	Virtual	<ul style="list-style-type: none"> -Proposed Head of School, Lindsay Swanson, hosted a 	<ul style="list-style-type: none"> -We will continue to develop Innova Girls 	5 students, 5 parents

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
		(Free to students)		coding class for students in Rochester. -Led girls in introduction to coding, exploring the basics of writing algorithms, incorporating loops, and learning about female computer scientist role models.	Academy's strategy for providing high quality computer science education. -We will continue building girl centered curriculum that successfully engages girls in coding.	
4/27/21	Education Leader	Meeting with Dr. Tolga Hayali	Virtual	-Met with Dr. Hayali to discuss proposal for Innova Girls Academy and what the SANY founding team learned from their process of applying to open in Rochester. -Dr. Hayali shared more about the importance of building strong relationships with district schools and political leaders in the Rochester community.	-Innova Girls Academy will seek ways to collaborate with the district to improve educational outcomes for students in Rochester.	1 Education Leader
4/28/21	Education Leaders	Meeting with Unique Child Daycare	Virtual	-Met with the Unique Child Daycare to discuss opportunities for partnerships and best practices for early childhood education. -Discussed importance of pairing a structured school	-Innova Girls Academy will partner with Unique Child Daycare for student recruitment, building community support, and learning best practices.	2 Education Leaders

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				day with strong adult relationships.		
4/28/21	Community Members	Interview with News 8 – RochesterFirst	Virtual	-Met virtually with a reporter from New 8 to share more about the proposal for Innova Girls Academy.	-Innova Girls Academy was featured on News 8 in Rochester. -Innova Girls Academy will continue to collect petition signatures to demonstrate community support.	2-minute news clip was included on local news station
4/28/21	Community Members	Innova Girls Academy Virtual Public Meeting #8	Virtual	-Hosted online virtual public meeting with members of the Innova Girls Academy founding team to share more about our proposal. -We discussed the Girl Scouts partnership and the importance of all-girls education.	-Innova Girls Academy will continue to seek innovative ways to connect with the Rochester community.	120 people viewed video
4/29/21	Community Members	Innova Girls Academy Virtual Public Meeting #9	Virtual	-Hosted online virtual public meeting with members of the Innova Girls Academy founding team to share more about our proposal. -We discussed the Innova vision for STEAM, the Girl Scouts partnership, and individualized student supports.	-Innova Girls Academy will provide students with hands-on STEAM projects that will develop innovative problem-solvers. -Innova Girls Academy will partner with the Girl Scouts to provide daily leadership development.	182 people viewed video

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
5/2/21	Community Members	Hosted Table at the La Marketa	828 N Clinton Ave, Rochester, NY 14605	<ul style="list-style-type: none"> -Hosted a table at La Marketa with a slime making STEAM activity. -Shared more with community members about Innova Girls Academy and heard lots of positive feedback about program ideas. Collected 20 petition signatures. -Met community organization leaders (head of Clinton Ave Business Association, representative from Rochester Museum & Science Center) and discussed opportunities for partnerships. 	<ul style="list-style-type: none"> -Innova Girls Academy will provide girls in Rochester with a high-quality school option that centers on STEAM development and leadership. -Innova Girls Academy will partner with local organizations to increase community engagement and enhance school wide program offerings 	20 Community Members
5/5/21	Educator	Meeting with Andrea Garfield	Virtual	<ul style="list-style-type: none"> -Met with Andrea to share vision for Innova and get her feedback as she is a career teacher in the RCSD and specializes in SPED Supports. -Shared vision for SPED supports and received feedback on best practices in SPED and providing RTI interventions. 	<ul style="list-style-type: none"> -Innova Girls Academy will provide access for all learner to thrive, including those with learning differences. -Innova Girls Academy will use an RTI tiered model that supports all learners. 	1 Rochester Educator
5/5/21	Community Members	Coding Class	Virtual	-Proposed Head of School, Lindsay Swanson, hosted a	-We will continue to develop Innova Girls	7 Rochester Area Students

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				<p>coding class for students in Rochester.</p> <p>-Led girls in introduction to coding, exploring the basics of writing algorithms, incorporating loops, and learning about female computer scientist role models.</p>	<p>Academy's strategy for providing high quality computer science education.</p> <p>-We will continue building girl centered curriculum that successfully engages girls in coding.</p>	
5/6/21	Community Members	Innova Girls Academy Virtual Public Meeting #10	Virtual	<p>-Hosted online virtual public meeting with members of the Innova Girls Academy founding team to share more about our proposal.</p> <p>-We discussed the Innova vision for STEAM, the Girl Scouts partnership, and individualized student supports.</p>	<p>-Innova Girls Academy will provide students with hands-on STEAM projects that will develop innovative problem-solvers.</p> <p>-Innova Girls Academy will partner with the Girl Scouts to provide daily leadership development</p>	120 people viewed video
5/7/21	Educator	Meeting with Kit Mayberry	Boulder Coffee, 100 Alexander St, Rochester, NY 14620	<p>-Met with Kit Mayberry, from the RIT Office of Diversity and Inclusion.</p> <p>-Discussed Rochester Prep partnership with RIT and scholarship options for students.</p> <p>-Discussed ways in which RIT could work with Innova to help girls understand college options in Rochester.</p>	<p>-Innova Girls Academy will seek to partner with organizations, such as RIT, to provide a high-quality experience that inspires girls to thrive as STEAM leaders in the future.</p> <p>-Innova will continue conversations with RIT to develop student program that involves visiting</p>	1 Rochester Educator

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
					campus and guest speakers.	
5/7/21	School Facility Experts	Meeting with SchoolPrint	Virtual	-Discussed facility options in Rochester for the future Innova school site. -Received guidance and feedback on questions to discuss with property owners and developers in Rochester.	-Upon authorization, Innova Girls Academy will seek to open our doors in a school building that is safe and easily accessible by public transportation for community members.	2 School Facility Experts
5/12/21	Educator	Meeting with Diane Eagles	Village Bakery, 145 Culver Rd, Rochester, NY 14620	-Met with Ms. Eagles to discuss STEAM education. Ms. Eagles is a career educator who has worked in science exploratory learning. -Shared vision for STEAM and received feedback on project-based learning integration.	-Innova Girls Academy will provide students with hands-on learning experience in the science and STEAM classrooms to spark curiosity and creative problem solving.	1 Rochester Educator
5/13/21	Educator	Meeting with Emily Vogel	Phone	-Met with Ms. Vogel, Head of School at Rochester Prep Elementary. -Discussed strategies to build strong literacy foundations for students coming from Rochester Pre-K programs.	-Innova Girls Academy will offer a literacy program that builds strong academic foundations that allow students to thrive as they progress through their academic careers.	1 Rochester Educator
5/15/21	Community Members	Hosted a table at the Rochester Public Market	280 Union St N, Rochester, NY 14609	-Hosted table at the Public Market to share more with the Rochester community about Innova Girls Academy. -Shared information about our vision for Innova and	-Innova Girls Academy will provide girls in Rochester with a high-quality school option that centers on STEAM development and leadership.	104 Community Members

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				<p>asked for community feedback in the form of surveys and verbal feedback.</p> <p>-Received many positive comments and remarks in support of the school; collected petition signatures.</p> <p>-General themes of community discussion included: Importance of new all-girls option in the City, Support for STEAM, Enrollment interest</p>	<p>-Innova Girls Academy represents a new option for the city as the only all-girls elementary school.</p> <p>-Innova Girls Academy will continue to work in partnership with the Rochester community to authentically co-create the vision for a new school.</p>	
5/16/21	Community Members	Hosted a Table at La Marketa	828 N Clinton Ave, Rochester, NY 14605	<p>-Hosted table at La Marketa to share more with the Rochester community about Innova Girls Academy.</p> <p>-Shared information about our vision for Innova and asked for community feedback in the form of surveys and verbal feedback.</p> <p>-General themes of community discussion included: Partnerships with nonprofits and expanding after school options for students.</p>	<p>-Innova Girls Academy will have an extended school day that ends at 4:20pm.</p> <p>-Innova Girls Academy will partner with the Girl Scouts of Western New York and other nonprofits to support the mission.</p> <p>-Innova Girls Academy will continue to work in partnership with the Rochester community to authentically co-create the vision for a new school.</p>	25 Community Members
5/26/21	Educator	Meeting with Bridgette Ouimette of	Phone	-Discussed the importance of all-girls education and	-Innova Girls Academy will increase the number of all-girls seats that are	1 Educator

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
		Advancing Girls		expanding access for young women in STEAM.	available in the city of Rochester.	
5/29/21	Community Members	Hosted table at the Melanin Market	Legacy Drama House, 112 Webster Ave, Rochester, NY 14609	<ul style="list-style-type: none"> -Hosted table at the Rochester Melanin Market to share more with the Rochester community about Innova Girls Academy. -Shared information about our vision for Innova and asked for community feedback in the form of surveys and verbal feedback. -General themes of community discussion included: Importance of a diverse teaching staff, positive support for all-girls education, increased hands-on learning experiences. 	<ul style="list-style-type: none"> -Innova Girls Academy will seek to hire a staff that reflects the diversity of the Rochester community. -Innova Girls Academy will incorporate project-based learning tasks to engage students. -Innova Girls Academy will continue to work in partnership with the Rochester community to authentically co-create the vision for a new school. 	20 Community Members
6/1/21	RCSD	Meeting with Dr. Leslie Myers-Small, RCSD Superintendent	Virtual	<ul style="list-style-type: none"> -Met with Dr. Leslie Myers-Small to share more about the Innova Girls Academy proposal. -Discussed ways in which we may be able to collaborate with the district including: sharing professional development resources, sharing STEAM resources to increase access for district students, serving as a Girl 	-Innova Girls Academy will seek to work with the district when possible to share programming resources (such as professional development materials) to ensure that all students in Rochester have an increased access to STEAM and Girl Scout programming.	1 Rochester City School District Official

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				Scouts "Hub" for the city of Rochester and providing GS programming for district students.		
6/2/21	Community Leader	Meeting with Luz Padilla-Niemann	Virtual	-Discussed how Ms. Padilla-Niemann got into the STEAM field and her work with other charter schools. -Ms. Padilla-Niemann has previously work with Solar Prep with an all-girls, GS school in Texas with a very similar mission to Innova.	-We will work with Ms. Padilla-Niemann to create a "STEAM Council" of representatives from Rochester STEAM companies to advise quarterly on how to increase STEAM access for city students.	1 Community Member
6/3/21	Educator	Meeting with Lindsay Dryden	Phone	-Discussed the differences between educational access in the city of Rochester and in the surrounding suburbs.	-Innova Girls Academy seeks to increase access to more high-quality educational options for families within the city of Rochester.	1 Rochester Educator
6/19/21	Community Members	Hosted table at the Rochester Public Market	280 Union St N, Rochester, NY 14609	-Hosted table at the Public Market to share more with the Rochester community about Innova Girls Academy. -Shared information about our vision for Innova and asked for community feedback in the form of surveys and verbal feedback. -Received many positive comments and remarks in support of the school;	-Innova Girls Academy will provide daily STEAM classes for students to build strong problem-solving foundations. -Innova Girls Academy will increase the number of all-girls school seats available to Rochester family. -Innova Girls Academy will partner with the Girl	203 Community Members

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
				collected petition signatures. -General themes of community discussion included: Importance of students (particularly Girls) having access to STEAM, positive feedback on Girl Scouts connection, importance of increasing all-girls school seats in the city.	Scouts of Western New York. -Innova Girls Academy will continue to work in partnership with the Rochester community to authentically co-create the vision for a new school.	
6/21/21	Nonprofit Leaders	Tour of Possible School Facility and Outreach meeting with AI Sigl	151 East Henrietta Rd, Rochester, NY, 14620	-Met with a representative of AI Sigl Community of Agencies to tour one of their available properties. -Shared more about Innova and discussed ways in which AI Sigl could support Innova's search for a facility.	-Upon authorization, Innova Girls Academy will seek to open our doors in a school building that is safe and easily accessible by public transportation for community members.	1 Community Nonprofit Leader
6/29/21	Community Members	Coding Class	Virtual	-Proposed Head of School, Lindsay Swanson, hosted a coding class for students in Rochester. -Led girls in introduction to coding, exploring the basics of writing algorithms, incorporating loops, and learning about female computer scientist role models.	-We will continue to develop Innova Girls Academy's strategy for providing high quality computer science education. -We will continue building girl centered curriculum that successfully engages girls in coding.	9 Rochester Students

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
6/30/21	Community Member	Meeting with Cassie Fields	Virtual	-Discussed vision for Innova Girls Academy and importance of single gender education to overcome damaging gender stereotypes.	-Innova Girls Academy will confront gender stereotypes by encouraging girls to excel in all arenas.	1 Community Member
6/30/21	Educator	Meeting with Shannon Baudo, Interim HOS at Allendale Columbia	Allendale Columbia 519 Allens Creek Rd, Rochester, NY 14618	-Met with Shannon Baudo to discuss vision for Innova. -Ms. Baudo shared admission and enrollment strategies that we could use upon authorization.	-Innova Girls Academy will seek to ensure that we build trust with Rochester families and share an inspiring vision.	1 Rochester Educator
6/30/21	Nonprofit Leaders	Tour of Possible School Facility and Outreach to the Catholic Parish of Rochester	151 East Henrietta Rd, Rochester, NY, 14620	-Met with a representative of the Catholic Parish of Rochester to tour one of their available properties. -Shared more about Innova and discussed ways in which the Catholic Parish of Rochester could support Innova's search for a facility.	-Upon authorization, Innova Girls Academy will seek to open our doors in a school building that is safe and easily accessible by public transportation for community members.	2 Community Nonprofit Leader
7/1/21	Educator	Meeting with Barbara Zelazny, Head of School at Young Women's College Prep	Virtual	-Met with Ms. Zelazny to continue to discuss the YWCP and Innova partnership. -Working to draft a vision for the partnership.	-Innova Girls Academy will work in partnership with YWCP to advocate for all-girls education, to build a K-12 pipeline of all-girls education for Rochester families, and to collaborate on school based activities.	1 Rochester Educator

Attachment 2b: Evidence of Public Review Process

Title	Description	Pages
Evidence of Sharing Innova Girls Academy with Rochester, NY	Over 800 copies of our flyer have been distributed throughout Rochester. We have developed an active Instagram and Facebook presence with a total of over 1,002 individuals following our pages. We have used these pages to share more about our school, advertise for events, and seek feedback from our community. Our posts have reached over 7,000 individuals. We have developed a website which has more than 2,300 unique viewers since launching in November, 2019.	1-8
Surveying Rochester City	We are committed to hearing feedback from the Rochester community. We collected this feedback via paper and online surveys. In total, we have collected 350 surveys. We have included a sample of these surveys, both in paper and online. Through our surveys and petitions, we have identified the guardians of 121 age-eligible students who are interested in enrolling their daughters in the founding K and 1 st grade classes.	9-13
Innova Girls Academy Tabling Events	To ensure that we shared our proposal with the Rochester community, we participated in “Tabling Events” throughout the city. Each time, we set up a table with information about the school and had paper copies of our survey available for families to complete. We met families, shared more about the school, and listened to their feedback about how to create an excellent Rochester school. We have included images from these tabling events. We paused in-person events from March of 2020 until April of 2021. Starting in April of 2021, we restarted our in-person tabling campaign to continue outreach to the Rochester community.	14-21
Community Focus Groups	We hosted 5 Community Focus Groups, 1 Community Meet and Greet, and participated in 1 speaking event. For each of these events, we have included samples of event advertisements, photos, and sign-in sheets from the events. At our Community Focus Group, we hosted 1.5-hour conversations with parents about the Innova Girls Academy proposal to seek feedback. At our Community Meet and Greet, Board members invited community members to learn more about our proposal. At the speaking event, our Lead Founder shared the Innova Girls Academy mission and vision with a room of 200+ Rochester entrepreneurs.	22-33
Public Meeting Artifacts	Before the COVID-19 Stay at Home Order, we hosted one Public Meeting. We have included the advertisement used, along with sign-in sheet and photos from the event. We then hosted 10 online, Virtual Public Meetings. For each of these events, members of our Founding Team streamed information about Innova Girls Academy Live through	34-42

	our Facebook Page. We took questions from individuals through the “comment” section of Facebook Live. For each event, we have included the advertisement and analytics on viewership from Facebook Live. All events have been recorded.	
Innova Girls Academy Response to COVID-19	In response to COVID-19, we transitioned our community engagement to online initiatives. We organized a set of online educational resources that are free for families to use into a suggested daily schedule. We posted all materials on our website to support families. We hosted a Parent Webinar to review these materials. For two weeks, we hosted STEAM Office Hours for families to ask STEAM related questions. We then began hosting free, online coding classes for students in grades K-12. Since starting our classes in early-April, we have hosted more than 200 students in classes throughout the school year. This included courses hosted in collaboration with the Girls Scouts of Western New York. We have included documentation of these efforts, include an image from one of our coding classes, a portion of our sign-ups for the classes, and parent feedback from the classes.	43-52
Emails Confirming Meetings with a Selection of Rochester Government Officials and Leaders	We have included a selection of snapshots from emails that demonstrate correspondence with local government officials and Rochester community leaders.	53-59
Local Media Coverage of Innova Girls Academy	We have included a press release about Innova Girls Academy that was shared with the local press in Rochester. The story was picked up by a local news channel and by a radio host on WXXI. We have included evidence of both news stories.	60-61

Figure 1: Front and Back of Innova Girls Academy Printed Flyer

Innova Girls Academy

Girls Today, Innovators Tomorrow

We believe...

STEAM EDUCATION UNLOCKS DOORS

We will teach girls to code, do hands-on science experiments, use art to express ideas, and empower girls to change the world.

A GREAT TEACHER INSPIRES EXCELLENCE

We will support our teachers to grow into the best educators that they can be and will build a strong, caring community.

CLASSROOMS SHOULD SPARK CURIOSITY

We will use culturally relevant curriculum that honors our student's culture and inspires them to become confident problem-solvers.

ALL-GIRLS SETTING DEVELOPS LEADERS

We will provide an all-girls setting that affirms that girls can do anything.

ALL CHILDREN SHOULD THRIVE AT SCHOOL

We will support all students with care and will prove that everyone can excel in school.

Do you agree?

Fast Facts about Innova

- We are a proposed tuition-free charter school in Rochester, NY.
- We plan to open in the fall of 2022 with K and 1st grade.
- We'll grow to serve student in grades K-6th.
- We will be the only all-girls elementary school in ROC.
- Everyday, all students will have access to engaging and hands-on Girl Scouts programs.

We are currently offering free coding classes! Check out our website for more details.


Our Mission:
Through a supportive and rigorous STEAM-integrated academic program, **Innova Girls Academy** empowers girls to excel as innovative leaders and confident problem-solvers.

Interested in learning more? Check out our website at innovagirlsacademy.org.

We need your help to open Innova!
 Take our quick survey: bit.ly/InnovaSurvey1
 Sign our petition: bit.ly/innova-petition
 Write a letter of support: lswanson@bes.org

Do you want your daughter to be a founding student at Innova?
 Fill out our Interest Form to be the first to hear about enrollment opportunities: bit.ly/InnovaInterest

Figure 2: Snapshot of Innova Girls Academy Instagram Page



innova.girls.academy Follow

81 posts 195 followers 154 following

Innova Girls Academy
 Proposed All-Girls STEM Middle School in Rochester, NY. Inspiring the next generation of STEM leaders.
bit.ly/innova-survey



"The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education."
 -Dr. Martin Luther King Jr.

This MLK weekend, we are honoring Dr. King's legacy with two incredible Rochester organizations.

MLK Songfest 2020 Saturday, Jan. 18th 6-8pm Aaron Baptist Church, 175 Geneva Street, Rochester, NY Hosted by the Black Student Caucus of CRCOS	I Had a Dream Poetry Slam Sunday, Jan. 19th 5-10pm Water Street 2020 204 N Water St, Rochester, NY Hosted by Free Enterprise S&S
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Innova Girls Academy
 STEM education to inspire the next generation of innovative leaders



STEM gives us the ability to fuel the innovation that lies within ourselves and the power to bring it into reality.

-Tiera Guinn Fletcher,
 Rocket Structural Engineer

Innova Girls Academy
 STEM education to inspire the next generation of innovative leaders




Do you believe that ROC girls deserve a new school that empowers them to be innovative leaders and change-makers?

Join us for a **Community Focus Group**
 Monday, 1/6 - 5:30-7pm
 Phillis Wheatley Library
 33 Dr. Samuel McCree Way
 Stop by to share your ideas. Free pizza and a chance to win door prizes! Child care provided.

Innova Girls Academy
 STEM education to inspire the next generation of innovative leaders



"Courage is like — it's a habitus, a habit, a virtue: you get it by courageous acts. It's like you learn to swim by swimming. You learn courage by couraging."

-Marie Daly, Biochemist
 First black woman to receive a PhD in Chemistry - 1947

Innova Girls Academy
 STEM education to inspire the next generation of innovative leaders



START THE YEAR AS A SUPERHERO!
 USE YOUR VOICE TO SUPPORT ROCHESTER GIRLS

Join our next **Community Focus Group**
 January 6th
 5:30-7pm
 Phillis Wheatley Library

Or take our survey online:
bit.ly/innova-survey

Innova Girls Academy
 New, Proposed 6th-8th Grade All-Girls Charter School in Rochester



"Never be limited by other people's limited imaginations."

-Mae Jemison
 Astronaut, Engineer, Physician,
 First Black Woman in Outer Space

Innova Girls Academy
 STEM education to inspire the next generation of innovative leaders

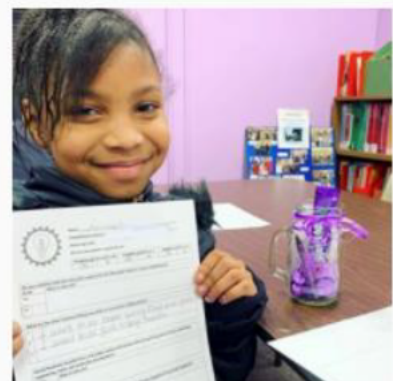


Figure 3: Additional Snapshots from the Innova Girls Academy Instagram Account



Figure 4: Innova Girls Academy Facebook Information













































-  Rochester, NY 14604
-  Proposed All-Girls STEAM Elementary School for Rochester, NY
-  781 people like this
-  807 people follow this
-  <http://innovagirlsacademy.org/>

Figure 5: Sample of Information from Facebook Analytics, including “Reach” which is the total number of people who have viewed the Facebook Post.

Reach: Organic / Paid
Post Clicks
Reactions, Comments & Shares

Published	Post	Type	Targeting	Reach	Engagement	Promote
04/24/2020 4:35 PM	 We are thrilled to open a third cohort of our FREE,			937	15 30	View Promotion
04/23/2020 5:31 PM	 Innova Girls Academy Public Meeting			515	557 69	Boost Post
04/21/2020 8:57 AM	 Join us on Thursday evening for our 3rd			538	16 28	Boost Post
04/17/2020 4:12 PM	 Future innovator alert! 🌟 With more than			336	20 24	Boost Post
04/16/2020 5:33 PM	 Innova Girls Academy Public Meeting			936	686 41	Boost Post
04/14/2020 8:15 AM	 Join Board Members Kyle and CaTyra for our			500	5 29	Boost Post
04/09/2020 3:24 PM	 Sign your student up for a free, virtual coding			4.9K	142 90	View Promotion
03/26/2020 7:03 PM	 Join us to learn more about Innova Girls			620	519 27	Boost Post
03/25/2020 10:29 AM	 Innova Girls Academy updated their status.			163	3 6	Boost Post
03/24/2020 10:47 AM	 Free online coding class for ROC students- learn			3.2K	76 54	View Promotion
03/23/2020 8:33 AM	 Join us today! Bring your math and science			245	3 7	Boost Post
03/22/2020 9:00 AM	 We are thrilled to share three new, online Innova			4.1K	112 28	View Promotion
03/17/2020 7:30 AM	 Unsure where to start with "At Home			6K	309 154	View Promotion

04/21/2021 6:35 PM		Calling all Rochester leaders! The Innova Girls			878		31 43	
04/21/2021 11:33 AM		Join us this Saturday for a 1 hour Introduction to Coding			1.2K		17 10	
04/08/2021 3:04 PM		Coding classes are back! This time, get your			1K		24 21	
01/14/2021 6:35 PM		Join us for a quick conversation learn more			314		14 12	
01/07/2021 6:32 PM		Join us for a big announcement this evening!			404		58 31	
01/06/2021 9:45 AM		Join us Thursday evening for an exciting update on			131		2 6	
12/06/2020 5:40 PM		Make your voice heard- take our 5 minute survey to share			2.4K		51 23	
11/23/2020 11:05 AM		Free Coding Classes: Sign your students up today! Help			3.7K		80 171	
11/20/2020 3:43 PM		After many months of planning and prep, the			689		11 31	
08/20/2020 1:33 PM		We couldn't be more excited about the opportunity to			191		5 19	
08/11/2020 6:59 PM		We are excited to share that Innova Girls Academy was			1.9K		109 102	

Figure 6: Sample of the Innova Girls Academy Website



Innova Girls Academy is a proposed tuition-free charter school in Rochester, NY.

We hope to open in the Fall of 2022 with K and 1st grade classes. We will continue to grow until we have K-6th grade classes.

OUR MISSION ->

We believe...



STEAM Education Unlocks Doors

We know that every girl has the potential to be a pioneering problem-solver. At Innova Girls Academy, every student will have a technology,



An All-Girls Setting Develops Leaders

Girls who are developed as self-regulated learners in a supportive environment will be empowered for success as life-long learners and

Figure 7: Sample of Innova Girls Academy Website Continued

Our Core Beliefs

STEAM Education for All

We believe that the future belongs to those who create. Our students deserve access to an education that equips them with the skills required to create innovative solutions that will drive society. Every day our students will take math, science, and computer science courses.

Equitable Supports for all Students

With our focus on providing access to a challenging curriculum, we also know that we must commit to developing supports to students that position them to rise to the challenge each and every day. Through small group instruction and technology-integrate classrooms, each student will have access to unique, data-driven supports.

All-Girls Setting

We commit to designing an educational experience specifically with Rochester girls in mind. Traditionally, co-ed schools have lacked opportunities for young women to develop confidence of voice in STEAM. Our single gender school will focus on breaking down stereotype threat and proving that women belong as leaders in STEAM. With a focus on leadership, our students will graduate with the confidence to make changes in the world around them.

Culturally Relevant Curriculum

We believe that all girls in Rochester are capable of academic excellence. We believe in fostering an academic environment that nurtures curiosity. We commit to providing access to college-prep curriculum that challenges and engages our students.

Excellence in Teaching

We believe that each moment at school should work in service of academic and social/emotional development. In order to maximize our time with students, we have designed an extended school day. Efficient systems for teachers and students will put the focus on learning. We will use educational technology to streamline our work. We will support teachers to grow and develop as professionals.

A Girl Scouts School

We are proud to partner with the Girl Scouts of Western New York. All girls who attend Innova Girls Academy will have the opportunity to also become a Girl Scout. Students will engage in leadership development and STEAM activities prepared by the Girl Scouts every day at school. With more than 100 years of demonstrated girl-empowerment, we are thrilled to continue the tradition of developing leaders through the Girl Scouts programming at Innova Girls Academy.

WHAT DO YOU THINK? PLEASE TAKE OUR SURVEY!

Our Mission

In a supportive school community focused on STEAM, Innova Girls Academy empowers girls to excel through school and their careers as innovative leaders and confident problem-solvers.

We believe that all students have the potential to be problem solvers. We commit to creating an educational environment that fosters the creativity, curiosity, and leadership that each of our students uniquely possesses.

Innova Girls Academy is New York's first Girl Scouts Academy!



All girls who attend Innova will participate daily in Girl Scouts activities include leadership development, STEAM exploration, and sisterhood programming!

Figure 8: Sample Comments from Innova Online Petition

[Redacted]	Aug 12, 2020
We need INNOVA un our community.	👍 🗨️
[Redacted]	Jun 05, 2020
Very excited about this opportunity for our region. Wish something like this was available during my early years! How can we help...	👍 🗨️
[Redacted]	Jun 04, 2020
Fully in support for this adaptable, innovative and creative learning. I advocate for the empowerment of young woman to turn into authentic beings.	👍 🗨️
[Redacted]	May 19, 2020
Girls need more stem opportunities and this school will be a great stepping stone towards their future.	👍 🗨️
[Redacted]	May 21, 2021
Can't wait for the impact to be felt among our girls!	👍 🗨️
[Redacted]	May 17, 2021
Such needed work!	👍 🗨️
Anonymous	May 05, 2021
Amazing work!	👍 🗨️
Anonymous	Apr 30, 2021
All Girl Schools really make a difference in a young woman's life and education.	👍 🗨️
[Redacted]	Apr 30, 2021
As a graduate of Nazareth Academy, I too think that this is an important addition to Rochester, NY to have a non-denominational all-girls school in the city that is focused on STEAM topics and interested in uplifting girls of color in particular.	👍 🗨️
[Redacted]	Apr 29, 2021
Love the vision for this school and the Founder is phenomenal!	👍 🗨️
[Redacted]	Nov 19, 2020
I fully support the formation of Innova Girls Academy Charter School.	👍 🗨️
[Redacted]	Aug 16, 2020
I support this proposal.	👍 🗨️
[Redacted]	Aug 15, 2020
Our young girls needs a school that is solely focused on them and introducing them to STEM is an amazing concept.	👍 🗨️

Figure 9: Facebook Advertisement for Innova Girls Academy Online Survey

Innova Girls Academy
February 3 · 🌐

Make your ideas heard and help us create an incredible school.
bit.ly/innova-survey.

OUR GOAL: EMPOWER.

We're developing a STEM school to empower Rochester girls to become tomorrow's innovative leaders.

BUT WE NEED YOUR HELP.

Take a 5 minute survey to provide input and inform our school design:
bit.ly/innova-survey

MAKE YOUR VOICE HEARD.

Innova Girls Academy
4th-8th Grade - Proposed Charter School

Innova Girls Academy
School

[Learn More](#)

588
People Reached

21
Engagements

[Boost Again](#)

Figure 10: Innova Girls Academy Community Paper Survey

Name: _____ Email or Phone: _____
 Home Zip Code: _____ Do you have a 3 - 5 year old daughter? _____

<p>Are you satisfied with the educational options for girls in Rochester? Check below.</p> <p><input type="checkbox"/> No, there are not enough quality elementary school options for student Rochester.</p> <p><input type="checkbox"/> Yes, there are enough quality elementary school options for student Rochester.</p> <p>Comments:</p>	<p>What are the most important things you want to see in your elementary schools?</p> <p>1.</p> <p>2.</p> <p>3.</p>
<p>Would Rochester benefit from a public, tuition-free charter school for girls focused on science, technology, engineering, math, and leadership development? YES or NO</p> <p>Comments:</p>	<p>Parents of 3-5 year old daughters only: Given the opportunity, would you enroll your daughter at Innova Girls Academy? YES or NO</p> <p>Comments:</p>

Figure 11: Innova Girls Academy Community Survey Sample 1

<p>Are you satisfied with the educational options for middle school students in Rochester? Check below.</p> <p><input checked="" type="checkbox"/> No, there are not enough quality middle school options for student Rochester.</p> <p><input type="checkbox"/> Yes, there are enough quality middle school options for student Rochester.</p> <p>Comments:</p>	<p>What are the most important things you want to see in your middle schools?</p> <p>1. Students with IEP get the extra help that they need.</p> <p>2.</p> <p>3. more diverse teacher to meet. will help INNER city student to connect.</p>
<p>Would Rochester benefit from a public, tuition-free charter middle school for girls focused on science, technology, engineering, math, and leadership development? YES or NO</p> <p>Comments:</p>	<p>Parents of 7-10 year old daughters only: Given the opportunity, would you enroll your daughter at Innova Girls Academy? YES or NO</p> <p>Comments: it will help them to stay focus.</p>

Figure 12: Innova Girls Academy Community Survey Sample 2

<p>Are you satisfied with the educational options for middle school students in Rochester? Check below.</p> <p><input checked="" type="checkbox"/> No, there are not enough quality middle school options for student Rochester.</p> <p><input type="checkbox"/> Yes, there are enough quality middle school options for student Rochester.</p> <p>Comments: There is never enough middle school or high school options for students in Rochester.</p>	<p>What are the most important things you want to see in your middle schools?</p> <ol style="list-style-type: none"> 1. more education when it comes to life, such as financial knowledge, credit and decisions that are beneficial. 2. About job opportunities that available with school being made a priority. 3. More reading programs.
<p>Would Rochester benefit from a public, tuition-free charter middle school for girls focused on science, technology, engineering, math, and leadership development? YES or NO</p> <p>Comments: Definitely would benefit because this will be opening doors that are not always available to Rochester city school students.</p>	<p>Parents of 7-10 year old daughters only: Given the opportunity, would you enroll your daughter at Innova Girls Academy? YES or NO</p> <p>Comments:</p>

Figure 13: Online Survey Results

Name	Home Zip Code	Email Address or Phone Number	I am a...	Are you currently satisfied with the middle school options available in Rochester?	Why or why not?	What are three things that you believe are most important for a middle school to have?	Would Rochester benefit from a new All-Girls school for grades 4-8 that is focused on science, technology, engineering, math, and leadership development?	Why or why not?
			Parent of school aged children	No	They make do and maintain the status quo instead of accelerate students into high school.	Confidence building specifically with math. Middle schools that can accelerate and deepen the learning of math concepts to place students ahead in high school is ideal. Also, space for creativity, culture where failed ideas are a part of the learning process, and teachers who represent and respect diversity (AALANA teachers for middle schoolers are imperative).	Yes	Young women need to experience a world where they are the most important and not just an afterthought. Confidence, community, and creativity are essential at that age and can catapult these young women into the heights of learning and academia.
			Parent of school aged children	No	If you are talking about in the City of Rochester, not the surrounding suburbs where I live, then I would say the complete dysfunction of the school board. I know there are good teachers there, but I also know resources are severely lacking and distribution of funds to support basic student needs is a mess.	great teachers, lots of supplemental learning tools (not just computers) Safety (nonviolent atmosphere)	Yes	When is this ever not needed? Education still equates to opportunity, and our statistics show that opportunity is desperately needed for young people in Rochester- especially girls in middle school. It's a formative time and giving them chance to develop and grow in nurturing environment would be great.
			Parent of school aged children	No	They all seem to offer the same learning atmosphere (to be fair, I haven't toured any, I can only go by what I have read and what my daughters both experienced before I decided to homeschool them).	Adequate amount of teaching staff needed to create a relaxed and safe learning environment. I have noticed that schools here are so understaffed that the teachers become completely overwhelmed and burnt out. Sometimes with over 40 unruly students per 1 teacher. And no aide. That is just not fair, for the teachers, or the students who are actually trying to learn. It is a disservice to everyone. Time outside of the classroom and workbooks. Even for field trips to the yard outside. It makes a huge difference. Children are more engaged in what they are learning when it is stimulating and hands-on. Bundle up in the winter and get outside!	Yes	There are no other schools in Rochester that are STEM focused (that I know of) and it is a great opportunity for children who are interested in that area of learning. Such as children who are focused on the Arts have SOTA. It is a way for the children to thrive in an atmosphere made for them. Instead of fall and get lost in a one size fits all learning experience. I also believe it will bring more parents to (and keep families from leaving) the RCSD. I know I was looking at property in other cities recently before learning of this possible option with Innova and my other daughters being accepted to SOTA. Many families are leaving the city and avoiding a move to Rochester all together. ONLY because of the school district. I believe going in this direction, with focused schools such as Innova School for Girls, could start turning things around.

Figure 14: Online Survey Results Continued

Name	Home Zip Code	Email Address or Phone Number	I am a...	Are you currently satisfied with the middle school options available in Rochester?	Why or why not?	What are three things that you believe are most important for a middle school to have?	Would Rochester benefit from a new All-Girls school for grades 4-8 that is focused on engineering, math, and leadership?	Why or why not?	If you have a daughter in 2nd or 3rd grade currently, would you consider sending her to Innova Girls Academy in the fall of 2021?
[REDACTED]	[REDACTED]	[REDACTED]	Parent of school aged children	No	Seem like not enough options	Great teachers, extra curriculums, tutoring	Yes	We need more female minds exposed to great things	Yes I want my daughter mind exposed to as much positive knowledge as possible... I want her to know or at least have a idea what she want to go to college for before she makes it to high school
[REDACTED]	[REDACTED]	[REDACTED]	Parent of school aged children	No	Not many charter selections	Most importantly the students having a voice to their academic needs and activities. Secondly teachers with open perspectives of students from demographics and learning abilities. Third would be hands on learning and not just strictly writing assignments at a desk.	Yes	There are very few all girls school that are free public school learning. Thus causing longer waitlist or no opportunity at all. Also a school system for all girls starting at 4th grade sets a early acknowledgment of how girls developing into women can do so much more besides bars children and or if additional gender category jobs and or careers.	Yes, I believe this is an excellent opportunity especially for families who can't afford private schooling.
[REDACTED]	[REDACTED]	[REDACTED]	Parent of school aged children	No	School policies, too much bullying goes on, teachers create problems, not all schools offer gifted classes!	Great teachers, no uniforms, tutoring, better variety for sports, electives, extracurricular activities, charter schools should have parents pay tuition! Cause the schools suck! (for example the city school district, constant "budget" problems, which lead to our kids not getting a quality education as they deserve!)	Yes	Parents need options for their child(ren)	My girl will not be old enough to attend But I would if she was the right age
[REDACTED]	[REDACTED]	[REDACTED]	Parent of school aged children	Yes	Communication is good, programs they offer are good about my child	Great teachers, tutoring, resources	Yes	Because if their interest in STEM they will benefit for the future	Yes, especially if she has interest in STEM this will prepare her and give her alot more options and offers in the future
[REDACTED]	[REDACTED]	[REDACTED]	Parent of school aged children	Yes		Great teachers	Yes	Advancing women and powering them at a young age is important	I would love to.

Figure 15: Online Survey Results Continued

Name	Do you live in Monroe?	Do you support the school?	Do you have a daughter?	Daughters Age
	Yes	Yes	Yes	
	Yes	Yes	Yes	
	Yes	Yes	Yes	
	Yes	Yes	Yes	
	Yes	Yes	Yes	
	Yes	Yes	Yes	
	Yes	Yes	Yes	
	Yes	Yes	Yes	
	Yes	Yes	Yes	
	Yes	Yes	Yes	
	Yes	Yes	Yes	
	Yes	Yes	Yes	
	Yes	Yes	Yes	
	Yes	Yes	Yes	
	Yes	Yes	Yes	
	Yes	Yes	No	
	Yes	Yes	Yes	
	Yes	Yes	Yes	
	Yes	Yes	Yes	
	Yes	Yes	Yes	
	No - but I do live in Monr	Yes	No, but I have a school aged girl in my life that I he	
	Yes	Yes	Yes	

Figures 16 and 17: Tabling at the Flint Rec Center - November 22nd, 2019



Figure 18: Innova Girls Academy Table at the Maker Faire- November 22nd, 2019



Figure 19: Image from Winter Break Coding Class – February 20th, 2020

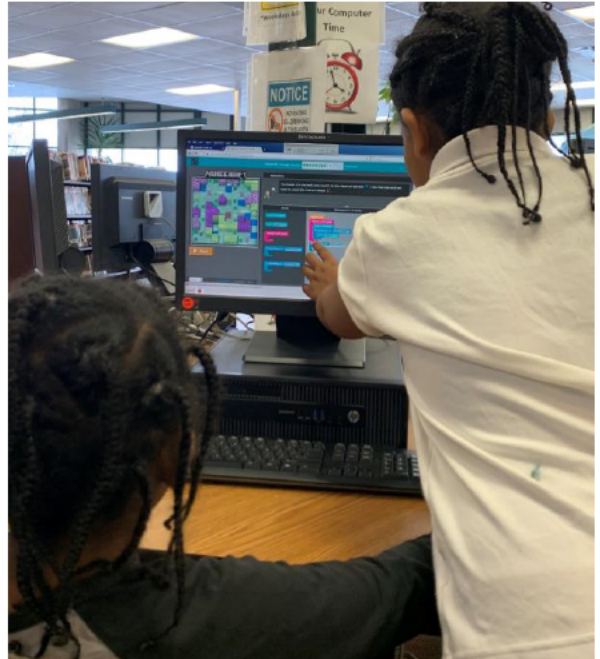


Figure 20: Innova Girls Academy Table at YMCA Christmas Craft Fair - December 2nd, 2019



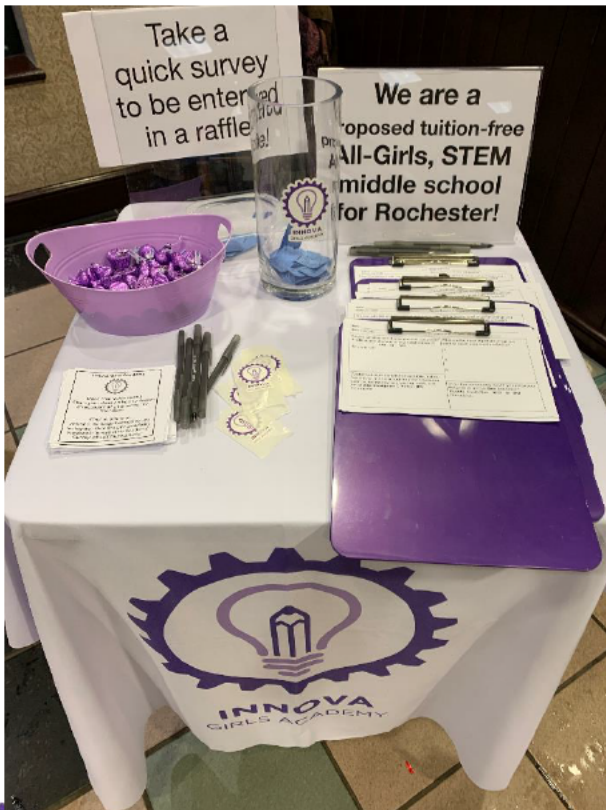
Figures 21 and 22: Innova Girls Academy Table at Step Jam - December 14th, 2019



Figures 23 and 24: Innova Girls Academy Table at Maplewood YMCA - December 16th, 2019



Figure 25 and 26: Innova Girls Academy Table at Exploration Family Night – Dec. 19th, 2019



Figures 27 and 28: Innova Girls Academy Table at MLK Songfest 2020, Jan. 18th, 2020



Figures 29 and 30: Innova Girls Academy Table at MLK Poetry Slam Event - January 19th, 2020

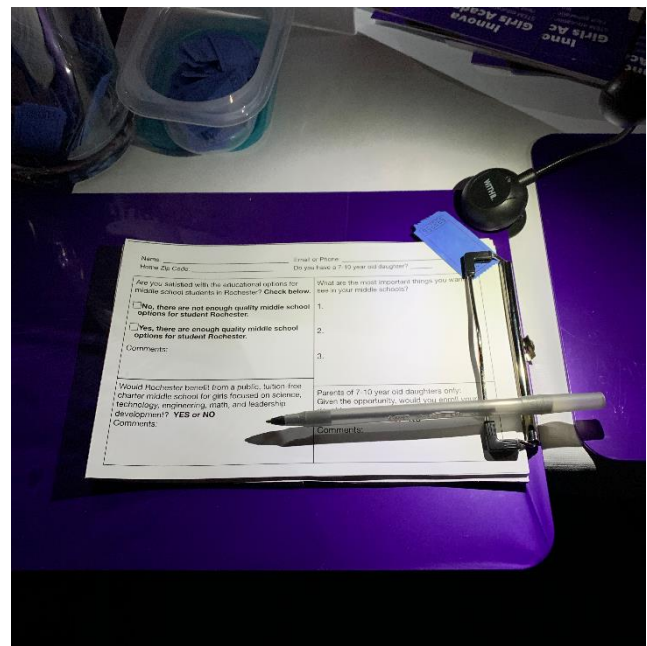


Figure 31: Innova Girls Academy Table at Black Emporium - February 8th, 2020



Figure 32: Innova Girls Academy Table at Black Culture Festival- August 8th, 2020



Figure 33: Innova Girls Academy Table at Stop the Violence Event – April 18th, 2021



Figure 34: Innova Girls Academy Table at La Marketa – May 2nd, 2021



Figure 35: Innova Girls Academy Table at The Rochester Public Market – May 15th, 2021



Figure 36: Innova Girls Academy Table at La Marketa – May 16th, 2021



Figure 37: Innova Girls Academy Table at The Rochester Public Market – June 19th, 2021



Community Focus Group 1 Artifacts- November 11th, 2019

Figure 38: Social Media Advertisement



Figure 39: Table Set-Up



Figure 40: Image of Participants



Figure 41: Sign-In for Community Focus Group 1



Innova Girls Academy

Innova Girls Academy is a proposed, tuition-free, public 4-8 charter school for girls of Rochester, slated to open in the fall of 2021.

Community Focus Group Sign-In

Date: November 13, 2019

Our Mission: Innova Girls Academy equips all scholars, grades 4-8, with the academic skills and problem-solving mindsets necessary to excel in college and graduate as innovative leaders.

			Number of daughters in 2 nd or 3 rd grade
[Redacted]			0
			0
			1
			0
			0

Community Focus Group 2 Artifacts - November 23rd, 2019

Figure 42: Advertisement for Community Focus Group 2

Figure 43: Sign-In for Community Focus Group 2



Innova Girls Academy
 Innova Girls Academy is a proposed, tuition-free, public 4-8 charter school for girls of Rochester, slated to open in the fall of 2021.

Community Focus Group Sign-In
 Date: November 23rd, 2019

Our Mission: Innova Girls Academy equips all scholars, grades 4-8, with the academic skills and problem-solving mindsets necessary to excel in college and graduate as innovative leaders.


Name	Zip Code	Email or Phone Number	Number of daughters in 2 nd or 3 rd grade
[Redacted]			0 1 st grade
			0
			0
			0

Community Focus Group 3 Artifacts – December 10th, 2019

Figure 44: Images from Event



Figure 45: Surveys Collected at Event

 Names: _____
 Email: _____
 Home: _____
 Are you the parent or guardian of:

Daughter age 0-4 years old	Daughter grades K or 1	Daughter grades 2 or 3
Yes No	Yes No	Yes No

Are you satisfied with the education options for 4th-8th grade students in your neighborhood?
 Circle: Yes No
 Why or why not?
 The children in Rochester are in need of a new opportunity.

What are the most important things you want to see in your middle schools?
 1 Cultural Education
 2 Entrepreneurship
 3 Teachers who reflect the students

Would Rochester benefit from a 4-8 public, tuition-free charter school for girls focused on science, technology, engineering, math, and leadership development?
 Circle: Yes No
 Why or why not?
 The graduation rate is one of the lowest in the nation.

Daughter age 0-4 years old	Daughter grades K or 1	Daughter grades 2 or 3
Yes No	Yes No	Yes No

Are you satisfied with the education options for 4th-8th grade students in your neighborhood?
 Circle: Yes No
 Why or why not?
 They are limited or closing.

What are the most important things you want to see in your middle schools?
 1 Inclusiveness for all
 2 Parent accountability

Would Rochester benefit from a 4-8 public, tuition-free charter school for girls focused on science, technology, engineering, math, and leadership development?
 Circle: Yes No
 Why or why not?
 My daughter is in 3rd grade this year.

School-age families only: Given the opportunity, would you enroll your daughter at Innova Girls Academy?
 Circle: Yes No
 Why or why not?
 Of course. STEM based school.
 All girls environment.

Are you interested in learning more about volunteer opportunities with Innova Girls Academy? Yes No

Please share any other questions, feedback, ideas, etc. below: Parent Accountability

Community Focus Group 4 Artifacts - December 17th, 2019

Figure 46: Advertisement for Community Focus Group



Figure 47: Student at Event

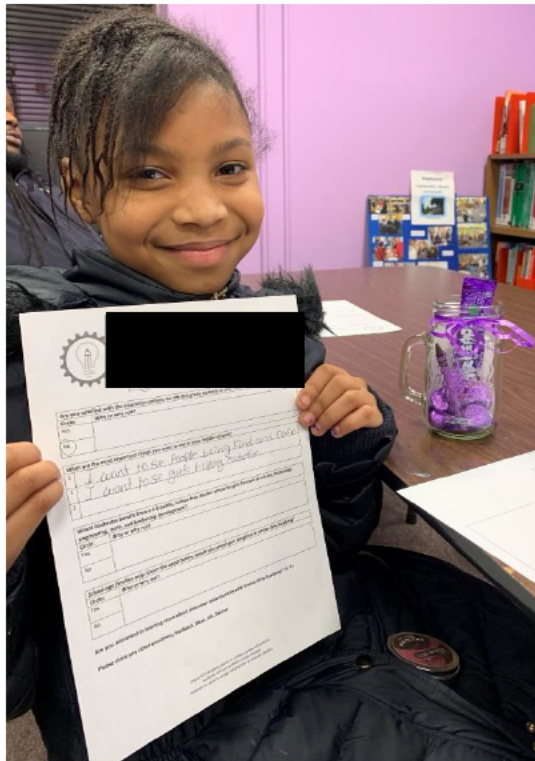


Figure 48: Event Table Set-Up

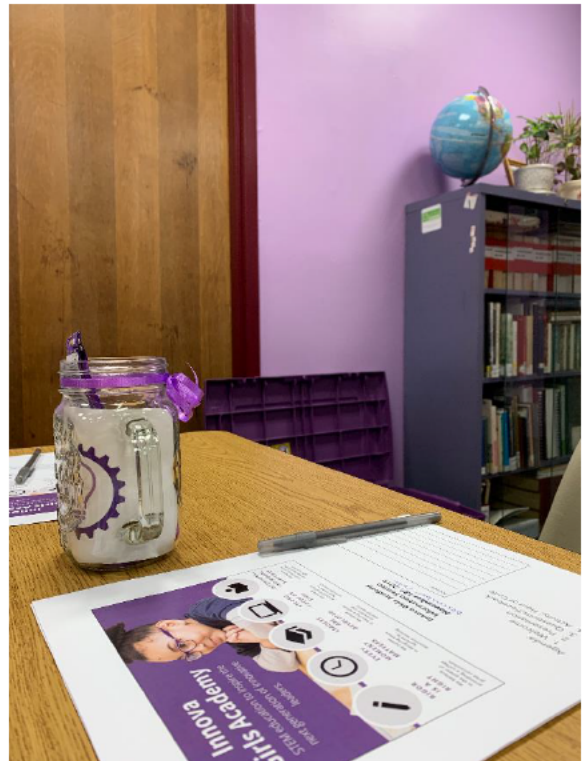


Figure 49: Sign-In Sheet from Community Focus Group 4



Innova Girls Academy
 Innova Girls Academy is a proposed, tuition-free, public 4-8 charter school for girls of Rochester, slated to open in the fall of 2021.

Community Focus Group Sign-In
 Date: 12/17/19

Maplewood
 Community
 Library

Our Mission: Innova Girls Academy equips all scholars, grades 4-8, with the academic skills and problem-solving mindsets necessary to excel in college and graduate as innovative leaders.

Name	Zip Code	Email or Phone Number	Number of daughters in 2 nd or 3 rd grade
[REDACTED]			Yes
			Yes 2two
			2) 10th-12th grade

Community Focus Group 5 Artifacts - January 6th, 2020

Figure 50: Advertisement for Event



Figure 51: Image from Event



Figure 52: Participants at Event



Figure 53: Sign-In Sheet from Community Focus Group 5



Innova Girls Academy
 Innova Girls Academy is a proposed, tuition-free, public 4-8 charter school for girls of Rochester, slated to open in the fall of 2021.

Community Focus Group Sign-in
 Date: 1/6/2020

Our Mission: Innova Girls Academy equips all scholars, grades 4-8, with the academic skills and problem-solving mindsets necessary to excel in college and graduate as innovative leaders.

Name	Zip Code	Email or Phone Number	Number of daughters in 2 nd or 3 rd grade
[Redacted]			0
[Redacted]			0
[Redacted]			0
[Redacted]			0
[Redacted]			0
[Redacted]			0
[Redacted]			0
[Redacted]			0
[Redacted]			0
[Redacted]			0

Innova Girls Academy equips all scholars, grades 4-8, with the academic skills and problem-solving mindsets necessary to excel in college and graduate as innovative leaders.

Community Meet and Greet Artifacts - February 6th, 2020

Figure 54: Table Set-Up from the Event

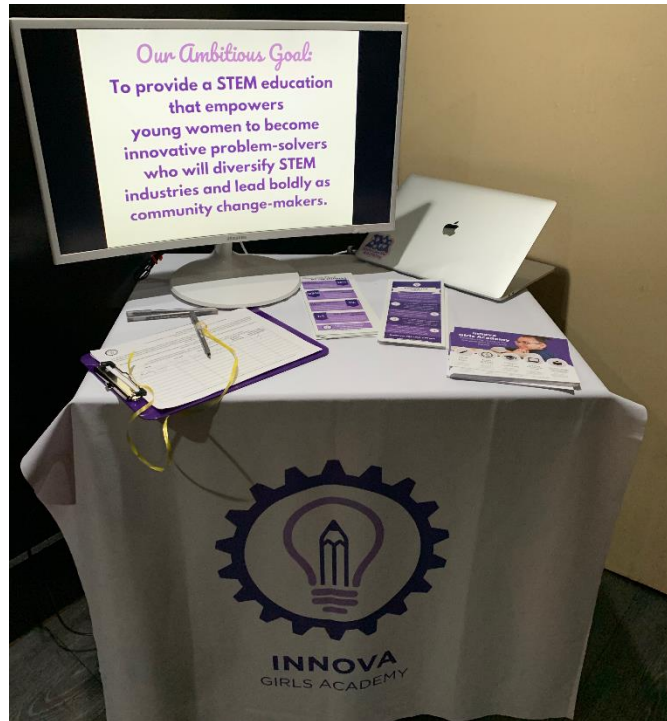


Figure 55: Table Set-Up from the Event

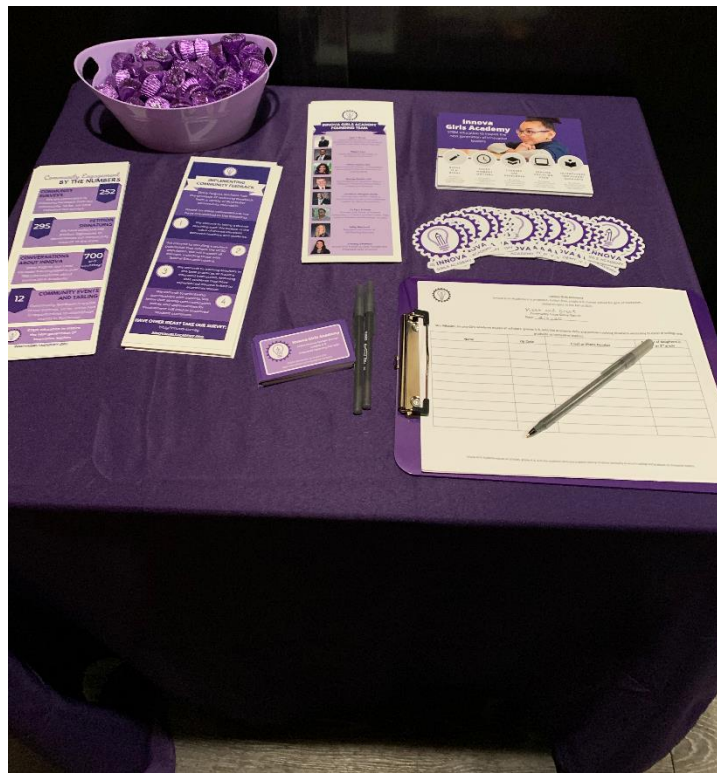



Figure 56: Sign-In Sheet Part 1 from Meet and Greet Event



Innova Girls Academy is a proposed, tuition-free, public 4-8 charter school for girls of Rochester, stated to open in the fall of 2021.

Innova Girls Academy

Meet and Greet
Community Focus Group Sign-in
Date: 8/16/20

Our Mission: Innova Girls Academy equips all scholars, grades 4-8, with the academic skills and problem-solving mindsets necessary to excel in college and graduate as innovative leaders.

Name	Zip Code	Email or Phone Number	Number of daughters in 2 nd or 3 rd grade
[Redacted]			[Handwritten]
			[Handwritten]
			[Handwritten]
			[Handwritten]
			[Handwritten]
			[Handwritten]
			[Handwritten]
			[Handwritten]
			[Handwritten]
			[Handwritten]

Figure 58: Speaking Event at Roc Growth - February 7th, 2020



Figure 59: Email Confirming Lindsay Swanson as Roc Growth Presenter

RG Coffee - PRESENTERS - Fri., Feb. 7th



Glaser, Richard A - PITTSFORD NY [REDACTED]

To [REDACTED]

Cc [REDACTED]

Reply

Reply All

Forward

...

Sat 2/1/2020 4:25 PM

You replied to this message on 2/2/2020 4:17 PM.
This message was sent with High importance.

Over 105 people have registered already. Please register [here](#), if you haven't, yet.

Chris Cooley is our grand master MC and will reach out to you directly to coordinate prior to the event. Remember to present: who you are; what you do; and, make a specific request for help/support from the community.

Meanwhile, I have listed each of you by name, affiliation and preferred email address. We will send the final email to our 2,400 members Wednesday with this information and prepare a printed list for distribution on the morning of the event. [If we need to make any changes, please inform me by Monday.](#)

Rodney Brown, Southwest Tribune Newspaper, [REDACTED]

Suzanne Mayer & Shawn Dunwoody, Hinge Neighbors, [REDACTED]

Lisa Maria Rickman, The Yards Collective, [REDACTED]

Lindsay Swanson, Innova Girls Academy, [REDACTED]

Public Meeting 1 Artifacts – February 18th, 2020

Figure 60: Sharing Innova Girls Academy Public Meeting through Facebook



Figure 61: Audience Analytics for Sharing of the Innova Girls Academy Public Meeting

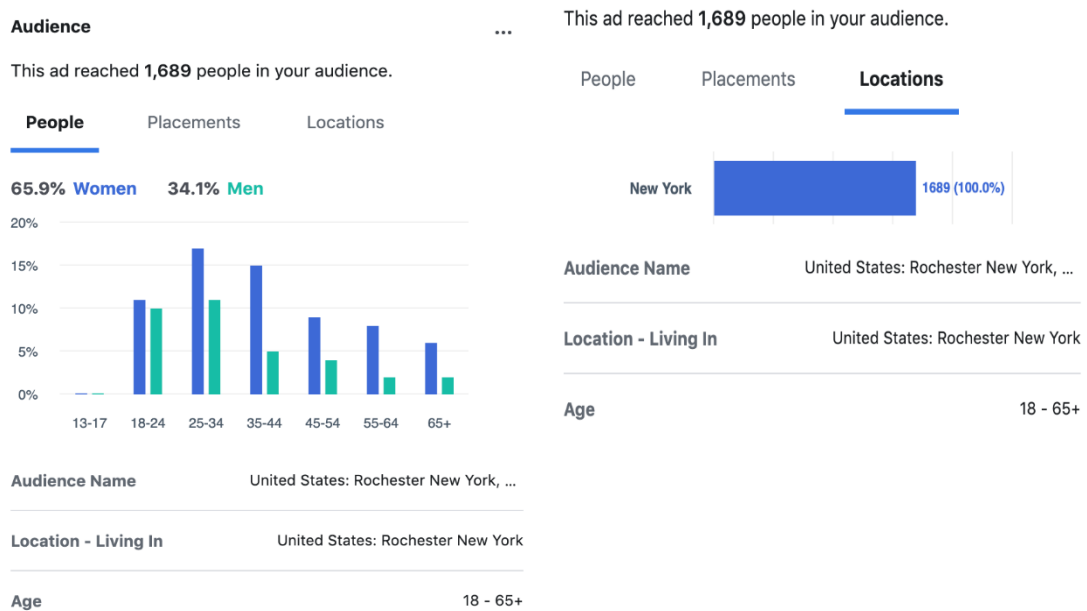



Figure 62: Sign-In Sheet for Innova Girls Academy Public Meeting 1



INNOVA
GIRLS ACADEMY

Innova Girls Academy

Our Founding Team proposes Innova Girls Academy as a grade 4-8, all-girls, STEM focused charter school. We believe that all girls have the potential to be incredible leaders and we propose a school that, through a STEM integrated curriculum, will empower girls to become innovative problem-solvers and who will lead boldly as change-makers in their communities.

Public Meeting: Phillis Wheatley Community Library Date: Tuesday, February 18th

I support a high-quality all-girls school in Rochester focused on STEM and leadership.

Do you have a daughter age 7 - 9?	Signature
Yes / <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes / No
<input checked="" type="radio"/> Yes / No	<input checked="" type="radio"/> Yes / No
Yes / <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes / No
Yes / <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes / No
Yes / <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes / No
Yes / <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes / No
Yes / <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes / No
Yes / <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes / No
Yes / <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes / No
Yes / <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes / No

Figure 63: Table Set-Up at Public Meeting Event

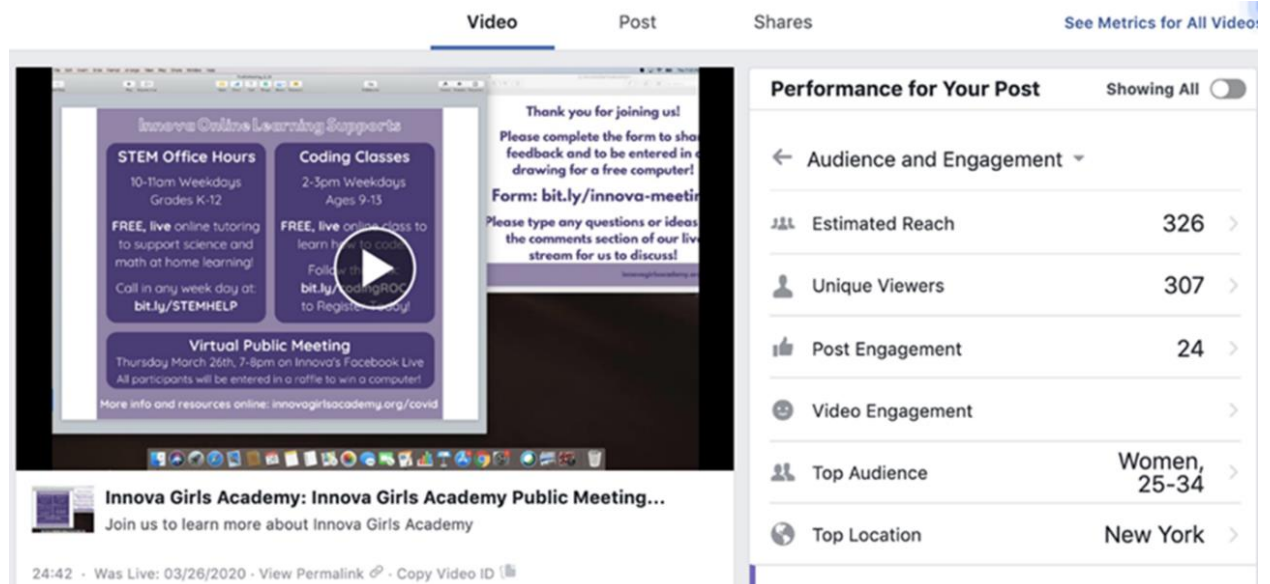


Virtual Public Meeting 1 Artifacts - March 26th, 2020

Figure 64: Virtual Public Meeting 1 Social Media Advertisement



Figure 65: Virtual Public Meeting 1 Audience Analytics



Virtual Public Meeting 2 Artifacts – April 16th, 2020

Figure 66: Virtual Public Meeting 2 Social Media Advertisement



Figure 67: Virtual Public Meeting 2 Audience Analytics



Virtual Public Meeting 3 Artifacts – April 23rd, 2020

Figure 68: Virtual Public Meeting 3 Social Media Advertisement



Figure 69: Comments on Public Meeting Live Stream



Figure 70: Virtual Public Meeting 3 Audience Analytics



Performance for Your Post		Showing All
← Audience and Engagement ▾		
👤 Estimated Reach	515	>
👤 Unique Viewers	630	>
👍 Post Engagement	69	>
😊 Video Engagement		>
👤 Top Audience	Women, 25-34	>
🌐 Top Location	New York	>

Virtual Public Meeting 4 Artifacts – May 4th, 2020

Figure 71: Virtual Public Meeting 3 Social Media Advertisement

Innova Girls Academy is with Renée Cleare.
May 3 at 12:09 PM · 🌐

Monday, May 4th is an exciting day for Innova Girls Academy! We are starting our 3rd free, online coding class and hosting a virtual public meeting! Sign your 6-13 year olds up for our 3-4pm, daily class at bit.ly/codingROC. Tune in to our Facebook Live at 5:30pm to hear from board members Renée Cleare and George Daddis. Participate in our science demo led by guest host Kid Scientist Kennedy.

1 Week Intro to Coding for kids ages 6-13! Begins May 4th, 3-4pm Free! Register at bit.ly/codingROC

Virtual Public Meeting and Science Demo! Facebook Live May 4th 5:30-6:00pm

Learn more from board members Renée Cleare and George Daddis. Participate in an at home science experiment!

Girls Today, Innovators Tomorrow

492 People Reached 37 Engagements Boost Post

Figure 72: Comments on Public Meeting Live Stream

👍❤️👍 30 20 Comments 1 Share 358 Views

Like Comment Share

Newest

Comment as Innova Girls Academy

29:45 If this school were to materialize, what do student would gain or walk away with?

0:00 Innova Girls Academy thank you.

0:02 Great question! We are school to empower girls to excel as leaders and workers in their communities. This means that we girls with strong foundations in reading, writing, more.

0:00 s hi

29:20 I'm a fan already!

28:35 Very interesting!

24:05 I love the design model. Our would really benefit from this.

21:01 This is really amazing. Education has important in our family...I am a teacher and since er smart cousin, I know from just watching the 3 of to be so successful. Best of luck! Girl power

Love · Reply · 2w

Figure 73: Virtual Public Meeting 3 Audience Analytics

Lindsay Agerson George Daddis

Renée Cleare Yevince Vargas

Innova Girls Academy: Virtual Public Meeting...

29:50 · Was Live: 05/04/2020 · View Permalink · Copy Video ID

Performance for Your Post Showing All

← Audience and Engagement

Estimated Reach 457

Unique Viewers 281

Post Engagement 66

Video Engagement

Top Audience Women, 25-34

Top Location New York

Know Your Audience
Discover the age, gender and interests of your viewers with audience insights.

Virtual Public Meeting 5 Artifacts – May 18th, 2020

Figure 74: Virtual Public Meeting 3 Audience Analytics



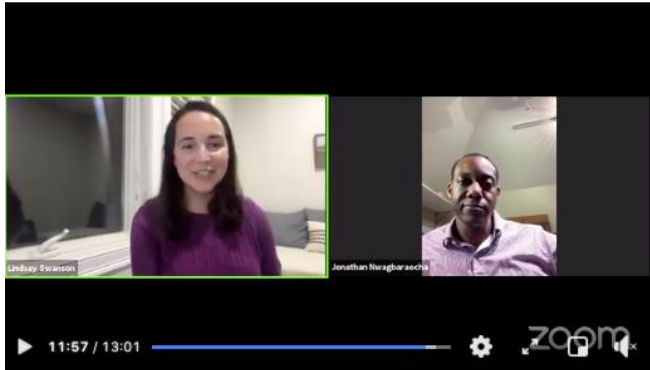
Figure 75: Image shared during Virtual Public Meeting 3 to request petition signatures and survey participation.



Figure 76-79: Additional Facebook Live Public Meeting Screenshots

Innova Girls Academy was live.
January 7 · 🌐

Join us for a big announcement this evening!




390 People Reached 89 Engagements [Boost Post](#)

👍❤️ 12 8 Comments 2 Shares


Innova Girls Academy was live.
April 21 at 7:03 PM · 🌐

Join us to learn more about Innova Girls Academy!



123 People Reached 36 Engagements [Boost Post](#)

Innova Girls Academy was live.
April 23 · 🌐



THU, APR 29
Innova Girls Academy Public Meeting
2 Went · 6 Interested [Set Up Live Video](#)

79 People Reached 2 Engagements [Boost Unavailable](#)

Boosted on April 23
By Lindsay M. Swanson Completed

People Reached	925	Event Response	1
----------------	-----	----------------	---

Innova Girls Academy was live.
Published by ZOOM · April 28 · 🌐



117 People Reached 16 Engagements

Figure 80 and 81: Additional Facebook Live Public Meeting Screenshots

 **Innova Girls Academy** was live.
Published by ZOOM · April 29 ·

Learn more about Innova Girls Academy!



218 People Reached 39 Engagements [Boost Post](#)

 **Innova Girls Academy** was live.
Published by ZOOM · May 6 ·

Join us to learn more about Innova Girls Academy



122 People Reached 21 Engagements [Boost Post](#)

Innova Girls Academy Response to COVID-19 Artifacts

Figure 82: Parent Webinar Support Advertisement - Wednesday March 18th, 2020

COVID-19 Resources
Learning From Home

Not sure where to start with online resources and your child's schedule for the day? Check out this simple schedule + free resources:
bit.ly/learning-schedule

Time	Activity	Lower Elementary	Upper Elementary	Middle School
7:30am	Wake-Up and Breakfast			
8:00am	Morning Learning	PBS Kids	PBS Kids	CNN 10 + Newsela
8:30am	ELA Academic Time	ELA BrainPop Jr.	ELA BrainPop	
9:15am	Math Academic Time	Math BrainPop Jr.	Math BrainPop	
10:00am	Reading	Scholastic Reading (by grade)		

Join our video call on
Wednesday 3/18 from 7:30-8:30pm
 to learn more about how to support your student's at home learning:
bit.ly/learning-support318

Figure 83: Image of Slide from Innova Girls Academy Presentation

Schedule and Resources

Time	Activity	Lower Elementary Grades K-3	Upper Elementary Grades 4-5	Middle School Grades 6+
7:30am	Wake-Up and Breakfast			
8:00am	Morning Learning	PBS Kids	PBS Kids	CNN 10 + Newsela
8:30am	ELA Academic Time	ELA BrainPop Jr.	ELA BrainPop	
9:15am	Math Academic Time	Math BrainPop Jr.	Math BrainPop	
10:00am	Reading Time	Scholastic Reading (by grade)		
11:00am	Math Practice	Splash Learn		School Assignment or Khan Academy Math
12:00pm	Lunchtime - Consider Listening to an Education Podcast			
12:30pm	Midday Break -Play Outside, TV, Games, Legos, Puzzles, Coloring			

Innova Girls Academy
 Girls Today, Innovators Tomorrow

Figure 84: Sharing Innova Girls Academy Resources

 **Innova Girls Academy** is in Rochester, New York. ⋮
March 22 · 🌐

We are thrilled to share three new, online Innova Girls Academy initiatives. We are honored to support our community as we work together to #flattenthecurve

- 👤 1) Free, online coding classes for students ages 9-13 - Does your student need something to do from 2-3pm every day? Sign them up for our virtual coding class!
- 👤 2) Virtual STEM Office Hours K-12 - Need help with science or math work to support your student's online learning? Call in to our virtual office hours every day from 10-11am.
- 👤 3) Online Public Meeting, 3/26 - Join us to learn more about Innova Girls Academy through our Facebook Live on Thursday from 7-8pm. All participants will be enter into a raffle for a free computer!

Find more information on our website at:
www.innovagirlsacademy.org/covid



Online Coding Class
2-3pm
Monday-Friday
Begins Thurs. 3/24
Ages 9-13
Free, live online class to learn how to code!
Follow this Link:
bit.ly/codingRCC
to Register Today!



STEM Office Hours
10-11am
Monday-Friday
Grades K-12
Learning at home and need help with science, tech, or math work?
Follow the link:
bit.ly/STEMHELP
to a video call for free STEM tutoring!



Online Public Meeting
Facebook Live
Thursday 3/26
7-8pm
Join us to learn more about our school and provide feedback.
All attendees entered into raffle for a computer!

4,127
People Reached

140
Engagements

[Boost Again](#)

Figure 85: Innova Girls Academy Website with Online Learning Information

Innova Girls Academy Coding Class Login About Core Beliefs COVID-19 Response Contact [Get Involved](#)

Innova Supports for Online Learning

ONLINE, PUBLIC MEETING
March 26th, 7-8pm
INNOVA GIRLS ACADEMY FACEBOOK LIVE
All participants will be placed in a raffle for a free computer!
Click the link below to follow our Facebook Account:
[Innova Girls Academy Facebook](#)

FREE, LIVE VIRTUAL CODING CLASSES
With the response to and increased call for safety with COVID-19, many families and students are facing major disruption in their education. We know that learning online is tricky and that families need more resources to help their children continue to learn during this difficult time. We are honored to have the opportunity to support families in our communities through FREE online coding classes. We will meet daily to learn the basics of coding. All students will have access daily lessons and online practice space. To register, complete the form through the link on the right and look for an email to confirm your student's registration in the program.

FREE CODING CLASS
2-3pm, Monday-Friday
Begins Thursday, March 26th
OPEN ENROLLMENT, AGES 9-13
Complete the form below to Register
[Sign Your Student Up!](#)

K-12 STEM OFFICE HOURS
10-11am, Monday-Friday
Begins Monday, March 23rd
SUPPORTING STEM GRADES K-12
No registration required. Following this link to log in to live, online support:
[Click here for STEM Support](#)

FREE STEM OFFICE HOURS
Are you trying to keep up with your students science or math work online but finding it challenging? Learning at home can be tricky! We are here to support you and your students. Every day our Lead Founder, Lindsay Swanson, will log online from 10-11am to support students who need additional help with science, technology, engineering, or math work. From 2nd grade Common Core math to Regents Physics, Lindsay is ready to answer any question you may have. Available Monday-Friday from 10-11am. Have a question at a different time? Send Lindsay an email at lswanson@bes.org to receive additional support.

Figure 86: Innova Girls Academy Website Online Learning Schedule and Resources

SUGGESTED ONLINE LEARNING SCHEDULE AND RESOURCES

Need ideas for a daily student schedule and resources to support this? Check out our suggested learning schedule and all of the free online resources through the link below.

[Online Learning Support Schedule](#)

Learning From Home: Schedule and Resources ☆

File Edit View Insert Format Tools Add-ons Help Share

Schedule and Resources for At Home Learning

Time	Activity	Lower Elementary Grades K-3	Upper Elementary Grades 4-5	Middle School Grades 6+
7:30am	Wake-Up and Breakfast			
8:00am	Morning Learning	PBS Kids	PBS Kids	CNN 10 + Newsela
8:30am	ELA Academic Time	ELA BrainPop Jr.	ELA BrainPop	
9:15am	Math Academic Time	Math BrainPop Jr.	Math BrainPop	
10:00am	Reading Time	Scholastic Reading (by grade)		
11:00am	Math Practice	Splash Learn or Zearn (RSCD account)		School Assignment or Khan Academy Math
12:00pm	Lunchtime - Consider Listening to an Education Podcast			
12:30pm	Midday Break -Play Outside, TV, Games, Legos, Puzzles, Coloring			
1:00pm	ELA Practice	Splash Learn or Journaling		School Assignment or Khan Academy ELA

Innova Girls Academy Online Coding Class Artifacts

Figure 87: Facebook Advertisement for our Online Coding Class

Innova Girls Academy
April 9 at 3:24 PM · 🌐

Sign your student up for a free, virtual coding class! We will meet online for one hour each day for a week. Three classes available: elementary, middle, and high school. 🌟 Class starts Monday, April 13th. Sign your students up today! bit.ly/codingROC

Sign up your child for a **FREE, LIVE** online coding class!

One Week Coding Class
Begins Monday, April 13th

Students will learn how to create online designs, games, and apps!

Class will meet daily online at the following times:

- 1:15-2pm: Elementary
- 2-3pm: Middle School
- 4-5pm: High School

Register your student online at:
bit.ly/codingROC

Led by teacher: Lindsay Swanson
Lead Founder of Innova Girls Academy
Have a question? Email Lindsay: lswanson@bes.org

Innova Girls Academy
School

4,869 People Reached **232** Engagements

[Sign Up](#) [Boost Again](#)

Figure 88: Sign-Up Sheet for Online Coding Classes

	Timestamp	Guardian Name	Email Address	Guardian Phone Number	Student Name	Student & My student has access
1						
2	3/23/2020 11:39:15					9 Yes
3	3/24/2020 17:26:33					9 Yes
4	3/24/2020 18:03:18					11 Yes
5	3/24/2020 19:37:02					7 Yes
6	3/25/2020 10:49:04					11 Yes
7	4/9/2020 12:33:38					10 Yes
8	4/10/2020 3:59:29					8 Yes
9	4/10/2020 11:58:40					7 Yes
10	4/10/2020 17:40:23					10 Yes
11	4/11/2020 6:56:02					12 Yes
12	4/11/2020 7:58:47					6 Yes
13	4/11/2020 17:47:23					12 Yes
14	4/12/2020 13:02:26					13 Yes
15	4/12/2020 13:09:26					12 Yes
16	4/12/2020 13:12:59					15 Yes
17	4/12/2020 13:14:29					9 Yes
18	4/12/2020 13:15:48					13 Yes
19	4/12/2020 14:42:35					15 Yes
20	4/12/2020 21:12:14					10 Yes
21	4/13/2020 0:10:15					12 Yes
22	4/13/2020 1:25:21					17 Yes
23	4/13/2020 6:29:53					10 Yes
24	4/13/2020 6:31:43					9 Yes
25	4/13/2020 11:02:22					12 Yes
26	4/13/2020 14:03:29					8 Yes
27	4/13/2020 14:28:27					8 Yes
28	4/13/2020 19:47:36					10 Yes
29	4/25/2020 11:11:06					9 Yes
30	4/25/2020 11:12:14					7 Yes

Figure 89: Two Classes of Students during an Innova Girls Academy Online Coding Class

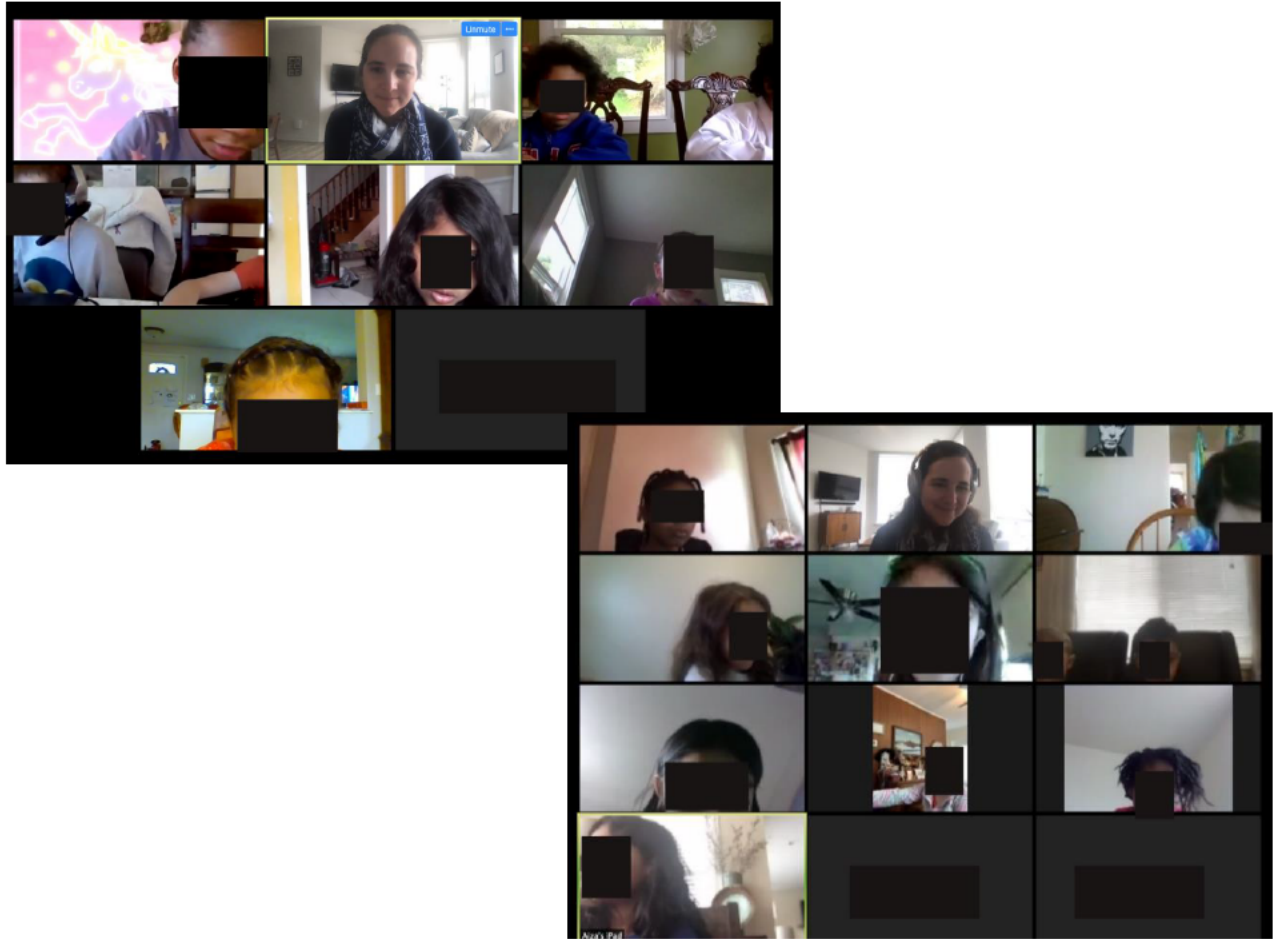


Figure 90: Parent Comments about Innova Girls Academy’s Online Coding Class

Home Zip Code	Email Address or Phone Number	If you have any other ideas, feedback, or questions for us, please list them here:
		I appreciate the inclusion of boys in some of the community outreach. It is important for boys to learn what it's like to have a majority of women around them in class, which will lead to respecting, appreciating, and seeking out the insights and excellence of women in future classrooms or learning environments. Being inclusive while still unabashedly supporting young women first is healthy and is very much needed in our academic communities.

Home Zip Code	Email Address or Phone Number	If you have a daughter in 2nd or 3rd grade currently, would you consider sending her to Innova Girls Academy in the fall of 2021?
		Yes. My daughter (8 and in 3rd grade currently) has been taking a Zoom code class during this pandemic with an amazing teacher from Innova and she loves it. We need more of this in her life, it is what makes her brain happy.

Figure 91: Coding Class Advertisement

Innova Girls Academy
November 23, 2020 · 🌐

Free Coding Classes: Sign your students up today! Help your students discover tools that will empower them to be our future innovators. See class details below and sign up at bit.ly/InnovaCoding.

FREE CODING CLASS!

Enroll your student in free, virtual coding classes!

Introduction to Coding!

Grades K-4

Wednesdays 1:00-1:45pm

Introduction to App Design!

Grades 4-8

Wednesdays 2:00-2:45pm

Introduction to Game Design!

Great for students who have some coding experience.

Wednesdays 3:00-3:45pm

Classes begin December 9th.
Classes are co-ed!
All students are welcome to join.

Sign-Up Today:
bit.ly/InnovaCoding

Innova Girls Academy
Rochester STEM Charter School

DOCS.GOOGLE.COM

Innova Coding Class Sign-Up

--- Innova Girls Academy is offering free, online coding...

Performance for Your Post

3,714 People Reached

172 Reactions, Comments & Shares 📊

77 👍 Like	6 On Post	71 On Shares
35 ❤️ Love	4 On Post	31 On Shares
1 😲 Wow	0 On Post	1 On Shares
28 Comments	0 On Post	28 On Shares
31 Shares	31 On Post	0 On Shares

80 Post Clicks

1 Photo Views	33 Link Clicks 📊	46 Other Clicks 📊
------------------	---------------------	----------------------

NEGATIVE FEEDBACK

0 Hide Post	0 Hide All Posts
0 Report as Spam	0 Unlike Page

Reported stats may be delayed from what appears on posts

Figure 92: Emails from Parents of Students in Coding Classes

[REDACTED]
to me ▾
I would like to have [REDACTED] participate again. He has learned so much and I love the structure you provide for the kids.
Thank you,
[REDACTED]

Thu, Aug 6, 2020, 9:55 AM ☆ ↶ ⋮

[REDACTED]
to me ▾
I'm happy to hear there will be another class in sept! I'm high risk, so we are leaning heavily towards virtual learning this year. She loves this class and it really breaks up her day and let's her flourish :) Thank you so much for teaching this!

[REDACTED]
to me ▾
Hi [REDACTED]
This is great! [REDACTED] has really enjoyed the class this week and will be excited to know that it is extended. Thank you for doing this.

Best,
[REDACTED]

Wed, Dec 9, 2020, 11:37 AM ☆ ↶ ⋮

[REDACTED]
to me ▾
Good Morning
Back in May my 7 year old daughter [REDACTED] took one of your online coding classes. She enjoyed it and I was looking to her back into it. Do you have any classes available or know of any others offering coding lessons for kids?

Tue, Apr 27, 11:17 AM (2 days ago) ☆ ↶

[REDACTED]
to me ▾
Thank you so much for the class last night!
Girls had fun [REDACTED] (is usually pretty shy and quiet) and they stayed up practicing coding! [REDACTED] even asked me: "Mom, is this something we will do more often?" Haha! She is funny and always eager to learn new things!

LP

[REDACTED]
to me ▾
This is great! [REDACTED] is super excited the class isn't ending today.

Thank you for offering this, it really makes a difference for her to be able to connect with peers for a bit during this.

Figure 93: Girl Scouts Advertisement of Innova Programming

Coding Basics with Innova Girls Academy - J/C

 [View event on calendar](#)

GIRLS

Date: Wed Jan 20, 5:00 PM
- 7:00 PM

Category: Girls

Level: Cadettes, Juniors

Minimum Attendance: 5 girls



Maximum Attendance: 20 girls

REGISTER NOW

Join us to explore the basics of computer programming! Engage in exciting coding challenges to learn more about how programmers write computer programs. At the end of our session, we will consider how people can use computers to help others. Girls will earn the Coding Basics badge by attending this program. Badge included (to be mailed after program).



Emails Confirming Meetings with a Selection of Rochester Government Officials and Leaders



Figure 94: Email Confirming Meeting with President Loretta Scott, Rochester City Council

 Lindsay Swanson
Wed 10/23/2019 5:36 PM 
To: Scott, Loretta C. [REDACTED]
Good Evening Loretta,

Thank you very much for your message. I look forward to speaking with you at 3:30 on Tuesday, October 29th.

Thank you,
Lindsay

 **Lindsay Swanson** | Rochester, NY Fellow
585.410.0147 | bes.org


 Scott, Loretta C. [REDACTED] 
Wed 10/23/2019 3:21 PM
To: Lindsay Swanson
Good afternoon Lindsay. Feel free to call me next Tuesday at 3:30 at the phone number listed below.

Loretta,



Loretta C. Scott,
President, Rochester City Council
City Hall, [Room 301-A](#)
[30 Church Street – Rochester NY 14614](#)
(585) 428-7538



Figure 95: Emails Confirming Meeting with Barbara Pierce, Chief Development Officer at the United Way of Greater Rochester.


 Lindsay Swanson
Mon 11/18/2019 11:40 AM
To: Barbara Pierce [REDACTED]

Hello Barbara,

Thank you so much for your message. I am excited for the opportunity to connect with you over the phone. Wednesday (11/20) at 4pm would work well for me. Does that time still work for you?

Thank you,
Lindsay

 Lindsay Swanson | Rochester, NY Fellow
585.410.0147 | bes.org




BES - Build. Excel. Sustain.

BES trains high-capacity individuals to take on the demanding and urgent work of leading high-achieving, college preparatory urban charter schools. When strong leaders combine good intention with uncompromising execution, they create excellent schools.

bes.org

| [build. excel. sustain.](http://bes.org)

...

 Barbara Pierce [REDACTED]
Sun 11/17/2019 10:00 AM
To: Lindsay Swanson

Hi Lindsay – Sincere apologies for my delay in getting back to you. My email inbox has a life of its own and I have been unsuccessful in getting it under control!

I am hoping I am not too late to connect and support your efforts. I have several meetings in planning stages, but at this moment, have openings at the following times for a call. Please let me know if any of these work for you.

Best regards,
- Barbara

Figure 96: Emails after Meeting with Sandra Simon, Rochester City Director of Education Initiatives and Kiara Warren, Assistant to the Director of Special Projects & Education Initiatives

Lindsay Swanson [redacted] FROM: [redacted] [redacted]
to [redacted]
Dear Sandra and Kiara,

Tue, Feb 25, 9:00 AM ☆ ↩ ⋮

I hope that you both are having a wonderful week. I apologize for the delay in this message, but just wanted to take a moment to thank you for our meeting on 2/4. It was wonderful to share more with you about Innova Girls Academy. I left our meeting feeling more prepared to continue our community engagement- striving to position community members as decision members and working together to co-create a school that best responds to the strengths and needs of our community.

Warren, Kiara [redacted]
to me, Sandra, Jonathan ▾

Wed, Feb 26, 9:07 AM ☆ ↩

Hi Lindsay,

It was a pleasure to meet with you and Jonathan and to hear all about this wonderful school that you are working to get up and running.


Let me look into this for you and we will get back to you.

Best,

Kiara


Kiara Warren
Assistant to the Director of Special Projects & Education Initiatives

Figure 97: Emails Confirming Meeting with City Councilmember Mitchell Gruber

 **Mitch Gruber** <[REDACTED]> Wed, Jan 22, 1:52 PM ☆ ↶
to me ▾

How about 2/3 at 9am?
What number should I call you on?

From: Gruber, Mitch D. [REDACTED]
Sent: Tuesday, January 21, 2020 11:32 PM
To: Mitch Gruber [REDACTED]
Subject: FW: All-Girls School for Rochester


 **Lindsay Swanson** <[REDACTED]> Wed, Jan 22, 2:39 PM ☆ ↶ ⋮
to Mitch ▾

Mitch,

2/3 at 9am works well for me, thank you. My cell phone is [REDACTED] am looking forward to our conversation.

Thank you,
Lindsay


Figure 98: Emails Confirming Meeting with City Councilmember Michael Patterson

 **Gaines-Palmer, Angela** <[REDACTED]> Wed, Jan 22, 9:32 AM ☆ ↶
to me, Michael ▾

Good Morning Lindsay,

CM **Patterson** would like to meet with you & discuss your program. Please provide 2 dates & times that you are available & I will coordinate with his schedule.

Sent from My iPhone

 **Lindsay Swanson** <[REDACTED]> Feb 4, 2020, 11:09 AM ☆ ↶ ⋮
to Angela ▾

Good Morning Angela,

On Wednesday, I'm also available from 9am-1pm. On Thursday, I am available between 11am-1pm. Let me know what would be best for CM **Patterson's** schedule.

Thank you for your help in scheduling!

Best,
Lindsay

Figure 99: Emails Confirming Meeting with Councilmember Mary Lupien

Hi Lindsay!

I'd be happy to meet with you! Would you mind scheduling a meeting using the following link?

[Calendly.com/marylupien](https://calendly.com/marylupien)

This is helpful to find a time that works for both of us. Thanks for thinking of me!

Take care!

Mary Lupien

Councilmember, East District

Confirmed: Meet w/ Mary (60 min) with Mary Lupien on Friday, January 24, 2020 Inbox x

Mary Lupien (via Calendly) [redacted]
to me ▾

Tue, Jan 21, 3:53 PM ☆

Hi Lindsay Swanson,

Your Meet w/ Mary (60 min) with Mary Lupien at 03:00pm (Eastern Time - US & Canada) on Friday, January 24, 2020 is scheduled.

I'm excited to meet with you. Please let me know what the best way to do that is, whether by phone, web conference or in person!

Figure 100: Emails Confirming Meeting with Larry Marx, CEO of The Children's Agenda and Jackie Campbell, Director of ROC the Future

RE: Thank You and Request to Connect Further: New Charter School

✕ 🖨️ 📧

Archive x

Larry Marx [redacted]
to me, Brittany, Jackie ▾

Thu, Oct 24, 2019, 9:22 AM ☆ ↩️ ⋮

Hi Lindsay, hi Brittany. Thanks for reaching out – and esp., thanks for all your doing to help improve children's education in our community.

Yes, let's meet! Think it's a good idea to round out our meeting by including my colleague, Jackie Campbell, too – two-for-the-price-of-one. Jackie is Director of ROC the Future and a key person to talk to about schools in Rochester. Cc'ing her here.

Looks like the 14th from 11 – noon works on our end. Does that work for you two, too? Thanks, looking forward to our conversation.

Larry
[Larry Marx](#)

lswanson@bes.org
to Larry, Brittany, Jackie ▾

Oct 24, 2019, 11:02 AM

Wonderful. Thank you for your flexibility with scheduling.

Looking forward to the conversation on the 14th.

Thank you,
Lindsay

Figure 101: Emails Confirming Meeting with Joseph Stefko, President and CEO of ROC2025.

Joseph Stefko [redacted] Wed, Sep 11, 2019, 3:21 PM ☆ ↶ ⋮
to me ▾
Hi Lindsay,

Sorry for the delay in getting back to you!

I'd be happy to connect in the next couple weeks to talk a little more about the community and how your exciting concept can make a difference.

Want to suggest a few times you might be available for a phone call?

I look forward to discussing further!

Joe

Joseph Stefko [redacted] Wed, Sep 11, 2019, 3:37 PM ☆ ↶ ⋮
to me ▾
9/20 at 12:30 works!
⋮

Lindsay Swanson [redacted] Wed, Sep 11, 2019, 3:39 PM ☆ ↶ ⋮
to Joseph ▾
Excellent. Sending over the calendar invite now!
⋮

Figure 102: Emails Confirming Meeting with Erika Rosenberg, President and CEO of CGR

Erika Rosenberg [redacted] Tue, Sep 3, 2019, 10:10 AM ☆ ↶
to me ▾
Hi Lindsay,
I would be glad to talk with you on the phone and learn more about your organization and its efforts in Rochester. I am available most of Thursday and Friday if you would like to schedule something.
Thanks,
Erika

Erika Rosenberg | President & CEO

Lindsay Swanson <lswanson@bes.org> Tue, Sep 3, 2019, 10:45 AM ☆ ↶ ⋮
to Erika ▾
Good Morning Erika,

Thank you for your message. I am excited to connect to share more about our vision for the school and to learn from you about how to best serve the Rochester community.

My schedule is very flexible for Thursday. I would be available anytime before 9:30am or after 11:30am for a call. Also happy to meet you at your office, if that would be preferable. What would work best for your schedule?

Thank you,
Lindsay

Figure 103: Emails Confirming Meeting with Malik Evans, Current Democratic Mayoral Candidate

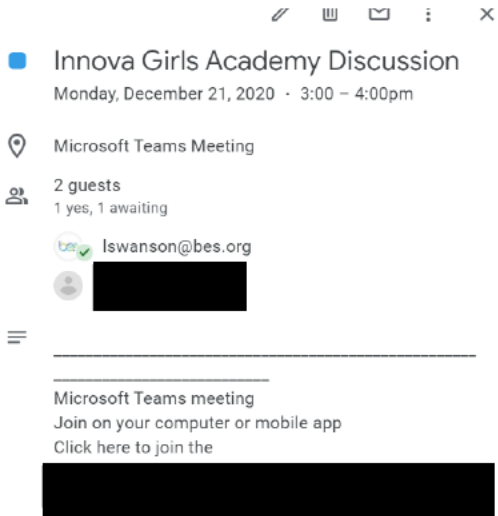


Figure 104: Emails Confirming Meeting with Dr. Leslie Myers-Small, RCSD Superintendent

From: Adams, Miriam [redacted]
Sent: Tuesday, May 11, 2021 9:50 AM
To: Linda Dickey [redacted]
Subject: Innova Girls Academy

CAUTION: This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

Good morning

Dr. Myers-Small is available on:

6/1 at 1pm

6/2 at 4pm

Please let me now if either of these dates will work for a 30 minute meeting. I look forward to hearing back from you.

Miriam Lynn Adams
Superintendent's Office

Rochester City School District
131 W. Broad Street
Rochester, NY 14614
(585) 262-8379 - Phone
(585) 262-8381 - Fax

Lindsay Swanson <lswanson@bes.org>
to Miriam, Linda, Jonathan ▾

Tue, May 11, 10:20 AM ☆ ↶

Great! June 1st at 1pm works for us. I just shared a calendar invite that includes a Zoom link with Jonathan and Miriam. Please let me know if there are any other email addresses that I should add to the calendar invite.

Thank you,
Lindsay

...

Figure 105: Press Release Shared with News Outlets

Proposed All-Girls Rochester Charter School Focuses on the STEAM Disciplines to Create Leaders of Tomorrow

If approved by the New York State Education Department, Innova Girls Academy would be the state's first Girl Scouts Academy and only all-girls elementary school in Rochester.

(Rochester, N.Y.) – The Innova Girls Academy Charter School is a K-6th grade school proposed in the City of Rochester. Focused on providing a supportive and rigorous STEAM (Science, Technology, Engineering, Arts and Mathematics) integrated academic program, Innova Girls Academy has partnered with the Girl Scouts of Western New York to provide a unique educational option for Rochester families. The academy is designed to empower young women to excel in school, college and career as innovative leaders and confident problem-solvers.

"Traditionally, co-ed schools have lacked opportunities for young women to develop confidence of voice in STEAM," said the lead founder of the Innova Girls Academy, Lindsay Swanson. "Our single-gender school will focus on breaking down the stereotype threat and proving that women belong as leaders in the science, technology, engineering and mathematics fields."

The vision for Innova Girls Academy has been in development for the past year and is currently engaged in the application process with the New York State Education Department. If the school is approved by the state, it will be the only elementary all-girls school in Rochester.

Studies show that young women attending an all-girls school are six times more likely to consider majoring in STEM fields. Currently, there are approximately 1,300 seats available in all-boys schools, both in public charter schools and within the Rochester City School District. Conversely, there are nearly 350 seats available in public all-girls schools.

Figure 106: News Segment from Rochester First News 8

EDUCATION

Proposed all-girls elementary school for Rochester would center around 'STEAM' topics



by: Eriketa Cost

Posted: Apr 29, 2021 / 08:14 AM EDT / Updated: Apr 29, 2021 / 08:47 AM EDT

ROCHESTER, N.Y. (WROC) – A new all-girls elementary school (K-6) could be opening in the City of Rochester, come Fall of 2022. The proposed charter school would focus on STEAM-related topics (Science, Technology, Engineering, Art and Math).

Lindsay Swanson is the founder of the proposed school, [Innova Girls Academy](#). She says the idea behind it is to make education more equitable for girls, and present more bridges to career paths where women have traditionally been minorities. Classes involving lessons on coding, math and engineering would

Figure 107: News Segment from Rochester First News 8


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Innova Girls Academy Charter School

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All-girls elementary charter school proposed in Rochester

By feedbot ~ Posted Tue, 05/04/2021 - 12:57pm



A 10-member board is proposing an all-girls elementary school in Rochester. The proposed Innova Girls Academy Charter School would focus on a STEAM ...

Original Story:

<https://www.wxxinews.org/post/all-girls-elementary-charter-school-proposed-roche...>

Published Date:

Tue, 05/04/2021 - 8:23am

Tags: ALL-GIRLS SCHOOL CHARTER SCHOOL EDUCATION GIRL SCOUTS INNOVA GIRLS ACADEMY CHARTER SCHOOL ROCHESTER

»

Attachment 2c: Evidence of Community Support

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Dear David,

I am proud to represent Girl Scouts of the USA in writing this letter demonstrating support of Innova Girls Academy Charter School. The mission of empowering girls to excel in school and career as innovative leaders and confident problem-solvers directly aligns with our mission at Girl Scouts to create girls of courage, confidence, and character. Girls across our nation deserve access to schools that push them to excel in an environment that is both academically challenging and supportive. I believe that in collaboration with Girl Scouts of Western New York, Innova Girls Academy will position young women in Rochester to positively impact their communities as change-makers and innovators.

Across our nation, Girl Scouts continues to be a trusted and welcomed partner with a unique ability to enrich academic curriculum with our standards-aligned programming. The Girl Scout Leadership Experience (GSLE) allows girls to discover, connect, and take action. Our program is girl-led, supports cooperative learning, and allows girls to learn by doing. Girl Scouts has proven success in the integration into curriculum at another charter school, Solar Prep Academy in Dallas, Texas, where the GSLE allows girls to couple the hands-on and inquiry-based nature of STEAM disciplines with the support of fostering girls' leadership development. At Innova Girls Academy, we are confident in the strength of developing a leadership pipeline with girls who are encouraged to make a change around them and are excited to bring that to Rochester girls.

In closing, I would like to reiterate the commitment to increasing girl achievement in partnership with Innova Girls Academy. Research shows Girl Scouts are more likely to earn excellent grades, demonstrate higher academic aspirations, and have a stronger sense of self. Girl Scouts is honored to partner with Innova Girls Academy to continue to engage girls where they are growing every day and it is our belief that this collaboration will be meaningful in the Rochester community.

Please do not hesitate to reach out with any questions.

Sincerely,
Jenn Hollern

DocuSigned by:

19E5CDD85FE9408...



July 14, 2021

David Frank
Executive Director, Charter School Office
New York State Education Department
89 Washington Ave.
Albany, NY 12234

Dear Mr. Frank,

We are proud to write this letter to demonstrate our support of Innova Girls Academy Charter School.

As Board Chair and Board First Vice-Chair of Girl Scouts of Western New York, we support the mission of the school to empower girls and young women in Rochester to become innovative leaders and problem-solvers. The Girl Scout mission is closely aligned as we build girls of courage, confidence and character who make the world a better place. Girl Scouts has a 109 year history of innovative programs that build strong social and emotional skills, the foundation that leads to the development of leadership skills and life skills.

As educators and Girl Scout Board Officers, we strongly believe that Rochester's girls deserve access to a school that is academically challenging and supportive, and designed to meet girls' unique needs. We have confidence in the Founding Team's leadership and are excited to partner with Innova Girls Academy to position girls and young women in Rochester to excel and to positively impact their communities as change-makers and innovators.

The Girl Scout Leadership Experience has four program pillars – Science, Technology, Engineering and Math (STEM), the outdoors, life skills and entrepreneurship; and guided by supportive adults and peers, girls explore new fields of knowledge, learn valuable skills and develop strong core values. Girl Scout activities incorporate youth-voice and are designed to be girl-led, cooperative and hands-on – processes that create high-quality experiences conducive to learning. We believe that our partnership with Innova Girls Academy will give students a strong socio-emotional foundation to learn and to thrive.

According to the 2021 study conducted by the Girl Scout Research Institute, "The Girl Scout Alum Difference" (2021), Girl Scout alumnae attained higher levels of education than non-Girl Scout alumnae and were more likely to feel satisfied in their careers. Girl Scout alumnae were also more likely to show resilience when learning from failures and setbacks, were more likely to display confidence in their ability to accomplish what they set out to do, and were more likely to stand up for their beliefs and values and actively contribute to others' wellbeing. These findings demonstrate that the Girl Scout program is a powerful factor for developing courage,

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Girl Scouting builds girls of courage, confidence,
and character who make the world a better place.





confidence and character which provides a critical foundation for girls and sets them on a path for success in their education and careers.

In closing, we would like to reiterate our support for Innova Girls Academy Charter School. This school will be an important addition to the Rochester educational landscape, and Girl Scouts of Western New York is a committed partner.

Please do not hesitate to reach out with any questions.

Sincerely,

Lynnette Haley O'Steewart, Ph.D.
Board Chair, GSWNY
Director, Niagara Quality Improvement Project/
Early Childhood Initiatives, Niagara University
Niagara, NY

Lynn M. Lubecki, Ed.D.
Board 1st Vice Chair, GSWNY
Early Care and Education Strategies Director
Whole Child Connection, Children's Institute
Rochester, NY





July 12, 2021

David Frank
Executive Director, Charter School Office
New York State Education Department
89 Washington Ave.
Albany, NY 12234

Dear Mr. Frank,

As the chair of the Young Women's College Prep (YWCP) Charter School of Rochester, I am delighted to write this letter to demonstrate my support of Innova Girls Academy Charter School. The mission of the school is to empower young women in Rochester to become innovative leaders and problem-solvers. This is fully aligned with our mission and educational goals to support students in their endeavors to achieve excellence in and out of the classroom, helping them to develop the strong voices they will need to be leaders. Rochester's girls deserve access to a school that pushes them to excel in an environment that is both academically challenging and supportive. I believe that Innova Girls Academy will position young women in Rochester to positively impact their communities as change-makers and innovators.

Admittedly, as a Black female engineer, where attributes like self-confidence, leadership, a commitment to academic excellence, the love of science and math were honed very early while attending an all-girls school, I am indeed biased. I am a living data point, proof that illustrates the benefit that the Innova Academy opportunity brings to Rochester.

We at YWCP, have already begun to partner with the Innova Academy Leaders. We look forward to the very thoughtful development of a rich, culturally relevant STEAM curriculum, delivered by teachers that will fully utilize technology, employ keen attention to the students' social and emotional development, challenge and fully engage our future student - leaders, parents, and the community.

In closing, I would like to reiterate my support for Innova Girls Academy Charter School. This school will be an important addition to the Rochester educational landscape.

Please do not hesitate to reach out with any questions.

Sincerely,

Jennifer N. Allen
Chair, YWCP Board of Trustees



29 June 2021

Mr. David Frank
Executive Director, Charter School Office
New York State Education Department
89 Washington Ave.
Albany, NY 12234

Dear Mr. Frank:

With enthusiasm, I write in support of granting a charter to the Innova Girls Academy Charter School in Rochester, NY. The Innova proposal includes a number of features that make a strong case for opening this school in Rochester. First, that Innova proposes to be a girls school is of enormous importance: while progress has been achieved in the inequitable treatment of boys and girls in elementary school, gendered notions of intelligence continue, with girls as young as six avoiding activities for “really, really smart” children (i.e., boys) (womendomath.org).

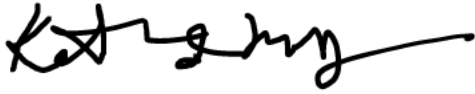
Innova’s proposed STEAM focus is unique and timely. We know that women remain grossly under-represented in two of the highest-paid career fields—Computer Science and Engineering—and we know as well that the seeds for this imbalance are sown in the early elementary years. An environment dedicated to developing in young girls familiarity with and competency in STEM subjects promises to instill a level of self-confidence that will serve them well in later years. But of course, the emphasis of the proposed school isn’t STEM alone, it is STEAM. As an administrator and faculty member at a university with strong programs in the arts and in STEM subjects, I know the value of combining the principles and practices of math, science, *and* design in higher education. But the combination would have vastly more potential if students experienced it at the beginning rather than the end of their education.

As vice president for strategic planning at RIT for eight years and now senior advisor for Diversity Outreach, Enrollment, and Retention, I have had the privilege of designing and managing RIT’s unique partnership with the Rochester Prep Charter High School, one of the city’s most successful high schools. Most RPHS students enter the school after eight to nine years within the Rochester Prep system, a fact that accounts for the high achievement of its graduates. Innova students moving to other schools in grade seven will be equally well-served by the strong foundation laid at Innova.

Finally, I have had the pleasure of getting to know Lindsay Swanson, the driver of the Innova proposal. To the extent that a school’s success derives from the commitment and vision of its founder, the Innova Academy can look forward to a bright future. Ms. Swanson is a born leader who combines passion, clear thinking, and imagination; the Innova Charter Academy is very fortunate to have her.

Please let me know if there is any additional information you might need from me. I am deeply committed to the success of this most promising school.

Very truly yours,

A handwritten signature in black ink, appearing to read 'Katherine J. Mayberry', with a long horizontal flourish extending to the right.

Katherine J. Mayberry, Ph.D.
Senior Advisor, Diversity Outreach,
Enrollment, and Retention
Rochester Institute of Technology



February 23, 2021

David Frank
Executive Director, Charter School Office
New York State Education Department
89 Washington Ave.
Albany, NY 12234

Dear Mr. Frank,

Innova Girls Academy Charter School represents an opportunity for girls in Rochester to develop the confidence of voice coupled with a strong educational foundation focused on developing the whole person that is needed to lead. The Innova Girls Academy Founding Team have described the mission to me as a rigorous and supportive STEAM-integrated academic program, Innova Girls Academy empowers girls to excel in college and career as innovative and confident leaders, problem solvers and community members. I believe in the importance of this mission and am confident in the Founding Team's ability to establish Innova Girls Academy in Rochester.

As a professional youth worker employed more than 25 years at several not-for profits as an educator, youth and family counselor, volunteer coordinator, and trainer and coach focused on staff development and as a funder the past 13 years focused on children, youth and families in Rochester, I know the importance of an education grounded in the principles of equity, academic rigor, and youth development. I believe that Innova Girls Academy will provide girls in Rochester a strong educational foundation that will allow them to flourish in their communities and careers as contributors and leaders. I am particularly impressed with the team's commitment to STEAM, leadership development and youth development principles in partnership with the Girl Scouts. They have a long history of skilled, passionate adults supporting, nurturing and developing the skills, talents, passions and leadership of girls and young women. Providing girls and young women an opportunity for self-exploration and leadership through outdoor adventures and STEM focused experiences will help them explore and develop interests, skills and talents. I believe the innovative model described by Innova Girls Academy Founding Team members will effectively empower girls and young women in Rochester to thrive.

Parents in Rochester deserve to have the choice to send their daughters to the school they believe will best meet the needs of their students. All girls and young women deserve the opportunity to focus on their own development in a safe, rigorous and nurturing environment. With the addition of Innova Girls Academy Charter School in Rochester, parents will have a high-quality option available within their own community. This school is an important addition to a city that needs its girls and young women to grow into their talents and skills leading in their communities today and in the future.

Please reach out with any questions or additional information.

Thank you,

A handwritten signature in blue ink that reads "Stephanie".

Stephanie M. Fitzgerald
Senior Program Officer
United Way of Greater Rochester



Date: June 1, 2020
To: David Frank
Executive Director, Charter School Office
New York State Education Department
89 Washington Ave.
Albany, NY 12234

Dear Mr. Frank,

Innova Girls Academy Charter School represents an opportunity for girls in Rochester to develop the confidence of voice that is needed to lead. The Innova Girls Academy Founding Team have described the mission to me as empowering girls to explore their world with curiosity and confidence with a problem solving mind set based in STEAM. STEAM skills are critical in making choices as a student progresses through school, within their families, embrace a career path, and overcome the hurdles that appear. I believe in the importance of this mission and am confident in the Founding Team's ability to establish Innova Girls Academy in Rochester. I wish such an opportunity was available to me when I had to make critical life decisions.

As a chemical engineer in Rochester since 1999, I know the importance of being able to try out and envision potential careers and be willing to pursue unique paths. I believe that Innova Girls Academy will provide girls in Rochester a strong educational foundation that will allow them to flourish in whatever career they eventually pursue. I am particularly impressed with the team's commitment to STEAM, with this foundation they will have choices throughout their careers by being problem solvers. I believe that the innovative model described by Innova Girls Academy Founding Team members will effectively empower young women in Rochester to thrive.

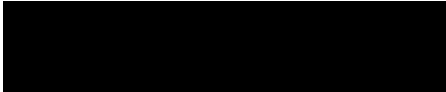
With experiences that are part of the Innova Girls Academy plan, I very well might have been in the medical field today rather than engineering. Through my work with manufacturers the number of careers available is limitless. Rochester is an incredible community that encourages and challenges youths from agriculture, to medicine, to engineering, to cybersecurity, services and trades.

Parents in Rochester deserve to have the choice to send their children to the school they believe will best meet the needs of their child. With the addition of Innova Girls Academy Charter School in Rochester, parents will have a high-quality option available within their own community. This school is an important addition to a city that needs its young women to grow into the next generation of innovative leaders.

Please reach out with any questions or additional information.

Sincerely,

Annette Brenner
Senior Business Advisor



nextcorps.org
260 E. Main St, Suite 6000
Rochester, NY, 14604
585.214.2400



July 2, 2021

David Frank
Executive Director, Charter School Office
New York State Education Department
89 Washington Ave.
Albany, NY 12234

Dear Mr. Frank,

I am proud to write this letter to demonstrate my support of Innova Girls Academy Charter School. The mission of the school is to empower young women in Rochester to become innovative leaders and problem-solvers. Rochester's girls deserve access to a school that pushes them to excel in an environment that is both academically challenging and supportive. I believe that Innova Girls Academy will position young women in Rochester to positively impact their communities as change-makers and innovators.

As the Chief Program Officer, I oversee multiple Girl Scout program partnerships that work within schools, I can attest to the success a girl-centered educational environment brings. Girls are empowered to grow into their best selves; they can build confidence, develop leadership skills, explore their unique interests in a supportive environment that is tailored for them. Today's girls may be dealing with a multitude of new and unique challenges, but the benefits and enduring success of an all-girl leadership program has stood the test of time. For over 100 years, Girl Scouting has helped developed girls of courage, confidence, and character, building a foundation that empowers lifelong success!

Girl Scouts are more likely than non-Girl Scouts to pursue leadership opportunities, develop and maintain healthy relationships, take an active role in their learning, and engage in supporting the communities they live in. Furthermore, the research shows that our all-girl programming helps girls achieve better grades, pursue STEM careers at a higher rate, and successfully attain college and graduate degrees. These benefits don't just end when a girl graduates; rather the skills they're able to develop in an all-girl leadership program set them on a path for lifetime achievement. Girl Scout alumna are more likely to attain higher levels of education and management positions in their careers, hold more leadership positions, and report higher levels of comprehensive life satisfaction! The benefits of an all-girl leadership environment cannot be understated, which is why I am confident that the Innova Girls Academy Charter School will be an invaluable asset for its students and community.



In closing, I would like to reiterate our support for Innova Girls Academy Charter School. This school will be an important addition to the Rochester educational landscape.

Please do not hesitate to reach out with any questions.

Sincerely,

Ashley Crowe

Ashley Crowe
Chief Program Officer





June 25, 2021

David Frank
Executive Director, Charter School Office
New York State Education Department
89 Washington Ave.
Albany, NY 12234

Dear Mr. Frank,

I, Bridgette Ouimette, am writing on behalf of Advancing Girls, LLC., to express our support of the Innova Girls Academy Charter School application. Right now in Rochester, there are approximately 1300 seats available in public all-boys schools and only approximately 350 seats available in public all-girls schools. Rochester is in need of a solution to serve the girls of the community.

Innova Girls Academy Charter School will offer a potential solution to this inequity. The Founding Team at Innova Girls Academy has committed significant time in listening and learning through community engagement to understand the need in Rochester. They have designed a program that will work to increase opportunities for young women in Rochester which will ultimately benefit the city as a whole.

The mission of Innova Girls Academy Charter School is to empower young women through an academic program that focuses on STEM learning outcomes, which is of critical importance given the underrepresentation of women in STEM careers and the smaller gender wage gap that exists in STEM. In a single-sex school, girls are more likely to pursue STEM fields and leadership opportunities, and engage in healthy competition (Shapiro et al., 2015). At Innova Girls Academy, girls in Rochester will be able to enjoy the many benefits of an all girls school, including academic and social success, the ability to learn free of judgment and increased feelings of acceptance at school (Hart, 2016). Innova graduates, like other all girls school alumnae, will be more politically engaged, cultural competent and involved in their communities as a result of attending a single-sex institution (Riegers-Piehl, 2019).

Innova Girls Academy will even the playing field for girls in Rochester. I am committed to supporting the school to ensure its success in Rochester.

Thank You,

Bridgette K. Ouimette

Bridgette Ouimette
founder // co-ceo
443-604-4171
bouimette@advancing-girls.com

Susan Antolin
co-ceo
619-245-8017
santolin@advancing-girls.com

advancing-girls.com



May 5, 2021

David Frank
Executive Director, Charter School Office
New York State Education Department
89 Washington Ave.
Albany, NY 12234

Dear Mr. Frank,

Innova Girls Academy Charter School is a proposed K-6th grade STEAM school for girls. The goal of the program is to equip young women with the academic skills and problem-solving mindset that is required to excel in STEAM-related careers. Given the current technological growth of the city of Rochester, this academic program will serve an important need in creating opportunities for girls to have access to high-paying and important careers. I, Tolga Hayali, Superintendent of Science Academies of New York (SANY) Charter Schools, support the proposal for Innova Girls Academy charter school and believe that it should be approved to open in Rochester. SANY shares Innova Girls Academy's commitment to involving parents as key stakeholders in the development of leadership opportunities for students, especially young women, in STEM.

I am excited to see all that Innova Girls Academy Charter School will accomplish in partnership with the young women of Rochester, for they deserve the opportunity to have access to a school that encourages them to become leaders in their communities.

Sincerely,

Tolga Hayali
Superintendent, Science Academies of New York
Charter Schools

WE ARE BUILDING SUCCESS ONE ATOM AT A TIME



July 14, 2021

David Frank
Executive Director, Charter School Office
New York State Education Department
89 Washington Ave.
Albany, NY 12234

Dear Mr. Frank,

I am writing to express my support of the Innova Girls Academy Charter School application.

The mission of Innova is to empower girls through an academic program focused on science, technology, engineering, the arts and math (STEAM). As a leader in the arts community and in arts education in Rochester, I applaud Innova's vision. By integrating the arts throughout their academic program, the school will not only engage students as budding artists, but it will also develop their abilities for creative problem solving and innovative thinking.

Also, as I understand it, right now in Rochester there are approximately 1300 seats available in public all-boys schools and only approximately 350 seats available in public all-girls schools -- and none at the elementary level. Additionally, only about 1 in 10 students in grades 3-8 are reading, writing, and doing math on grade level. Innova Girls Academy Charter School will offer a potential solution to these inequities.

The vision of an all-girls elementary school in Rochester is compelling as well, as the program will help girls overcome the stereotypes that have traditionally held so many girls and women back from growing into leadership roles. Innova Girls Academy will help to even the playing field for girls in Rochester, and empower Rochester girls as future innovative leaders. I am in full support of seeing this vision become a reality.

Thank You,

A handwritten signature in blue ink that reads "Margaret Quackenbush".

Margaret Quackenbush
President & Executive Director

David Frank
Executive Director, Charter School Office
New York State Education Department
89 Washington Ave.
Albany, NY 12234

Dear Mr. Frank,

I am writing to express my support of the application of Innova Girls Academy Charter School, whose mission is to equip girls to become future innovative leaders. With an academic program focused on science, technology, engineering, the arts and math (STEAM), Innova will be a powerful option for girls in our community.

I am the School Director at Garth Fagan Dance, and a long-time company member and Bessie award recipient with Garth Fagan Dance – the company led by Tony Award winning choreographer Garth Fagan, who choreographed *The Lion King* on Broadway and innumerable critically acclaimed pieces for our international touring company.

As a leader in the arts community and arts education space in Rochester, I applaud Innova's vision. By integrating the arts throughout their academic program, the school will not only engage students as budding artists, but it will also develop their abilities for creative problem solving and innovative thinking. Also, I have come to learn that currently in Rochester, there are approximately 1300 seats available in public all-boys schools and only approximately 350 seats available in public all-girls schools - and none at the elementary school level. Additionally, it is a real concern that only about 1 in 10 students in grades 3-8 are reading, writing, and doing math on grade level. Innova Girls Academy Charter School will offer a potential solution to these inequities.

In addition, the vision of an all-girls elementary school in Rochester is compelling, as the program will help girls overcome stereotypes that have traditionally held so many girls and women back from growing into leadership roles. Innova Girls Academy will help even the playing field for girls in Rochester, and empower Rochester girls as future leaders in our community.

I believe strongly in the value not only of an integrated STEAM curriculum but also the value of community collaboration for the benefit of students in our community. I am in full support of seeing the vision of Innova become a reality.

Sincerely,



Natalie Rogers-Cropper
School Director
Garth Fagan Dance

May 8, 2020

David Frank
Executive Director, Charter School Office
New York State Education Department
89 Washington Ave.
Albany, NY 12234

Dear Mr. Frank,

I Councilman Jose Peo am writing to express my personal support of the Innova Girls Academy Charter School application. Right now in Rochester, only about 1 in 10 students in grades 3-8 are reading, writing, and doing math on grade level.

Innova Girls Academy Charter School will offer a potential solution to this inequity. The Founding Team at Innova Girls Academy has committed significant time in listening and learning through community engagement to understand the need in Rochester. They have designed a program that will work to increase opportunities for young women in Rochester which will ultimately benefit the city as a whole.

The mission of Innova Girls Academy Charter School is to empower young women through an academic program that is integrated with science, technology, engineering, and math, and I feel this aligns specifically to the needs of our city. In developing as an all-girls school, the program will help girls overcome the stereotypes that have traditionally prevented women from thriving in these important fields. We have a Leadership Academy for Young Men, as well as Uprep Charter School for Young Men in the great Northwest District, and not a single school (that I know of) dedicating the same resources to our young women. I would personally like to see that changed.

Innova Girls Academy will even the playing field for girls in Rochester. I am committed to supporting the school to ensure its success in Rochester.

Thank You,

A handwritten signature in blue ink, appearing to read 'Jose M. Peo', with a large loop at the end.

Jose M. Peo, Councilman - Northwest District City of Rochester

RANKING MINORITY MEMBER
CULTURAL AFFAIRS, TOURISM, PARKS
AND RECREATION
CIVIL SERVICE AND PENSIONS
ELECTIONS

COMMITTEE MEMBER
CITIES
ENERGY AND TELECOMMUNICATIONS
LABOR

THE SENATE
STATE OF NEW YORK



RICH FUNKE
Senator, 55TH District

ALBANY OFFICE:
ROOM 415
LEGISLATIVE OFFICE BUILDING
ALBANY, NEW YORK 12247
(518) 455-2215
FAX: (518) 426-6745

DISTRICT OFFICE:
PACKETTS LANDING
SUITE 230
FAIRPORT, NEW YORK 14450
(585) 223-1800
FAX: (585) 223-3157

E-MAIL ADDRESS:
FUNKE@NYSenate.GOV

WEBSITE:
FUNKE.NYSenate.GOV

February 21, 2020

David Frank
Executive Director, Charter School Office
New York State Education Department
89 Washington Ave
Albany, NY 12234

Dear Mr. Frank,

I am writing to express my strong support of Innova Girls Academy Charter School, a proposed all-girls school for young women in Rochester in grades four through eight. Parents and families in the Rochester community deserve access to high quality educational opportunities that will prepare young woman for leadership in the 21st century.

Innova Girls Academy aims to equip young scholars with academic and problem-solving skills that are required of future leaders and change agents. The academy has a focus on Science, Technology, Engineering, and Math (STEM) that will uniquely position students to challenge the stereotypes that have long existed within these fields. With the technological development that is occurring in Rochester, it is imperative that young women in our city are encouraged to play an active role in designing the innovations of tomorrow. The founding team has a strong commitment to ensuring the population of their enrolled student body, including students with special needs, will reflect the population of students enrolled in the Rochester City School District.

I am proud to reiterate my support for the Innova Girls Academy Charter School. Thank you for your consideration. If you have any further questions, please do not hesitate to contact my office.

Sincerely,

Rich Funke
NYS Senator, 55th District



July 14th, 2021

David Frank
Executive Director, Charter School Office
New York State Education Department
89 Washington Ave.
Albany, NY 12234

Batavia Service Center
5 Jackson Street
Batavia, New York 14020
Customer Care 1 (888) 837-6410

Buffalo Service Center
3332 Walden Avenue, Suite 106
Depew, New York 14043
Customer Care 1 (888) 837-6410

Jamestown Service Center
2661 Horton Road
Jamestown, New York 14701
Customer Care 1 (888) 837-6410

Lockport Service Center
5000 Cambria Road
Lockport, New York 14094
Customer Care 1 (888) 837-6410

Rochester Service Center
1000 Elmwood Avenue, Door 9
Rochester, NY 14620
Customer Care 1 (888) 837-6410

All Offices
Customer Care: 1 (888) 837-6410
Fax: 716-706-1359
Email: customer care@gswny.org
Web: gswny.org

Dear Mr. Frank,

As a representative of the Girl Scouts of Western New York, I write this letter to express our support for Innova Girls Academy Charter School. Innova Girls Academy Charter School aspires to provide an all-girls education that inspires the young women of Rochester to graduate as innovative leaders. The founding team at Innova Girls Academy believes that the girls in Rochester deserve access to an education that positions them to be community change-makers. The Girl Scouts mission is to build girls of courage, confidence, and character, who make the world a better place. Given the strong alignment between the missions of Innova Girls Academy and the Girl Scouts of Western New York, we are thrilled to work in partnership to ensure that girls build confidence and character within an academic setting that sets a high bar for academic excellence.

The Girl Scouts of Western New York have served girls in Monroe County for over 100 years. We have provided access to high-quality STEM programming, outdoor education, entrepreneurship and financial literacy through our cookie program, and life skills training. Our inclusive, all-female environment creates a safe space for girls where they can try new things, take on leadership roles, and be themselves. At the Girl Scouts, we seek to unleash the G.I.R.L (Go-getter, Innovator, Risk-taker, Leader) in every girl. Girl Scouts across the U.S. have created a pipeline into leadership. A recent study found that 52% of female business leaders, 69% of female U.S. Senators and 80% of female tech leaders were Girl Scouts. When a Girl Scout is encouraged to identify and solve problems in her community as a girl, she is empowered to continue making change as an adult.



Girl Scouting builds girls of courage, confidence, and character, who make the world a better place.



We believe in the proposal for Innova Girls Academy Charter School and we are confident that, in partnering, we will help to write a new narrative of what is possible for Rochester's girls. We are committed to providing annual training for Innova Girls Academy staff members so that they are prepared to utilize our curriculum across disciplines. We will ensure that all girls can register as Girl Scouts, entering a network of 2.5 million Girl Scouts across the county. We will provide access to an outdoor camp for Innova Girls Academy to use throughout the school year. The model for our partnership is developed from Girl Scouts partner schools in Texas and we are excited for the opportunity to be the first school of this kind here in New York. We are committed to helping Innova Girls Academy Charter School succeed because we believe in the future of the girls of Rochester.

Please do not hesitate to reach out for additional information.

Thank You,

A handwritten signature in black ink that reads "Alison Wilcox".

Alison Wilcox
CEO, Girl Scouts of Western New York

Batavia Service Center

5 Jackson Street
Batavia, New York 14020
Customer Care 1 (888) 837-6410

Buffalo Service Center

3332 Walden Avenue, Suite 106
Depew, New York 14043
Customer Care 1 (888) 837-6410

Jamestown Service Center

2661 Horton Road
Jamestown, New York 14701
Customer Care 1 (888) 837-6410

Lockport Service Center

5000 Cambria Road
Lockport, New York 14094
Customer Care 1 (888) 837-6410

Rochester Service Center

1000 Elmwood Avenue, Door 9
Rochester, NY 14620
Customer Care 1 (888) 837-6410

All Offices

Customer Care: 1 (888) 837-6410
Fax: 716-706-1359
Email: customer care@gswny.org
Web: gswny.org



Girl Scouting builds girls of courage, confidence, and character, who make the world a better place.

April 13, 2020

David Frank
Executive Director, Charter School Office
New York State Education Department
89 Washington Ave.
Albany, NY 12234

Dear Mr. Frank,

As an all-girls and STEAM focused school, Innova Girls Academy represents a new and important option for Rochester families. We believe that Innova Girls Academy will benefit the city and will help to prepare the next generation of strong female leaders in our community.

This year, our city and nation are celebrating the 200th birthday of Rochester icon Susan B. Anthony and the 100th anniversary of the 19th Amendment giving women the right to vote. This movement of empowerment for women started right here in our community and is story that the RMSC is honored to have the privilege of sharing through our exhibitions and collections. Rochester has long been a leader in the fight to empower women and The Innova Girls Academy Charter School looks to honor our heritage with their mission to empower the young women of today to become the leaders of tomorrow. The RMSC's support of the Innova Girls Academy Charter School is consistent with our mission to "inspire a better future for all through curiosity, exploration, and participation in science, culture, and the natural world" and we look forward to working together in our efforts of providing hands-on experiences that foster critical thinking, social skills and technological fluency while addressing the need of narrowing the divide in access between economic classes and underrepresented groups to STEM learning opportunities. The Innova Girls Academy looks to continue to honor our community's heritage and create the female leaders of tomorrow and the RMSC looks forward to supporting them in their mission.

In closing, I would like to reiterate our support for Innova Girls Academy Charter School. This school will be an important addition to the Rochester educational landscape.

Please do not hesitate to reach out with any questions.

Sincerely,



Allison Shultes
Director of Education
Rochester Museum & Science Center



Finger Lakes STEM Hub

To: David Frank

**Executive Director, Charter School Office
New York State Education Department**

From: Joseph J. Marinelli, Ph.D

**Executive Director
Finger Lakes STEM Hub**

Date: May 6, 2020

Subject: Innova Girls Academy Public Charter School

I am pleased to write my support for the Innova Girls Academy Public Charter School. As the mission of school is to empower young women in Rochester to become innovative leaders and problem solvers, the Finger Lakes STEM Hub is prepared to provide resources to ensure its success. Now more than ever, all girls deserve access to a school that builds their confidence and can thrive as a change maker. Confidence in STEM will be critical for them to compete in the growing workforce economy. The Academy will have a strong focus on STEM.

The Finger Lakes STEM Hub is a growing, nine county network of approximately 150 K-12 and college educators, community organizations, businesses, family and youth providers, advocacy groups, policymakers, researchers and funders. It serves as a catalyst for collaboration and communication among diverse partners to promote quality STEM education and career exploration opportunities for youth as early as middle school to make them college and career ready. This regional hub is affiliated with SUNY's Empire State STEM Learning Network. We are pleased that the Girl Scouts of Western New York, an active member of our network, will be providing leadership and incorporating its programming, including STEM into the school day.

We invite the Innova Girls Academy to become a network member which will make available to it the vast array of resources provided by all our members with whom it can collaborate. Our three priority areas focus on youth and drive the Hub's actions through professional learning of educators, community awareness to facilitate active engagement of STEM, and impactful partnerships to advance solutions to regional STEM challenges. The Girls Academy will be able to participate in our STEM quality program recognition events, STEM professional learning workshops, informing parents, students and educators of the high level technical training and alternative pathways to success, a monthly roundtable for network members, networking mixers, grants sponsored by the Hub, and our website about activities, events, and available resources.

We hope you will give the Innova Girls Academy Public Charter School every consideration and approve of its application. Thanks for your consideration.

5/11/20

David Frank
Executive Director, Charter School Office
New York State Education Department
89 Washington Ave.
Albany, NY 12234

Dear Mr. Frank,

As the Executive Director of The Center for Youth, I am writing to express our support of the Innova Girls Academy Charter School application. Right now, in Rochester, there are approximately 1300 seats available in public all-boys schools and only approximately 350 seats available in public all-girls schools. Innova Girls Academy Charter School will offer a potential solution to this inequity. The Founding Team has designed a program that will work to increase opportunities for young women in Rochester which will ultimately benefit the city as a whole.

The Center for Youth has nearly 50 years of experience in delivering high quality and effective youth-centered programs. Those programs are designed with particular populations and needs in mind. Our work with young women has been a hallmark of our programming and a very effective methodology of assisting in the issues and challenges presented to young women in an urban setting.

Innova Girls Academy will even the playing field for girls in Rochester. We are committed to supporting the school to ensure its success in Rochester.

Sincerely,



Elaine Spaul
Executive Director
The Center for Youth Services Inc.

May 8, 2020

David Frank
Executive Director, Charter School Office
New York State Education Department
89 Washington Ave.
Albany, NY 12234

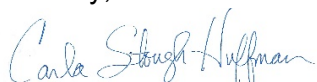
Dear Mr. Frank,

I am proud to write this letter to demonstrate my support of Innova Girls Academy Charter School. The mission of the school is to empower young women in Rochester to become innovative leaders and problem-solvers. As a former employee and lifetime member of the Girl Scouts, I firmly support and continually collaborate with entities that focus on opportunities for girls and women, especially in the areas included in the broad collection known as STEAM. Rochester's girls deserve access to a school that pushes them to excel in an environment that is both academically challenging and supportive.

As the Coordinator of Professional Development for Out-of-School Time in the Greater Rochester After-School & Summer Alliance, it is part of my personal mission to bring learning opportunities to underrepresented populations. While sitting at the Finger Lakes STEM Hub table, connecting businesses to both formal and informal educators to better understand the economic needs and opportunities here in Rochester, it has become obvious that simply trying to interest girls once they've entered high school is not an effective solution. Because the colleges, universities, trade programs and work places are still filled with traditional thinking and operations, girls need to be grounded in these fields from the earliest years. Confidence and competence aren't the only thing girls need; they need a network that will help them overcome the challenges they will face day in and day out in laboratories, manufacturing plants and board rooms. Those networks can begin and thrive in places like the Innova Girls Academy Charter School, an important addition to the Rochester educational landscape.

If I can offer any other support or answer any questions, please do not hesitate to reach out [REDACTED]
[REDACTED]

Sincerely,



Carla Stough Huffman, Coord of Prof Development and OST Program Quality
The Greater Rochester After-School & Summer Alliance

April 15, 2020

David Frank, Ph.D.
Executive Director, Charter School Office
New York State Education Department
89 Washington Ave.
Albany, NY 12234

Dear David,

I am proud to write this letter to demonstrate our support of Innova Girls Academy Charter School. The mission of the school is to empower young women in Rochester to become innovative leaders and problem-solvers. I know that young women in Rochester are more capable of academic achievement than our current proficiency rates in ELA and Math would demonstrate. Our students deserve access to a school that pushes them to excel in an environment that is both academically challenging and supportive. I believe that Innova Girls Academy will position young women in Rochester to positively impact their communities as change-makers and innovators.

Education Success Foundation reaches and connects over 2,400 vulnerable children and families with the support they need to overcome barriers presented by learning challenges and symptoms of poverty. We provide personalized services and supports so that students can achieve academic success, graduate, and succeed. The children and families we serve, and hundreds more throughout the community could benefit from having a new, high quality STEM focused choice like Innova Girls Academy Charter School.

In closing, I would like to reiterate my support for Innova Girls Academy Charter School. This school will be an important addition to the Rochester educational landscape.

Please do not hesitate to reach out with any questions.

Best regards,

A handwritten signature in black ink that reads "Joseph M. Martino". The signature is written in a cursive, flowing style.

Joseph M. Martino, CEO

April 19, 2020

David Frank
Executive Director, Charter School Office
New York State Education Department
89 Washington Ave.
Albany, NY 12234

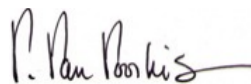
Dear Mr. Frank,

I write this letter to demonstrate my support of Innova Girls Academy Charter School. The mission of the school is to empower young women in Rochester to become innovative leaders and problem-solvers. As an alumna of an all-women's college and the board member of Vertus, and all-boys high school, I was connected to Innova's Founder and was very impressed by her. I strongly support the need for this middle school. Middle school is a critical time in the development of young women and research demonstrates that single sex education at this age can have a profound impact on long-term learning and educational attainment. As an all-girls and STEAM focused school, Innova Girls Academy represents a new and important option for Rochester families. I believe that Innova Girls Academy will benefit the city and will help to prepare the next generation of strong female leaders in our community.

As the founder of an education focused company, I have done primary research, funded by the National Science Foundation and the Department of Education on the importance of STEM education in the middle school years, and its potential to help close the gap in stem degrees for women and more broadly for low SES students. The Rochester community could benefit from the strong pedagogical background of the team and the careful consideration given to the needs of young women in this critical formative time.

Please do not hesitate to reach out with any questions.

Sincerely,



Victoria Van Voorhis, CEO



May 8, 2020

David Frank
Executive Director, Charter School Office
New York State Education Department
89 Washington Ave.
Albany, NY 12234

Dear Mr. Frank,

I enthusiastically support the charter application for Innova Girls Academy Charter School and the lead founder and proposed Head of School, Lindsay Swanson.

BES is a highly selective, nationally recognized non-profit whose flagship program, the BES Fellowship, prepares outstanding candidates for charter school leadership. Over the last eight months I have worked closely with Lindsay and observed her incredible strengths as a leader. Lindsay is a thoughtful, intelligent, diligent, meticulous, and a well-prepared leader who understands the work ahead and is prepared to do what is necessary to lead a high-performing charter school for students in Rochester, NY. She brings teaching expertise, content knowledge in science, and experience in curricular and cultural leadership to this work. She will also bring the experience of two month-long Residencies in high performing charter schools. Lindsay completed her first Residency this past January at Springfield Preparatory Charter School – one of the highest performing elementary schools in Massachusetts. Through this residency, Lindsay has had exposure to strong leadership practices, rigorous curriculum, thoughtfully planned professional development, and a strong model for coaching and developing top-notch teachers.

Lindsay has assembled deep support for the proposed charter school, including the assembly and training of a diverse and accomplished founding team, and she brings a network of school support, including that of schools founded by BES alums throughout the state of New York. Additionally, she has built strong support throughout the city of Rochester.

Lindsay is an inspirational leader with a clear vision for her founding team. She is detail-oriented and focused in her design of Innova Girls Academy. Post successful completion of the BES Fellowship and as part of our continued work with Lindsay, through BES Follow on Support (FOS), we will work throughout her proposed planning year and subsequent first two years of operation to ensure that she delivers high quality, rigorous instruction to the students at Innova Girls Academy. As Lindsay continuously demonstrates, her openness and responsiveness to feedback in all current trainings position her well to successfully deal with the challenges school leaders face in their Founding Year. Through weekly coaching sessions, weekly video analysis, on-site visits, and document review, BES FOS provides significant support to ensure the successful opening and sustainability of each school and school leader.

I am honored to work with Lindsay, and have total confidence that her school leadership and the well-researched and practice-proven components of the public charter school design for Innova Girls Academy will lead to strong student achievement for the children of Rochester.

Respectfully,

A handwritten signature in black ink, appearing to read 'Aidin Carey'.

Aidin Carey, Director of Leadership Development
BES





April 6, 2020

David Frank
Executive Director, Charter School Office
New York State Education Department
89 Washington Avenue
Albany, NY 12234

Dear Mr. Frank,

I write this letter to demonstrate my support of Innova Girls Academy Charter School. The mission of the school is to empower young women in Rochester to become innovative leaders and problem-solvers. As the leading advocate for girls' education, the National Coalition of Girls' Schools (NCGS) connects and collaborates globally with schools, organizations, and individuals dedicated to educating and empowering girls. As an all-girls and STEAM focused school, Innova Girls Academy represents a new and important option for Rochester families. I believe that Innova Girls Academy will benefit the city and will help to prepare the next generation of strong female leaders in our community.

Girls' schools such as Innova Girls Academy Charter School share NCGS's vision of advancing and expanding the educational opportunities available to girls. Through advocacy, research, professional development, and networking, NCGS champions girls' education by helping its member schools to prepare their students for lives of contribution, confidence, purpose, and fulfillment. Innova Girls Academy Charter School has demonstrated its commitment to educating and raising the next generation of leaders, and NCGS looks forward to partnering with the school to support this important work.

To learn more about both the National Coalition of Girls' Schools and Innova Girls Academy Charter School, I invite you to visit our websites: ncgs.org and innovagirlsacademy.org.

In closing, I would like to reiterate my support for Innova Girls Academy Charter School. This school will be an important addition to the Rochester educational landscape.

Please do not hesitate to reach out with any questions.

Sincerely,
Jean Baker
Jean Baker
Manager of Membership & Outreach
National Coalition of Girls' Schools

Sharifa Whitt
CEO Best Thrive
Advisor Monroe Community College

Sunday, April 12, 2020

David Frank
Executive Director, Charter School Office
New York State Education Department
89 Washington Ave.
Albany, NY 12234

Dear Mr. Frank,

I write this letter to demonstrate my support of Innova Girls Academy Charter School. The mission of the school is to empower young women in Rochester to become innovative leaders and problem-solvers. I am is a CEO of Best Thrive, and Advisor at Monroe Community College and educator with over 20 years of experience delivering support services to individuals and families in Rochester New York. In my decade of work in a Science and Technology Enrichment Programs, I focused on students who were historically underrepresented in STEM and healthcare, helping to provide greater opportunities with the goal of closing achievement and equity gaps especially for young girls. As an all-girls and STEAM focused school, Innova Girls Academy represents a new and important option for Rochester families. I believe that Innova Girls Academy will benefit the city and will help to prepare the next generation of strong female leaders in our community.

I am very passionate about education, empowerment, engagement and support for young girls and families, as well as increasing diversity and inclusion in the rapidly growing careers in STEM and healthcare. I am very excited to have Innova Girls Academy Charter School as a part of our community!

In closing, I would like to reiterate my support for Innova Girls Academy Charter School. This school will be an important addition to the Rochester educational landscape.

Please do not hesitate to reach out with any questions.

Sincerely,
Sharifa Whitt

Sharifa Whitt

Flor M. Colón

April 23, 2020

David Frank
Executive Director, Charter School Office
New York State Education Department
89 Washington Ave.
Albany, NY 12234

Dear Mr. Frank,

Innova Girls Academy Charter School represents another opportunity for girls in Rochester to develop the confidence of voice that is needed to lead. The Innova Girls Academy Founding Team have described the mission to me as a rigorous STEM-integrated program that will empower girls to excel in college and beyond with confidence and have careers as innovative leaders. I believe in this mission and truly believe that the Founding Team is committed to establishing the Innova Girls Academy in Rochester.

As you may recall, I am one of the Founding Board Members of the Young Women's College Prep Charter School of Rochester ("YWCP") and spent almost 8 years ensuring the success of that school and the girls that walked through its doors. I was proud to stand as the Chair of the YWCP Board in June 2018 when the first graduating class walked across the stage to accept their diplomas. I have seen firsthand what a successful single-gender charter school looks like and the impact it can make in the lives of the girls in our community. We need more of these schools in Rochester. As a first-generation Cuban American whose parents were blue collar workers and fought for a better life for their children, I know the importance of a good education. I was the first in my family to go to college and have been a practicing attorney in Rochester for almost 32 years. We need to make sure that we provide girls all over the State of New York with a strong educational foundation that will allow them to flourish in whatever career they eventually pursue. I believe that Innova Girls Academy will provide that strong educational foundation to girls in Rochester. I am particularly impressed with the team's commitment to a strong STEM program that will bring more girls/women into the innovative fields of the future, and the commitment to a single-gender school that will develop young girls to become the future leaders of our community. I'm confident that the core beliefs that underpin the Innova Girls Academy will effectively empower its students to thrive.

Page 2

Parents in Rochester deserve to have the choice to send their children to the school they believe will best meet their needs. With the addition of Innova Girls Academy Charter School in Rochester, parents will have another high-quality option available within their own community. This school is an important addition to a city that needs its young women to grow into the next generation of innovative leaders.

Please feel free to reach out to me with any questions or additional information.

Thank you,



Flor M. Colón



MOST Learning

Models of Synergistic Teaching & Learning




Mr. David Frank
Executive Director
NYSED Charter School Office
Dear Mr. Frank:

I am writing this letter in support of the charter application for Innova Girls Academy of Rochester, New York. My own professional experience spans thirty years of work as a mathematics teacher in middle and high school, ten years as a school designer with EL Education, and four years teaching in the Warner School of Education at the University of Rochester, in addition to running my own educational consulting business. I also serve on the board of Eugenio María de Hostos Charter School where I chair the board's Academic Committee.

During my time at EL Education, my work took me all around the country, and I had the honor to assist in opening nearly two dozen new schools, both traditional public and charter schools. Rarely, however, did even these excellent schools focus enough attention on the STEM disciplines; additionally, they often struggled to meet the specific needs of pre-teen and early adolescent women.

What I most appreciate about Innova is that its mission of empowering upper elementary and middle school girls through a rigorous and supportive STEAM curriculum is precisely what female students in Rochester need. Too many of the young women in our city become involved with gangs and drugs at precisely the ages that Innova will be targeting. By providing an innovative and rich curriculum along with highly individualized supports, I believe that this charter school will give Rochester's girls an alternative, setting them up for a lifetime of success.

I am truly excited about this new charter school application!

If you have any questions or concerns, please do not hesitate to reach out to me. I can be contacted at 

Sincerely,

Marcia DeJesús-Rueff

Marcia DeJesús-Rueff, EdD

April 20, 2020

David Frank Executive Director
Charter School Office
New York State Education Department
89 Washington Ave.
Albany, NY 12234

Dear Mr. Frank,

I am proud to write this letter to demonstrate my support of Innova Girls Academy Charter School. The mission of the school is to empower young women in Rochester to become innovative leaders and problem-solvers. Having served as a mentor at Young Women’s College Prep Charter School and now a Community Mentor at the Cheryl Speranza Leadership Institute, I encourage girls in our community to “think outside the box” as it relates to their future. Having Innova in our community will help minimize the gender imbalance in STEM-related fields. The world *needs* more female inventors! If it weren’t for female inventors, necessities such as the GPS, windshield wipers and coffee filters would not exist. Rochester’s girls deserve access to a school that pushes them to excel in an environment that is both academically challenging and supportive. I believe that Innova Girls Academy will position young women in Rochester to positively impact their communities as change-makers and innovators.

Since 2012, I have been a volunteer with and now serve on the Board of Directors for the Women’s Foundation of Genesee Valley. Our mission is to promote economic self-sufficiency for women and girls through grant making, education and advocacy. Innova Girls Academy Charter School is the kind of education opportunity we need to strengthen our community for generations to come.

In closing, I would like to reiterate my support for Innova Girls Academy Charter School. This school will be an important addition to the Rochester educational landscape.

Please do not hesitate to reach out with any questions.

Sincerely,



Jennifer L. Boutte

Director of Development
CDS Wolf Foundation
Women’s Foundation of Genesee Valley, Board of Directors



February 14, 2020

David Frank

New York State Education Department
89 Washington Ave.
Albany, NY 12234

Dear Mr. Frank:

Foodlink strongly supports the charter application for Innova Girls Academy Charter School. We believe in the mission to equip scholars with the academic skills and problem-solving mindsets necessary to excel as leaders. The school will uniquely prepare girls in Rochester to become change-makers in their communities and will empower them to live lives full of opportunity.

Innova Girls Academy believes that a rigorous academic program, paired with intentional, individualized support, will result in dramatic growth for all students. We are impressed by the commitment that the Innova Girls Academy founding team has made to understanding the impact of generational poverty on students in Rochester. In understanding this local context, the team is prepared to replicate the best practices of high-performing charter schools throughout the county within a school environment that is best suited for Rochester students.

Foodlink, the regional food bank that serves 10 counties in western New York, understands the potential of young children in underserved areas when equipped with the necessary resources. For decades, we have been committed to improving the health and well-being of children through multiple programs that address both the symptoms and root causes of hunger in the Rochester region. Through the careful preparation of nutritious school meals, and distribution of food through the BackPack Program, Foodlink ensures that thousands of Rochester-area children can reach their true potential.

Innova Girls Academy's mission of supporting the most at-risk students aligns strongly with our mission, beliefs and our core values. We look forward to partnering with Innova Girls Academy in the future. We are delighted to support Innova Girls Academy's application, and are confident that the school can and will ensure that all of its future students are prepared to lead confidently in the 21st century.

Sincerely,

A handwritten signature in blue ink that reads "Julia Tedesco". The signature is written in a cursive, flowing style.

Julia Tedesco
President & CEO



March 13, 2020

David Frank
Executive Director, Charter School Office
New York State Education Department
89 Washington Ave.
Albany, NY 12234

Dear Mr. Frank,

I am writing, on behalf of CASA of Rochester/Monroe County, to express our support of the Innova Girls Academy Charter School application. Right now in Rochester,

- there are approximately 1300 seats available in public all-boys schools and only approximately 350 seats available in public all-girls schools.
- only about 1 in 10 students in grades 3-8 are reading, writing, and doing math on grade level.
- fewer than 20% of available charter school seats were available to students in the upper elementary and middle school grades.

Innova Girls Academy Charter School will offer a potential solution to this inequity. The Founding Team at Innova Girls Academy has committed significant time in listening and learning through community engagement to understand the need in Rochester. They have designed a program that will work to increase opportunities for young women in Rochester which will ultimately benefit the city as a whole.

The mission of Innova Girls Academy Charter School is to empower young women through an academic program that is integrated with science, technology, engineering, and math. In developing as an all-girls school, the program will help girls overcome the stereotypes that have traditionally prevented women from thriving in these important fields.

CASA advocates for children involved in neglect and abuse cases in Family Court. WE see the effects of trauma on these children, especially on their education. We frequently will find a young girls in the family who is bright who needs the attention and support which can identified in the proposed Innova Girls Academy. Our advocates conduct educational advocacy to match the needs of the youth with opportunities in the community. We are aware of the inequities and lack of opportunities in the Rochester area.

Innova Girls Academy will even the playing field for girls in Rochester. I am committed to supporting the school to ensure its success in Rochester.

Thank You,

Elizabeth Caldwell, Executive Director



May 7, 2020

David Frank
Executive Director, Charter School Office
New York State Education Department
89 Washington Ave.
Albany, NY 12234

Dear Mr. Frank,

Innova Girls Academy Charter School is a proposed K-6th grade STEAM school for girls. The goal of the program is to equip young women with the academic skills and problem-solving mindset that is required to excel in STEM related careers.

With a graduation rate in the city of 63%, not enough students are being prepared to enter into the work force to have an meaningful impact on our community. RochesterWorks! is Monroe County's largest employment and training initiative. We are dedicated to helping Monroe County develop a strong workforce. We were thrilled to hear about the proposal for Innova Girls Academy because we see the potential impact that the STEM program can have on the career pathways for girls in Rochester. We believe in the focus on leadership and STEM, as so many Rochester opportunities required strong STEM foundations.

I am excited to see all that Innova Girls Academy Charter School will accomplish in partnership with young women in Rochester. Our girls deserve the opportunity to have access to a school that encourages them to become leaders in their communities.

Sincerely,

Aja Love

Aja Love



Youth Career Services Navigator

alove@rochesterworks.org
Phone: 585-371-9320
Fax: 585-266-7041
www.rochesterworks.org

RochesterWorks!
276 Waring Road
Rochester, NY 14609



Follow @RochesterWorks

Follow @RWBizServices

Follow @RWforYouth

April 5, 2020

David Frank
Executive Director, Charter School Office
New York State Education Department
89 Washington Ave.
Albany, NY 12234

Dear Mr. Frank,

Innova Girls Academy Charter School is a proposed K-6th grade STEAM school for girls. The goal of the program is to equip young women with the academic skills and problem-solving mindset that is required to excel in STEM related careers. Given the current technological growth of the city of Rochester, this academic program will serve an important need in creating opportunities for girls to have access to high-paying and important careers. I support the proposal for Innova Girls Academy charter school and believe that it should be approved to open in Rochester.

As the Chief Operating Officer at Foodlink, I work tirelessly to assure all of our neighbors in need have access to food and resources to help move them out of poverty. Education is key in reducing poverty rates and moving an individual toward self-sufficiency. Innova Girls Academy Charter School's focus on breaking down barriers for young women to access an education in STEM is critical to the development of this city's future and viability. As a mother of a young daughter, I can only hope my daughter has the opportunity to choose a school that supports her interests and career goals, and without Innova, there will be less options, and there will not be an all girl's school that focuses on STEAM.

I am excited to see all that Innova Girls Academy Charter School will accomplish in partnership with young women in Rochester. Our girls deserve the opportunity to have access to a school that encourages them to become leaders in their communities.

Sincerely,

Terra Keller

Terra Keller
*Chief Operating Officer, Foodlink
Rochester Resident
Mother of a young daughter*

April 9, 2020

David Frank
Executive Director, Charter School Office
New York State Education Department
89 Washington Ave.
Albany, NY 12234

Dear Mr. Frank,

Innova Girls Academy Charter School is a proposed K-6th grade STEAM school for girls. The goal of the program is to equip young women with the academic skills and problem-solving mindset that is required to excel in STEM related careers. Given the current technological growth of the city of Rochester, this academic program will serve an important need in creating opportunities for girls to have access to high-paying and important careers. I support the proposal for Innova Girls Academy Charter School and believe that it should be approved to open in Rochester.

As a Counselor, Educator, Minister and Community Activist for over 20+ years, I understand the needs of students and the resources that are required to empower them to be successful. I believe that intrinsically, every girl has the ability to enhance her community and the world with innovation and distinction. The Innova Girls Academy Charter School is designed to cultivate and actualize the abilities and skills that young women need to be superior academically, socially and personally. Through its "Rigor is a Right" commitment, this Charter School has the ability to transform the lives of students, faculty, staff and the community at large. Establishing and maintaining a spirit of excellence, courage, and brilliance creates an atmosphere where students acknowledge, internalize and actualize their own sense of greatness.

Innova Girls Academy is committed to implementing a comprehensive and enrichment filled curriculum. Its focus on the areas of STEAM, leadership, teamwork and individualized success, is paramount to the transformational process of each student academically. Additionally, the curriculum is crafted to further refine student's problem solving and solution finding skills developmentally. As a mother of an 11-year-old girl, a native of Rochester, and stakeholder within the community at large, it is my desire to support opportunities that will invest positively in the lives of young girls. I support programs and initiatives such as the Innova Girls Academy Charter School that dare to model modernism within education, fortitude, audacity, assurance, genius, and rigor. Simply put, we need more of all these characteristics embedded within the blueprints of school programs and our girls deserve to have access to such environments.

I am excited to see all that Innova Girls Academy Charter School will accomplish in partnership with young women in Rochester. Our girls deserve the opportunity to have access to a school that encourages them to become leaders in their communities.

Sincerely,

Melany J. Silas

Melany J. Silas, PhD, M. Div.
Professor, Monroe Community College

David Frank
Executive Director, Charter School Office
New York State Education Department
89 Washington Ave.
Albany, NY 12234

May 12, 2020

Re: Innova Girls Academy Charter School

Dear Mr. Frank,

Innova Girls Academy Charter School is a proposed K-6th grade STEAM school for girls. The goal of the program is to equip young women with the academic skills and problem-solving mindset that is required to excel in STEM related careers. Given the current technological growth of the city of Rochester, this academic program will serve an important need in creating opportunities for girls to have access to high-paying and important careers. I support the proposal for Innova Girls Academy charter school and believe that it should be approved to open in Rochester.

As someone who has managed technology businesses most of my career, as well as one who participates in education as an adjunct professor at the University of Rochester, it has been a constant priority in my life to develop technical talent in the community. This is particularly important for me among women, where technologists are historically less prevalent. As such, Innova is an important and very needed resource I am happy to support to achieve that end.

I am excited to see all that Innova Girls Academy Charter School will accomplish in partnership with young women in Rochester. Our girls deserve the opportunity to have access to a school that encourages them to become leaders in their communities.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ed Nabrotzky', written in a cursive style.

Ed Nabrotzky, B.Sc., MBA, PhD candidate
Panasonic Corporation, North America
Adjunct Professor, University of Rochester

David Frank
Executive Director, Charter School Office
New York State Education Department
89 Washington Ave.
Albany, NY 12234

May 12, 2020

Re: Innova Girls Academy Charter School

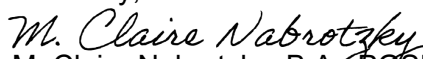
Dear Mr. Frank,

Innova Girls Academy Charter School is a proposed K-6th grade STEAM school for girls. The goal of the program is to equip young women with the academic skills and problem-solving mindset that is required to excel in STEM related careers. Given the current technological growth of the city of Rochester, this academic program will serve an important need in creating opportunities for girls to have access to high-paying and important careers. I support the proposal for Innova Girls Academy charter school and believe that it should be approved to open in Rochester.

As a woman and educator for my entire professional career, it has been a thrill to work with energetic young women who have the drive to stretch for high accomplishment in STEM subjects. For those that have the talent, my experience suggests that there are not enough opportunities to specifically cultivate this important group. As such I am proud to support Innova Girls Academy Charter School and urge you to do the same.

I am excited to see all that Innova Girls Academy Charter School will accomplish in partnership with young women in Rochester. Our girls deserve the opportunity to have access to a school that encourages them to become leaders in their communities.

Sincerely,



M. Claire Nabrotzky, B.A., P.E., MEd

Adjunct Professor, Brigham Young University - Idaho

April 1, 2020

David Frank
Executive Director, Charter School Office
New York State Education Department
89 Washington Ave.
Albany, NY 12234

Dear Mr. Frank,

I am writing to support Innova Girls Academy Charter School proposed for Science, Technology, Engineering, Arts, and Math (STEAM) education for girls in Rochester, New York.

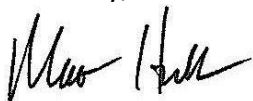
Greater Rochester Enterprise (GRE) is an economic development organization working to attract new capital investments and jobs to the Greater Rochester, NY region. The Innova Girls Academy could play an important role in supporting development of future talent for key industries in the Greater Rochester area.

The availability of talent is one of the key challenges facing the growth of businesses in key industry sectors in Rochester including: food and beverage processing; optics, photonics and imaging; advanced manufacturing; and software and information technology.

The Innova Girls Academy would equip young women with the academic skills and problem-solving mindset that is required to excel in the STEM related careers prevalent in the industries noted above. This academic program will serve an important need in creating opportunities for girls to have access to high-paying and important careers in growing businesses in Greater Rochester, New York.

I am excited to see all that Innova Girls Academy Charter School will accomplish in partnership with young women in Rochester. Our girls deserve the opportunity to have access to a school that encourages them to secure critical skills for the future and become leaders in their community.

Sincerely,



Matt Hurlbutt
President & CEO

May 1, 2020

David Frank
Executive Director, Charter School Office
New York State Education Department
89 Washington Ave.
Albany, NY 12234

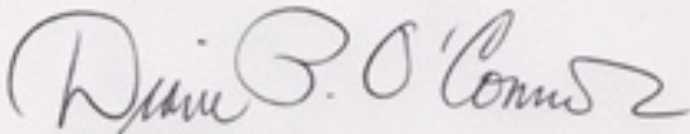
Dear Mr. Frank,

Innova Girls Academy Charter School is a proposed 4th-8th grade STEM school for girls. The goal of the program is to equip young women with the academic skills and problem-solving mindset that is required to excel in STEM related careers. Given the current technological growth of the city of Rochester, this academic program will serve an important need in creating opportunities for girls to have access to high-paying and important careers. I support the proposal for Innova Girls Academy Charter School and believe that it should be approved to open in Rochester.

In 1970, as a 'girl' excelling in Math & Science, I was one of four students chosen from my High School to plant a tree in commemoration of the first Earth Day. Forty-two years later I was selected as Xerox Corporation's Vice-President of Environment, Health, Safety & Sustainability, a position with global responsibility. I was fortunate to have the support of family, teachers, managers and mentors along the way. A portion of my learning was in a 'girls only' environment where I was given the confidence to follow my personal interests and develop both technical and leadership skills. This is what Innova Girls Academy Charter School can do for Rochester area girls - to nurture and support them as they develop the skills required for a STEM related career.

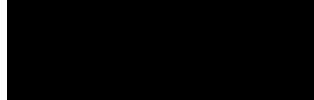
I am excited to see all that Innova Girls Academy Charter School will accomplish in partnership with young women in Rochester. Our girls deserve the opportunity to have access to a school that encourages them to become leaders in their communities.

Sincerely,



Diane P. O'Connor
VP Environment, Health, Safety & Sustainability, Retired
Xerox Corporation

Kim Browning
Chief of Staff
Tabula Rasa Health Care



David Frank
Executive Director, Charter School Office
New York State Education Department
89 Washington Ave.
Albany, NY 12234

January 20th, 2020

Dear Mr. Frank,

I am writing this letter of endorsement for Innova Girls Academy. It is my firm belief that women who are interested in STEM and are supported more broadly than the academic curriculum that is made available at the high school level will be better positioned for success. The support needs to come early, during critically formative years (starting at 8-9 years old) in order to nurture STEM interests and aptitudes in a much focused manner. In addition, support is crucial beyond academics. Teaching “success” and demonstrating what it looks like is innovative. Learning in an environment where “success” beliefs are taught and modeled are empowering. These “success” beliefs include, but are not limited to, curiosity, resourcefulness, empathy, accountability, tenacity and enthusiasm.

To be successful in the business world of STEM, professionals need to be able to demonstrate, and lead with both their technical skills and the “success” beliefs noted above. The current emphasis on academics and starting at the high school and collegiate level is not enough and is too late to foster women leaders in STEM business.

I am a long-standing New York resident and completed my Regents with Scientific Endorsement in the late 70s. While I had the academic support, I lacked the role models of successful women in STEM. To be honest, not much has changed in the last 40 years. Even now, the high school academic teachers are predominately males and the orientation remains on academics alone.

The model of the Innova Girls Academy provides the harmonic convergence of academics, complemented by the “success” beliefs that, when taught early become part of the individual’s persona. The ability to break the cycle of poverty and poor education is not beyond reach with the Innova Girls Academy. I have pledged both personal and financial support of the academy.

With appreciation,

Kim Browning

Kim Browning

Cynthia Langston
Senior Vice President, Chief Analytics & Data Officer
Excellus Blue Cross Blue Shield
Rochester, New York

April 28, 2020

David Frank
Executive Director, Charter School Office
New York State Education Department
89 Washington Ave.
Albany, NY 12234

Dear Mr. Frank,

I, Cynthia Langston, am writing to express my support of the Innova Girls Academy Charter School application. Right now, in Rochester, there are approximately 1,300 seats available in public all-boys schools and only approximately 350 seats available in public all-girls schools.

Innova Girls Academy Charter School will offer a potential solution to this inequity. The Founding Team at Innova Girls Academy has committed significant time in listening and learning through community engagement to understand the need in Rochester. They have designed a program that will work to increase opportunities for young women in Rochester which will ultimately benefit the city.

The mission of Innova Girls Academy Charter School is to empower young women through an academic program that is integrated with science, technology, engineering, and math. In developing as an all-girls school, the program will help girls overcome the stereotypes that have traditionally prevented women from thriving in these important fields.

The mission of this school is personal for me, because I have experienced firsthand the opportunity of earning an education in technology. I graduated from a male dominated University, Purdue in West Lafayette Indiana. My high School education was critical to my success at Purdue. Growing up in the inner city of Chicago, it was important to have the opportunity to attend a Magnet High School geared toward the sciences, engineering and technology disciplines. Here in Rochester, it is as equally as important to ensure we have schools for girls geared toward the same disciplines. I am happy to report that today, I am the only African American female Executive Leader at one of the largest nonprofit health organizations located in the state of New York – education matters!

Innova Girls Academy will even the playing field for girls in Rochester. I am committed to supporting the school to ensure its success in Rochester.

Thank You,

Cynthia Langston
Senior Vice President, Chief Analytics & Data Officer

April 29, 2020

David Frank
Executive Director, Charter School Office
New York State Education Department
89 Washington Ave.
Albany, NY 12234

Dear Mr. Frank,

I am proud to write this letter to demonstrate support for Innova Girls Academy Charter School. The mission of the school is to empower young women in Rochester to become innovative leaders and problem-solvers. I know that young women in Rochester are more capable of academic achievement than our current proficiency rates in ELA and Math would demonstrate. Our girls deserve access to a school that pushes them to excel in an environment that is both academically challenging and supportive. I believe that Innova Girls Academy will position young women in Rochester to positively impact their communities as change-makers and innovators.

Kodak has a long history of supporting education. Our founder, George Eastman famously contributed to University of Rochester, R.I.T. and many other worthy institutions across the nation. Kodak is particularly interested in supporting S.T.E.M. educational initiatives like Innova, as we, along with the 113 other companies operating at Eastman Business Park have a strong need for technical talent to run our operations now and well into the future.

Of note, in September of 2019, the Eugenio Maria de Hostos Charter School opened its new high school in Building 10 of the Kodak complex at 343 State Street in Rochester, New York.

In closing, we would like to reiterate support for Innova Girls Academy Charter School. This school will be an important addition to the Rochester educational landscape.

Please do not hesitate to reach out with any questions.

Sincerely,

Tim Palmer

Timothy Palmer
Vice President, Development
Eastman Business Park
Eastman Kodak Company



3/18/2020

David Frank
Executive Director, Charter School Office
New York State Education Department
89 Washington Ave.
Albany, NY 12234

Dear Mr. Frank,

Innova Girls Academy Charter School is a proposed K-6th grade STEAM school for girls. The goal of the program is to equip young women with the academic skills and problem-solving mindset that is required to excel in STEM related careers. Given the current technological growth of the city of Rochester, this academic program will serve an important need in creating opportunities for girls to have access to high-paying and important careers. I, Andrew Brady support the proposal for Innova Girls Academy charter school and believe that it should be approved to open in Rochester.

I had a chance to meet with Lindsay Swanson as she was putting together her charter and was impressed by her inspiring vision and her commitment to this community. As leadership development consultant, I was encouraged to hear of her focus on leadership. As the President of Rochester Young Professionals, I am hopeful of the impact for Innova to cultivate the future young professionals in Rochester.

I am excited to see all that Innova Girls Academy Charter School will contribute to our community in the years and generations to come. Our girls deserve the opportunity to have access to a school that encourages them to become leaders in their communities.

Sincerely,

A handwritten signature in black ink, appearing to read 'A. Brady', written in a cursive style.

Andrew Brady



April 13, 2020

David Frank
Executive Director, Charter School Office
New York State Education Department
89 Washington Ave.
Albany, NY 12234

Dear Mr. Frank,

I write this letter to demonstrate my support of Innova Girls Academy Charter School. The mission of the school is to empower young women in Rochester to become innovative leaders and problem-solvers. I wish an institution such as this was available to me as a young woman growing up in Rochester. As an all-girls and STEAM focused school, Innova Girls Academy represents a new and important option for Rochester families. I believe that Innova Girls Academy will benefit the city and will help to prepare the next generation of strong female leaders in our community.

I believe it will be a wonderful addition to our community. It will open the eyes and minds of many young women in Rochester to see their unlimited potential in fields that they otherwise would have not be exposed to at this age.

In closing, I would like to reiterate my support for Innova Girls Academy Charter School. This school will be an important addition to the Rochester educational landscape.

Please do not hesitate to reach out with any questions.

Sincerely,

Andria B. Langston

Andria B. Langston



David Frank
Executive Director, Charter School Office
New York State Education Department
89 Washington Ave
Albany, NY 12234

May 18th, 2020

Dear Mr. Frank,

Please accept this letter as a recommendation in support of establishing Innova Girls Academy Charter School. Innova Girls Academy will locate in Rochester and serve young women in grades K-6 as an elementary school. I am happy to support the addition of quality educational institutions that provide parents in Rochester more choices for their children. I believe that Innova Girls Academy will fill a distinct need in our community as a single-gender, STEAM school that encourages young women to become innovative leaders.

Innova Girls Academy seeks to diversify the technical workforce in Rochester by equipping students with the problem-solving mindsets necessary to excel. Considering the opportunities in STEM careers, I believe this program will give girls in Rochester a fair chance at leading empowered lives and position them as change-makers in their communities. In my own career within information technology at Capstone IT, I have leveraged the power of technology to solve problems and streamline the work. We need to ensure that the next generation of girls in Rochester have access to an education that will set them up to be leaders across the STEM industries. Additionally, we need to teach girls that mistakes are an opportunity to learn. We need girls to be confident enough to face failure and grow.

It is crucial that we provide fulfilling educational opportunities to students in Rochester who are the future of our city. I am hopeful that the innovative practices described by the Innova Girls Academy founding team will result in incredible outcomes for our community's young women.

Sincerely,

Sitima Fowler

Sitima Fowler
General Manager, Inonic IT

SPOT ON
DEVELOPMENT

550 Latona Road
Rochester, NY 14626
(585) 225-0140



May 4th, 2020

David Frank
Executive Director, Charter School Office
New York State Education Department
89 Washington Ave.
Albany, NY 12234

Dear Mr. Frank,

I am proud to write this letter to demonstrate my support of Innova Girls Academy Charter School. The mission of the school is to empower young women in Rochester to become innovative leaders and problem-solvers. Personally, my wife has a PhD in Biostatistics and my sister has a Master's Degree in Biostatistics which makes Innova Girls Academy Charter School's mission close to my heart. Subsequent to my wife and sister graduating with their STEM degrees, they were easily able to obtain employment at very well respected companies. Furthermore, they have both navigated successfully in their positions by solving complex problems on a daily basis as well as spearheading difficult projects in workplaces where most of their coworkers are men. Seeing this firsthand has opened my eyes to the opportunities that young Rochester women could have if they attended Innova Girls Academy Charter School.

Rochester's girls deserve access to a school that pushes them to excel in an environment that is both academically challenging and supportive. I believe that Innova Girls Academy will position young women in Rochester to positively impact their communities as change-makers and innovators.

Our company Spot On Development has been working with Innova Girls Academy Charter School to find the best suitable location within one of our properties. It is absolutely imperative that we find a location that best fits all of their needs so that these girls can have the opportunity to have individualized support, develop into leaders, and ultimately set themselves up for success when they transition into adulthood.

In closing, I would like to reiterate my support for Innova Girls Academy Charter School. This school will be an important addition to the Rochester educational landscape.

Please do not hesitate to reach out with any questions.

Sincerely,

Angelo Ingrassia, MBA
Vice President
Spot On Development



May 14, 2020

Mr. David Frank
Executive Director, Charter School Office
New York State Education Department
89 Washington Avenue
Albany, NY 12234

Re: Innova Girls Academy Charter School

Dear Mr. Frank,

Innova Girls Academy Charter School is a proposed K-6th grade STEAM school for girls. The goal of the program is to equip young women with the academic skills and problem-solving mindset that is required to excel in STEM related careers. Given the current technological growth of the city of Rochester, this academic program will serve an important need in creating opportunities for girls to have access to high-paying and important careers. I, Allison Shannon of SWBR Architects support the proposal for Innova Girls Academy charter school and believe that it should be approved to open in Rochester.

As an architect my passion is designing K-12 grade educational facilities, advance the educational curriculum through the built environment. Statistic currently show that young women are not choosing STEM related career paths. I whole heartily offer my support to the Innova Girls Academy Charter School and their STEAM curriculum which will strengthen career opportunities for young women to pursue related career paths.

I also see opportunities for women in the Rochester community who are in STEM related careers to become mentors to Innova's student body. What a wonderful opportunity Innova Girls Academy Charter School will bring for young women of this age group and demographics.

I am excited to see all that Innova Girls Academy Charter School will accomplish in partnership with young women in Rochester. Our girls deserve the opportunity to have access to a school that encourages them to become leaders in their communities.

Sincerely,



Lynanne H. Wehner, AIA
Senior Project Manager,

LHW:lcm

C:\USERS\LISAC\DESKTOP\INNOVA GIRLS ACADEMY CHARTER SCHOOL.DOCX

May 14, 2020

Mr. David Frank
Executive Director, Charter School Office
New York State Education Department
89 Washington Avenue
Albany, NY 12234

Re: Innova Girls Academy Charter School

Dear Mr. Frank,

Innova Girls Academy Charter School is a proposed K-6th grade STEAM school for girls. The goal of the program is to equip young women with the academic skills and problem-solving mindset that is required to excel in STEM related careers. Given the current technological growth of the city of Rochester, this academic program will serve an important need in creating opportunities for girls to have access to high-paying and important careers. I, Allison Shannon of SWBR Architects support the proposal for Innova Girls Academy charter school and believe that it should be approved to open in Rochester.

As a female architect, who works in the K-12 grade market sector in the Rochester, NY, I feel that a Charter School such as Innova is a great asset to the community and especially to young women students of this age group. Young women of this age group will thrive in a STEAM base academic environment offered at Innova Girls Academy Charter School. The STEAM based curriculum will help introduce Innova students to the vast career opportunities related to these fields of study.

I also see opportunities for my professional organization Women in Architecture, through the American Institute of Architects to offer mentoring programs for girls interested in careers in the built environment.

I am excited to see all that Innova Girls Academy Charter School will accomplish in partnership with young women in Rochester. Our girls deserve the opportunity to have access to a school that encourages them to become leaders in their communities.

Sincerely,



Allison Shannon, AIA
Senior Project Manager,

AMS:lcm

C:\USERS\LISAC\DESKTOP\INNOVA GIRLS ACADEMY CHARTER SCHOOL DOCX

Kathy Lewis
Retired Director of Community Health Policy
Center for Community Health
University of Rochester Medical Center



April 3, 2020

David Frank
Executive Director, Charter School Office
New York State Education Department
89 Washington Ave.
Albany, NY 12234

Dear Mr. Frank,

I write this letter in support of Innova Girls Academy Charter School. The mission of the school is to empower young women in Rochester to become innovative leaders and problem-solvers. As a former Executive Director of Threshold Center for Youth, I have watched too many girls drop out of high school, lost in a large school district that does not build their academic confidence. An all-girls and STEAM focused school, Innova Girls Academy represents a new and important option for Rochester families. I believe that Innova Girls Academy will benefit the city and will help to prepare the next generation of strong female leaders in our community.

I have also worked on and followed closely Rochester's efforts to decrease teen pregnancy and parenting rates. Research has shown that for girls a key to success in this area is helping them develop a life goal so that they have an alternative vision for their lives. I believe that the STEAM focus planned for Innova is well designed to achieve that objective. The design shares a number of important elements with Vertus Charter School for young men, whose success in our community has been frequently noted. Yet we have no such program for young women. Finally, I believe that Lindsay Swanson is a strong and visionary leader for Innova who is driven by a deep commitment to work with the community—a quality often lacking in organizational leaders.

In closing, I would like to reiterate my support for Innova Girls Academy Charter School. This school will be an important addition to the Rochester educational landscape.

Please do not hesitate to reach out with any questions.

Sincerely,
Kathy Lewis
Kathy Lewis

May 4, 2020

David Frank
Executive Director, Charter School Office
New York State Education Department
89 Washington Ave.
Albany, NY 12234

Dear Mr. Frank,

Innova Girls Academy Charter School represents an opportunity for girls in Rochester to develop the confidence of voice that is needed to lead. The Innova Girls Academy Founding Team have described the mission to me as an opportunity for young girls in our community to not only see their potential but an opportunity to provide them with the tools and supports in order to succeed well beyond high school. I believe in this importance of this mission and am confident in the Founding Team's ability to establish Innova Girls Academy in Rochester.

As a Human Resources and Diversity and Inclusion professional in Rochester, I know the importance of ensuring that organizations have employee bases that represent the communities that they serve, especially in STEM areas, as well as employees that have the tools and confidence to push through barriers in order to be successful, ultimately helping our community as a whole. I believe that Innova Girls Academy will provide girls in Rochester a strong educational foundation that will allow them to flourish in whatever career they eventually pursue. I am particularly impressed with the team's commitment to build future leaders in our community and to tailor to the young girls' needs individually. I believe that the innovative model described by Innova Girls Academy Founding Team members will effectively empower young women in Rochester to thrive.

Parents in Rochester deserve to have the choice to send their children to the school they believe will best meet the needs of their students. With the addition of Innova Girls Academy Charter School in Rochester, parents will have a high-quality option available within their own community. This school is an important addition to a city that needs its young women to grow into the next generation of innovative leaders.

Please reach out with any questions or additional information.

Thank you,

Karima Miller



D.B.I. Management Group, LLC

146 Third Street
Rochester, New York



3/09/2020

David Frank
Executive Director, Charter School Office
New York State Education Department
89 Washington Ave.
Albany, NY 12234

Dear Mr. Frank,

I, Anthony D. Lewis, Sr. Owner/CEO of D.B.I. Management Group, LLC am writing to express our support of the Innova Girls Academy Charter School application. Right now in Rochester, there are approximately 1300 seats available in public all-boys schools and only approximately 350 seats available in public all-girls schools. Innova Girls Academy Charter School will offer a potential solution to this inequity. The Founding Team at Innova Girls Academy has committed significant time in listening and learning through community engagement to understand the need in Rochester. They have designed a program that will work to increase opportunities for young women in Rochester which will ultimately benefit the city as a whole.

The mission of Innova Girls Academy Charter School is to empower young women through an academic program that is integrated with science, technology, engineering, and math. In developing as an all-girls school, the program will help girls overcome the stereotypes that have traditionally prevented women from thriving in these important fields.

D.B.I. Management Group LLC, is a strong supporter of empowering women through academia and business as we have since our creation in 2012. We understand the importance of women and young women alike being empowered to lead the lives they choose to instead of what's being offered to them and with more women being involved in technology and science and becoming leaders in these industries our communities will become stronger and better.

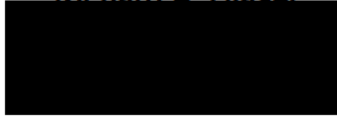
Innova Girls Academy will even the playing field for girls in Rochester. I am committed to supporting the school to ensure its success in Rochester.

Thank You,

A handwritten signature in black ink, appearing to read "A. Lewis, Sr." with a stylized flourish.

Anthony D. Lewis, Sr.
Owner/CEO
D.B.I. Management Group, LLC

Richard A. Glaser



April 17, 2020

David Frank
Executive Director, Charter School Office
New York State Education Department
89 Washington Ave.
Albany, NY 12234

Dear Mr. Frank,

I am writing to provide my strong and unequivocal endorsement of Innova Girls Academy Charter School, a proposed K-6th grade STEAM school for girls.

I have been a City of Rochester resident for 16 years, raising two children during this time frame. I am involved in the Grove Place Neighborhood Association – my neighborhood association in the heart of downtown. I am also a very visible and influential figure in economic and community development. I have acquired a reputation for addressing Rochester’s major challenges in order to help our community achieve its great potential. I know that educating our youth in STEM and leadership skills is critical to those goals.

Innova Girls Academy will equip young women with the skillsets to attend college, enter promising careers, and fill the growing number of jobs in our thriving tech sector. I know Rochester and New York State also aim to develop our youth for the modern workforce. Our educational system needs to align with these goals. Thus, Innova Girls Academy’s request seeking charter approval should be granted.

I am excited to see all that Innova Girls Academy Charter School will accomplish. The young girls of Rochester deserve the opportunity to be equipped to serve as future leaders.

Sincerely,



Richard A. Glaser (Apr 19, 2020)

March 31st 2020

David Frank
Executive Director, Charter School Office
New York State Education Department
89 Washington Ave.
Albany, NY 12234

Dear Mr. Frank,

I am proud to write this letter to demonstrate my support of Innova Girls Academy Charter School. The mission of the school is to empower young women in Rochester to become innovative leaders and problem-solvers. I know that young women in Rochester are more capable of academic achievement than our current proficiency rates in ELA and Math would demonstrate. Our girls deserve access to a school that pushes them to excel in an environment that is both academically challenging and supportive. I believe that Innova Girls Academy will position young women in Rochester to positively impact their communities as change-makers and innovators.

As a parent of two young daughters and community Realtor and advocate I believe the following; To prepare our children for the changing times and environment they need to receive the most well rounded quality education in a well fostered environment. Innova would offer our young women the opportunity to immerse themselves in STEAM based education and maximize their academic experience. Having the ability to foster future leaders through helping them acquire technical skills as well as key reasoning and problem solving is invaluable. How can we not support what Innova would mean for our kids in our local community.

In closing, I would like to reiterate my support for Innova Girls Academy Charter School. This school will be an important addition to the Rochester educational landscape.

Please do not hesitate to reach out with any questions.

Sincerely,

Orlando Rivera



April 23, 2020

David Frank
Executive Director, Charter School Office
New York State Education Department
89 Washington Ave.
Albany, NY 12234

Dear Mr. Frank,

Innova Girls Academy Charter School is a proposed K-6th grade STEAM school for girls. The goal of the program is to equip young women with the academic skills and problem-solving mindset that is required to excel in STEM related careers. Given the current technological growth of the City of Rochester, this academic program will serve an important need in creating opportunities for girls to have access to high-paying and important careers. I, Veronica Dasher, support the proposal for Innova Girls Academy charter school and believe that it should be approved to open in Rochester.

As an alum of an all-girls high school, I was wholly supportive of Ms. Swanson's vision to start a charter school for young women dedicated to STEAM education. Women are extremely underrepresented in STEAM fields although studies indicate girls score comparably, sometimes higher, than their male counterparts on Science exams. STEM careers create an increase in earnings for women, representing a step in the right direction toward reducing gender-based wage gaps. Additionally, studies have shown girls benefit from single-sex environments. This was certainly my experience while attending Nazareth Academy.

Rochester, New York, like many postindustrial mid-sized cities, struggles with a high poverty rate which disproportionately impacts women of color. Rochester is number one for child poverty in the nation compared to other cities of its size. Providing educational opportunities directly correlated to promising careers can help end the cycle of poverty for some families, helping young women to achieve their God-given potential. This problem requires all hands on deck approach. Our community must offer concrete, sustainable solutions for future generations.

I am excited to see all that Innova Girls Academy Charter School will accomplish in partnership with young women in Rochester. Our girls deserve the opportunity to have access to a school that encourages them to become leaders in their communities.

Sincerely,

Veronica Dasher

President & CEO – Dasher Unlimited, LLC

Regional Manager, Community Outreach and Development – Rochester Gas & Electric



[REDACTED]
April 3, 2020

David Frank
Executive Director, Charter School Office
New York State Education Department
89 Washington Ave.
Albany, NY 12234

Dear Mr. Frank,

I am proud to write this letter to demonstrate my support of Innova Girls Academy Charter School. The mission of the school is to empower young women in Rochester to become innovative leaders and problem-solvers. I know that young women in Rochester are more capable of academic achievement than our current proficiency rates in ELA and Math would demonstrate. Our girls deserve access to a school that pushes them to excel in an environment that is both academically challenging and supportive. I believe that Innova Girls Academy will position young women in Rochester to positively impact their communities as change-makers and innovators.

While I am presently working professionally as a licensed massage therapist, I also am certified by NYS as a Pediatric Nurse Practitioner. I have worked in pediatric nursing since 1979. I am a mother of three grown female daughters who all hold professional degrees. Two in nursing and one is an immigration lawyer.

I have devoted my life to all stages of pediatric nursing and development with both female and male children. While I have always strived to find the best in every child, I am thrilled that there will hopefully be an academic avenue for female children to grow and flourish. That this institution has the ability to create a safe and nutritive environment that does not allow our pediatric female population to be intimidated or shortchanged in any way.

Innova Girls Academy Charter School has the objective to cultivate the best of each student enrolled and to accompany them on their journey to a higher educational ground. It has the ability to change the direction of each female child by exposing them to the real world of the success cycle: having a dream, be willing to work hard, to persevere through the difficult times,

and to be patient for success to come. To have faith that they can follow their dreams because they will be in contact with hardworking and inspirational people every day.

In closing, I would like to reiterate my support for Innova Girls Academy Charter School. This school will be an important addition to the Rochester educational landscape.

Please do not hesitate to reach out with any questions. I can be reached at 

Sincerely,

Theresa A. Agostinelli

Theresa A. Agostinelli PNP, LMT

April 20, 2020

Mr. David Frank
Executive Director, Charter School Office
New York State Education Department
89 Washington Ave.
Albany, NY 12234

Dear Mr. Frank,

It is with great enthusiasm that I write this letter of support for Innova Girls Academy Charter School's request for charter authorization from the New York State Education Department.

In my nearly 25-year career spent supporting education, I've seen first-hand the benefits of offering engaging STEM experiences that build confidence, curiosity and problem-solving skills for students. Supporting girls in STEAM doesn't mean they all must enter a scientific or technical related field. For some, they'll find their calling as the exposure sparks a lifelong passion and interest. For others, the experience will engage them in ownership of their education—and while they may choose other fields, they'll never lose the foundation and mindset to help tackle the world's challenges from unique perspectives.

While each of the existing Rochester charter schools has valuable and unique offerings for children in the city, none is dedicated to empowering young women through science and innovation to become leaders and critical thinkers. No other Rochester school provides a clear path for young girls to explore and consider STEAM fields. Innova's proposed charter will fill a void and offer an important new option for Rochester's daughters.

I reiterate my support for Innova Girls Academy Charter School. I believe Innova's commitment to build a rigorous academic curriculum with strong foundational skills in math, science and computer science for girls in the city of Rochester will have a profound effect that will empower them beyond their middle school years.

If you have any questions, please do not hesitate to reach me.

Sincerely,



Aimee J. Lewis
Founder

Attachment 2d: Evidence of District Support of Restart/Turnaround - Optional

Not applicable.

Attachment 3: Course Descriptions

Literacy Approach

The literacy curriculum at Innova Girls Academy will inspire students to develop the habits of life-long readers. Our students will be motivated to read to learn and deeply invested in the beauty of losing themselves in an engaging novel. We believe great leaders are great readers. We have selected a rigorous curriculum that emphasizes extra time in reading and writing throughout the course of a student’s education. This begins in Lower Academy where we are building strong literacy foundations that will allow students to flourish as they progress through their academic career. Following the best practices of culturally relevant pedagogy, we have selected books that feature stories of characters that share identities with our students. Four core beliefs about literacy, outlined below, have been central to the development of our literacy program.

Literacy Beliefs:

1. Reading is fundamental to problem solving
2. Life-long learners are life-long readers
3. Leaders are critical consumers of complex text
4. Evidence-based thinking and argumentation will empower students to communicate clearly and persuasively

Figure 1 below demonstrates the alignment between our beliefs about literacy, the standard practices that will be used in literacy classes, and the literacy courses/activities that make up our literacy program in the Lower and Upper Academies.

Figure 1: Literacy Beliefs in Action

Literacy Beliefs	Aligned Standard Practices	Aligned Literacy Courses and Activities
Reading is fundamental to problem solving	All students grappling with challenging questions and doing the heavy lifting: Throughout the lesson students should be actively engaged in reading, thinking, and talking about the text. Support should only be provided by the teacher when absolutely necessary after the student has made two unsuccessful attempts at making meaning of the word they are trying to decode or the question they are trying answer.	-Literacy Rotation -Reader’s Workshop -History -Upper Academy ELA -Cross-Curriculum reading in STEM
Life-long learners are life-long readers.	Read, baby, read: The goal of Novel Study is to give students time to practice and build their foundational reading, critical thinking, and academic and oral language skills. Therefore, most of the time (at least 2/3 of the block) should be spent reading, thinking about and discussing the text. During this time scholars should demonstrate sustained focused reading. Text Worth Reading: The texts chosen for Novel Study align to the instructional reading level of the scholars and include multiple opportunities for scholars to practice grappling with the critical demands of the texts, to build increasing independence in their reading accuracy, fluency and deep thinking about text at the specific reading level. The texts selected should also, when possible, align to student interests to help build engagement and a love of reading.	-Literacy Rotation -Novel Study -Independent Reading at home -Discussing Independent Reading in Advisory

<p>Leaders are critical consumers of complex text.</p>	<p>Questions Worth Asking: Throughout each lesson, teachers should ask students text-dependent questions that prompt them to think critically about the text demands and central idea of the text. During the last part of the lesson after students have had an ample amount of time to read, the teacher should bring students together to discuss their responses to text-dependent questions and to synthesize the information/ideas of the text.</p>	<p>-Read Aloud -Novel Study -History -Reader’s Workshop</p>
<p>Evidence-based thinking and argumentation will empower students to communicate clearly and persuasively.</p>	<p>Building Habits of Discussion, Accountable Talk, and Academic Language: Throughout the lesson, students should be held accountable for using academic language, as well as accountable talk moves and discussion habits when communicating with the group and sharing ideas.</p>	<p>-Literacy Rotations -Reader’s Workshop -Writer’s Workshop -Novel Study -History -Upper Academy ELA</p>

Overview of Lower Academy Literacy Rotations – Grades K-2. Students will build the important foundations in literacy through a daily 90-minute literacy block. Within this block, students will rotate through three different stations. Students will spend 30 minutes in each station, working either directly with a teacher or on their computer (in Station 3). Students will be grouped by level so that they are working on content that is grade level appropriate and within their zone of proximal development. One Kindergarten and one 1st Grade classroom will also engage in Literacy Rotations at the same time so that students may be moved from one classroom to another in order to achieve the most data-driven and strategic student groupings for student literacy development. The descriptions of these three stations are as follows:

- **Station 1: Guided Reading**
 - Students will be grouped homogenously by data collected from STEP assessments. After each proctoring of STEP assessments, groups may be adjusted to reflect the most current assessment data. Throughout the 30-minute Guided Reading rotation, teachers work with the small groups of students to develop grade-level skills and habits that are specific to the STEP level of development. Guided Reading is an opportunity for teachers to model and coach students as they read together from a common text that is one or two levels above groups’ reading level. Typically in Guided Reading, the teacher will model a specific skill through a mini-lesson at the start of the rotation. Students will then have opportunities to practice with a book, sharing out with the group and being coached by the teacher.
- **Station 2: Phonics**
 - We will use the research-based Reading Mastery program for our Phonics Instruction. This is a program is used in many high-quality urban charter schools with similar demographics to our future student population. As a crucial component of teaching students to read, we will directly teach phonological and phonemic awareness. The Reading Mastery program uses visual, auditory, and tactile cues to provide direct instruction to teach students phonemic awareness. As students progress through the Reading Mastery Program, they will first learn to identify letters, then they will learn phonemes associated with letters. Finally,

they will learn how to use phonics to read and write. In order to ensure that students have multiple opportunities to practice phonics skills authentically, teachers will introduce a variety of different accessible texts during phonics. As is the case for the Guided Reading groupings, students will be dynamically grouped based upon their demonstrated STEP levels through the year. From grades K-2 and as students progress through the program, there will be an increased focus on application of phonics skills using longer texts. This development will also include a transition towards vocabulary development and reading comprehension as students progress.

- **Station 3: Lexia Core 5 (Computer-based)**

- For the final station, students will be working independently on their student computers. Students will have headphones that will allow them to engage inactivate with an adaptive literacy program known as Lexia Core 5. This program tracks student development and provides differentiated learning tasks that will target literacy gaps as they emerge. This personalized learning platform has been proven to be highly effective with developing readers, especially ELL students. In addition to provide students with adaptive learning tools that will allow them to develop as readers, the platform will also provide teachers with important data and student-specific resources that will be used for intervention supports through small-group instruction.

Description of Read Aloud – Grades K-2. We know that reading aloud to children is one of the single most important activity for building the content knowledge that is required for success in literacy. As such, we've dedicated 20 minutes each day to Read Aloud and Vocabulary Development. This period is led by a leader teacher in each classroom. First the teacher will lead students through a preview of the new vocabulary words they will hear in that day's story. Second, the teacher will engage students in the Read Aloud allow of a grade level appropriate book that is a few levels above the STEP levels of the students in the classroom. Throughout this Read Aloud, students will hear expert, expressive reading and fluency. Students will also practice their listening skills. At the end of the Read Aloud, the teacher will prompt students to generate questions and predictions based on the text that will be addressed in the following day's Read Aloud period. Read Aloud should work to get students in our Lower Academy excited about the joy of reading.

Description of Writer's Workshop – Grades K-6. Writer's Workshop is a class that starts in our Lower Academy and continues through to our Upper Academy. The goal of Writer's Workshop is to have students practice writing independently every day in an accountable setting. Writer's Workshop starts in Kindergarten where students will practice their letters and penmanship. This will develop into students learning about the writing process, representing stories that they create through pictures and eventually through complete sentences. By the end of the year, Kindergarten students will be developing stories with a beginning, middle, and end. Students will continue their writing development into the first grade where they will move towards writing longer narratives and persuasive stories that are accompanied by pictures to express ideas. By second grade, students will progress to writing expository, narrative and persuasive essays. Throughout Upper Academy in Grades 3rd-6th, students will learn and practice the writing

process: planning, drafting, revising, editing, and publishing. Students will write in multiple genres according to the NYS standards. Teachers will get to know each writer's strengths and needs on an individual basis and give feedback based on that knowledge. Students build writing stamina and fluency and learn to publish writing on the computer and process ideas as they type on the computer. Class each day will start with a teacher mini-lesson to teach an isolated writing skill. Students will then work to write independently practicing this skill, frequently working on a piece that is "in progress." While students are writing, the teacher will be conferring one-on-one with 3-4 writers during each workshop. The teacher may pull a "strategy-group" for students who are working on the same writing skill. The workshop will end each day with a closing and a share. The will teacher reiterate the teaching point and students share how they practiced it that day. Students who have significant gaps with writing conventions may need a different writing program with one of the teachers during this time, especially in the beginning of the year.

Overview of Transition to Upper Academy Literacy Instruction – Grades 3-6. Our Lower Academy is designed to ensure all students have a strong foundation in literacy that is at or above the New York State grade level standard before entering 3rd grade. In Upper Academy, we will spend approximately half of our instructional day engaging students in reading and writing. In our scheduling, multiple reading blocks will allow our students to practice multiple skills and engage with a wide variety of text. In Reader's Workshop, students will deepen their understanding and fluency using a variety of comprehension skills and strategies. Following the models for Reader's Workshop used at Springfield Prep¹ and Brooke Charter Schools², students will be divided into homogenous groupings during Reader's Workshop by STEP level. In our Novel Study lessons, all students will read and analyze a novel together. In book discussions, students build their literacy skills and will practice their Habits of Discussion and support their reasoning with evidence from the text. History will serve as another opportunity for literacy integration; students will read historical texts and will learn social studies standards through reading and writing about history. In Writer's Workshop, students will first engage in learning a new writing skill. After students have learned about this skill, they will have independent work time to practice implementing the skill into their own writing. These writing assignments will connect to the novels and nonfiction that students are reading in their other literacy-based classes.

Description of Reader's Workshop – Grades 3-6. The goal of Reader's Workshop is to have students practice reading independently every day in an accountable setting. There will be no formal mini-lesson or scope and sequence with units, but rather the entire course will be developed around demonstrated student mastery. Student will be placed into instructional groupings according to reading data based on STEP and MAP data. Because two cohorts of classes in sequential grade levels (for example one 3rd grade class and one 4th grade class), will meet at the same time each day, instructional groups will be able to be divided across four reading levels to work with four teachers. Students will engage in literacy rotation work within these four instructional groups. In the literacy rotation students will work on guided reading for the development of vocabulary acquisition, reading fluency, and reading comprehension. If we

¹ Springfield Prep's 3rd Grade ELA class, which has a similar number of economically disadvantaged students, ranks consistently in the top 15% of all Massachusetts elementary schools. In 3rd and 4th grade, 72% of student met or exceeded expectations on the MA ELA assessment. <https://www.springfieldprep.org/our-results>.

² Brooke MCAS results show demonstrated that it was the best open-enrollment school in Boston based on ELA achievement results in grades 3-8. <https://www.ebrooke.org/blog/the-results-are-in/>.

identify that students have a need for phonemic development, literacy rotations will also include this practice with the appropriate groups of students. Students may also be pulled to conference with teachers one-on-one. Ultimately, all classroom teachers will be hands on deck to drive reading skills and development. Students will strive to build their reading stamina and their love of reading. During Reader’s Workshop, teachers will develop a love of reading by sharing key encouraging ideas with students: “We all get to read and we all get what we need!”

Description of Novel Study – Grades 3-6. Students will apply comprehension and literary analysis skills to novels and other longer texts (e.g. chapter book biographies) that explore high interest topics and themes (including some from the social studies curriculum). This block will have a specific emphasis on close reading strategies with teachers engaging in “bursts” of close reading at the word/phrase, sentence, and paragraph level. Teachers may launch the lesson by posing comprehension questions that drive the lesson. The format of the reading will vary throughout the lesson. The teacher may read aloud as students follow along in their own books, students may also read the text independently as the teacher reads aloud to a small group of students to practice a different skill. Students will discuss text-dependent questions with a Turn and Talk partner or with the whole group. The teacher will highlight the reading strategies that students are applying as they process new content information from the text. Students will learn skills such as synthesis, interpreting figurative language, and inferring character motivation.

Description of History Integration – Grades 3-6. Students will learn social studies content using texts that align with the NY Social Studies Framework. Students will also gain background knowledge for the topics explored in Novel Study. For example, a novel set during World War II would be supplemented with related articles or primary sources. This will allow students to build and apply schema to comprehend increasingly complex texts. Teachers will set a purpose for reading based on content goals and will highlight a reading skill that students will practice in the lesson. Students may read to explore the causes of immigration among Mexican immigrants and will explore the reading skill of utilizing specific text features like maps and diagrams. Students will work independently or in partners to read the text and respond to the questions. Following partnered or independent work time, the whole class will discuss the questions using evidence from the text. During these discussions, the teacher will highlight the reading strategies students are applying as they process new content from the text. These strategies may include context clues, cause and effect, and main idea/details. Two classrooms in each sequential grade levels will have this course at the same time each day (for example, one 3rd grade and one 4th grade classroom), which will allow for the two classrooms to be divided into up to four groups if needed, based on student reading levels to provide opportunities for differentiation.

Description of Reading Reconsidered – Grades 5-6. Starting in the 5th grade, we will use the Reading Reconsidered Curriculum in our literacy classrooms during Novel Study/History so that students will be prepared for rigorous literacy experiences in middle school and beyond. This curriculum, developed by Uncommon Schools, is novel centric and writing intensive.³ The curriculum focuses on knowledge building and explicitly teaches the knowledge of history, science, literary terms, and vocab that is required to be able to critically read complex texts. Throughout each class period, students tackle text-driven objectives that push them to develop

³ <https://teachlikeachampion.com/reading-reconsidered-curriculum/>.

deep understanding of the text that they read each day. While reading great and culturally relevant books, students engage in three forms of writing assignments: developmental, formative, and summative. Mixing writing into each class period will push students to develop their writing and refine their understanding of each text. The integration of non-fiction texts throughout each unit will support students understanding by expanding content knowledge for each novel. Example texts in 5th grade include: *Esperanza Rising* (Pam Muñoz Ryan), *One Crazy Summer* (Rita Williams-Garcia), *Where the Mountain Meets the Moon* (Grace Lin), and *A Single Shard* (Linda Sue Park). Example texts in 6th grade include: *The Giver* (Lois Lowry), *Chains* (Laurie Halse Anderson), and *Brown Girl Dreaming* (Jacqueline Woodson).

Math Approach

At Innova Girls Academy, we know that every girl can flourish in the math classroom. We reject the notion that some people are “math” people and others are not. We will break down the stereotype threat, the notion that girls are less capable and have less potential in math, that has prevented young women to excel in math for years by affirming the mathematician in each of our students. We believe that math explains the way the world works. We know that for our students to go into the world as problem-solvers and leaders, they must have a strong conceptual understanding of numbers. We define conceptual understandings as “an integrated and functional grasp of mathematical ideas.”⁴ Students with strong conceptual understanding “know more than isolated facts and methods.”⁵ To be confident when interacting with math inside and outside of the classroom, students be able to estimate and evaluate. Confidence in number fluency in our Lower Academy will translate into confidence with pre-Algebra concepts in our Upper Academy. Teachers will look for opportunities to bring real-world context into the math classroom. For example, teachers helping students learn about ratios may equate ratios to the amounts of ingredients used in a recipe. Students will understand that there is power in mathematical knowledge and will be eager to build this knowledge in both procedural skill and conceptual understanding. We have selected a rigorous curriculum that emphasizes extra time in math throughout the course of a student’s experience at Innova. This begins with building strong math foundations in the Lower Academy that will introduce students to creative mathematical problem solving. We have developed a set of four math beliefs that will inform every curriculum and instructional decision made at Innova Girls Academy:

Math Beliefs:

- 1. Math is fundamental to problem-solving.**
- 2. Everyone has the potential to excel in math.**
- 3. Conceptual understanding is crucial for confidence in math.**
- 4. Procedural fluency empowers girls to develop strategic competence and adaptive reasoning.**

Our math program will be focused on ensuring all students have a strong foundation in math that is at or above the New York State grade level standard so that they are prepared to graduate from our program and excel in any future academic setting. In our Math Instruction period, teachers will provide direct instruction to students to directly teach skills and will demonstrate

⁴ <https://davidwees.com/content/what-is-conceptual-understanding/>.

⁵ <https://www.dreambox.com/conceptual-understanding/>.

how these skills can be used to solve varied math problems. Students will have time to practice the skills and problem-solving techniques. Students will also have access during this block period to small group instruction that centers on demonstrated math mastery driven by data analysis from previous exit tickets from the week. In Mathematician’s Workshop (“Math Workshop”), students develop the ability to quickly complete math problems on sight in order to practice the foundation of math that will guide them through the rest of their education and careers. Finally, in Cognitively Guided Instruction, students will be grappling to apply the content that they learned in Math Workshop to a story problem in a new context. Students will have the ability to guide themselves through a problem, in order to practice the problem-solving techniques learned throughout the year. Teachers will invite students to share their unique solutions to the problems and will demonstrate with the spotlight of different students that there are multiple ways to solve a problem.

Description of Calendar Math – Grades K-2. Students in Lower Academy will engage in Calendar Math for 20 minutes each day. We will be using the Everyday Counts Calendar curriculum which will provide teachers with daily lesson plans to use for this quick period each day. Calendar Math will center student’s mathematical thinking around the real-world concepts of the day of the week, month, and school year. Teachers will ask students questions that will prompt them to develop oral fluency and mental math skills. This is also an opportunity for students to develop the Habits of Discussion as they engage in a full class to share out during Calendar Math. From kindergarten through 2nd grade, the level of complexity of the lessons and guiding questions will increase to promote higher levels of mathematical thinking.

Description of Mathematician’s Workshop – Grades K-6. In our Lower Academy, students will engage in a 20-minute period of Mathematician’s Workshop (also known as “Math Workshop”) each day. In the Upper Academy, students will engage in a 40-minute Mathematician’s Workshop period. Developed as a daily intervention block, teachers act on data to differentiate instruction for targeted groups. Small groups may work on skill fluency practice, they may engage in a re-teach of grade level content, or they may receive instruction to review foundational content knowledge that they demonstrate a need for support. If students demonstrate grade level mastery, Mathematician’s Workshop will be a time for students to challenge themselves with content that is beyond grade level expectations. Students will work in small groups with a teacher or independently on an online educational platform. Student groupings and tasks will rotate throughout each class period, similarly to rotations that will happen in literacy blocks.

Cognitively Guided Instruction Math – Grades K-6. The goal of this class period will be to create productive struggle with challenging problems to push students to develop and apply problem solving strategies. Students will apply other math concepts/procedures to story problems. Students will be pushed to explain their thinking and learn from their teammates’ strategies. Students are given a challenging problem to read and solve independently. Students will share solution strategies (the format for sharing will vary based on the problem and students’ success with the problem). Teachers will chart solution strategies and through discussion facilitation highlight a math “big idea.” All students in all grades at Innova will engage in CGI. This will begin in kindergarten with story problem where students will use addition and subtraction to solve programs. These problems will progress in sophistication and complexity in first and second

grades. In the Upper Academy, students will begin solving more complex CGI story problems that will involve multiplication and division and higher levels of academic thinking.

Math Instruction – Grades K-6. The goal of Math Instruction is for students to develop math concepts and master math standards at their grade level through teacher modeling, whole class discussion and student practice. Students start by engaging in a quick pre-lesson problem solving task, the “Do-Now”, at their seats. The teacher then leads students in concept development through a lesson. At multiple points throughout the lesson, students engage in partner and independent practice to move towards mastering the objective of the lesson. At the end of each class period, teachers will gather data through exit tickets that will allow them to assess student mastery of the daily objective. This data will be used to group instructional groups for Math Workshop. All math instruction at Innova Girls Academy will be based on EngageNY curriculum. The following math course descriptions are developed by EngageNY and include a description of the course along with the major Common Core Learning Standards that students develop throughout each academic year.

Kindergarten Math Instruction.⁶ Kindergarten mathematics is about (1) representing, relating, and operating on whole numbers, initially with sets of objects; and (2) describing shapes and space. Kindergarten starts out with solidifying the meaning of numbers to 10 with a focus on embedded numbers and relationships to 5 using fingers, cubes, drawings, 5 groups and the Rekenrek. The year will end with an exploration of shapes. Students build shapes from components, analyze and compare them, and discover that they can be composed of smaller shapes, just as larger numbers are composed of smaller numbers. Major Common Core Learning Standards that are developed throughout the year include:

- Counting and Cardinality
 - Know number names and count sequence.
 - Count to tell the number of objects.
 - Compare numbers.
- Operations and Algebraic Thinking
 - Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
- Number and Operations in Base Ten
 - Work with numbers 11-19 to gain foundations for place value.

1st Grade Math Instruction.⁷ In first grade, students will tackle four major learning goals. These goals start with developing understanding of addition, subtraction, and strategies for addition and subtraction within 20. Next students will develop understanding of whole number relationships and place value, including grouping in tens and ones. Third students will develop understanding of linear measurement and measuring lengths as iterating length units. Fourth students will reason about attributes of, and composing and decomposing geometric shapes. Major Common Core Learning Standards that are developed throughout the year include:

- Operations and Algebraic Thinking

⁶ Course description prepared by EngageNY as a summary of the curriculum that will be used in kindergarten.

⁷ Course description prepared by EngageNY as a summary of the curriculum that will be used in the 1st grade.

- Represent and solve problems involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.
- Number and Operations in Base Ten
 - Extend the counting sequence.
 - Understand place value.
 - Use place value understanding and properties of operations to add and subtract.
- Measurement and Data
 - Measure lengths indirectly and by iterating length units.

2nd Grade Math Instruction.⁸ In second grade, students will tackle four major learning goals throughout the year. Students will first work to extend their understanding of base-ten notation. Second, students will build fluency with addition and subtraction. Third, students will use standard units of measure. Finally, students will describe and analyze shapes. Major Common Core Learning Standards that are developed throughout the year include:

- Operations and Algebraic Thinking
 - Represent and solve problems involving addition and subtraction.
 - Add and subtract within 20.
 - Work with equal groups of objects to gain foundations for multiplication.
- Number and Operations in Base Ten
 - Understand place value.
 - Use place value understanding and properties of operations to add and subtract.
- Measurement and Data
 - Measure and estimate lengths in standard units.
 - Relate addition and subtraction to length.

3rd Grade Math Instruction.⁹ In the third grade, students will tackle four major learning goals throughout the year. Students will first develop understanding of multiplication and division and strategies for multiplication and division within 100. Second, students will develop their understanding of fractions, especially unit fractions (fractions with numerator 1). Third, students will develop their understanding of the structure of rectangular arrays and of area. Fourth, students will describe and analyze two-dimensional shapes. Major Common Core Learning Standards that are developed throughout the year include:

- Operations and Algebraic Thinking
 - Represent and solve problems involving multiplication and division.
 - Understand the properties of multiplication and the relationship between multiplication and division.
 - Multiply and divide within 100.
 - Solve problems involving the four operations and identify and explain patterns in arithmetic.

⁸ Course description prepared by EngageNY as a summary of the curriculum that will be used in the 2nd grade

⁹ Course description prepared by EngageNY as a summary of the curriculum that will be used in the 3rd grade.

- Number and Operations – Fractions
 - Develop understanding of fractions as numbers.
- Measurement and Data
 - Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
 - Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

4th Grade Math Instruction.¹⁰ In fourth grade, students will tackle three major learning goals throughout the year. Students will develop understanding and fluency with multi-digit multiplication and developing understanding of dividing to find quotients involving multi-digit dividends. Students will also work with fractions throughout the year, developing an understanding of fraction equivalence, addition and subtraction of fractions, and multiplication of fractions by whole numbers. Finally, students will develop an understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry. Major Common Core Learning Standards that are developed throughout the year include:

- Operations and Algebraic Thinking
 - Use the four operations with whole numbers to solve problems.
- Number and Operations in Base Ten
 - Generalize place value understanding for multi-digit whole numbers.
 - Use place value understanding and properties of operations to perform multi-digit arithmetic.
- Number and Operations – Fractions
 - Extend understanding of fraction equivalence and ordering.
 - Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
 - Understand decimal notation for fractions and compare decimal fractions.

5th Grade Math Instruction.¹¹ Fifth grade mathematics is about (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication and division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to two-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume. Major Common Core Learning Standards that are developed throughout the year include:

- Number and Operations in Base Ten
 - Understand the place value system.
 - Perform operations with multi-digit whole numbers and with decimals to hundredths.
- Number and Operations – Fractions

¹⁰ Course description prepared by EngageNY as a summary of the curriculum that will be used in the 4th grade.

¹¹ Course description prepared by EngageNY as a summary of the curriculum that will be used in the 5th grade.

- Use equivalent fractions as a strategy to add and subtract fractions.
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
- Measurement and Data
 - Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

6th Grade Math Instruction.¹² Sixth grade mathematics is about (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking. Major Common Core Learning Standards that are developed throughout the year include:

- Ratios and Proportional Relationships
 - Understand ratio concepts and use ratio reasoning to solve problems.
- The Number System
 - Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
 - Apply and extend previous understandings of numbers to the system of rational numbers.
- Expressions and Equations
 - Apply and extend previous understandings of arithmetic to algebraic expressions.
 - Reason about and solve one-variable equations and inequalities.
 - Represent and analyze quantitative relationships between dependent and independent variables.

Science and STEAM Instruction

We are committed to ensuring that our students have access to high-quality STEAM instruction at every grade level. At Innova, our STEAM blocks include a focus on the integration of science, technology, engineering, arts, and math that inspires the innovator in each of our students. We seek to spark scientific curiosity and help students understand the way that STEAM skills empower problem-solving. We will provide students with regular hands-on exploration to allow students to build understanding and retain key scientific concepts. Throughout our Science and Computational Thinking classes, students will complete projects aligned to Girl Scouts Programming. This will include completing activities to earn the Girl Scouting STEAM badges in science class and completing project-based “Journeys” assignments in computational thinking. We will promote leadership and collaboration through daily small-group exploration and discussion on science content. Our science classes have been developed from curriculum from Success Academy. The Success Academy curriculum is designed such that “scientific concepts are revisited at increasing levels of depth, complexity, and rigor as scholars progress through elementary and middle school.”¹³ This will ensure that students are prepared to excel in science

¹² Course description prepared by EngageNY as a summary of the curriculum that will be used in the 6th grade.

¹³ Success Academy Science Curriculum Guide: https://www.successacademies.org/app/uploads/2019/10/MS-Curriculum-Guide_102919-min.pdf.

in their middle schools and prepared to take Advanced Placement courses in high school across scientific disciplines.

Each day class will begin with a mini-lesson, during which the teacher engages scholars in an interesting concept or task. Next, students will engage in an investigation or activity. In this activity time, scholars will “design and execute experiments, conduct research, and solve problems to explore and explain scientific phenomena, under the guidance of the teacher.”¹⁴ Next, students will engage in scientific discourse where “scholars discuss and debate their findings and work together to create common takeaways based on that day’s investigation.”¹⁵

Kindergarten Science. As described in the Success Academy science curriculum guide, students will begin the year by using a hand lens and their senses to describe sand, empowering them to learn the basics of human senses. Next they will design a cage too tall for a kangaroo to jump out of, learning the basics of engineering. We will incorporate coding into the science classroom by empowering students to program a Bee-Bot to spell a word by going to different letters on a mat. Finally, students will determine if earthworms prefer dark or light habitats which will introduce them to the concepts of designing and executing fair tests. This curriculum will be supplemented with Girl Scouts badge curriculum as follows: Coding for Good 1: Coding Basics, Outdoor Art Maker, and Eco Learner.¹⁶

1st Grade Science. As described in the Success Academy science curriculum guide, students will begin the year by combining different scientific tools to create super senses, empowering to learn the basics of the human brain. Next they will design a bicycle bridge for an amusement park, learning the basics of engineering and knowledge of properties. They will return to coding in the science classroom by using Kodable to guide the Puff through a maze. This curriculum will be supplemented with Girl Scouts badge curriculum as follows: Coding for Good 2: Digital Game Design, Mechanical Engineering Roller Coaster, and Buddy Camper.¹⁷

2nd Grade Science. As described in the Success Academy science curriculum guide, students will begin the year studying structure of matter by using their knowledge of molecules to determine if a mystery model is of a solid, liquid, or gas. Next students focus on engineering through a project in which they will plan and design a harbor bridge for a town. Third, students will use their knowledge of amplitude and frequency to model different sounds. This will teach the basics of sound and graphing. Finally, students will explore how feathers affect how birds feel different temperatures, which will teach concepts of scientific adaptations and modeling. This curriculum will be supplemented with Girl Scouts badge curriculum as follows: Brownie STEM Career Exploration, Home Scientist, and Eco Friend.¹⁸

3rd Grade Science. As described in the Success Academy science curriculum guide, students will begin the year by exploring the question: “can we create more chocolate out of one chocolate bar?”. This exploration will teach conservation of matter. Second, students will use models of DNA to determine the traits of the next generation of a special species. This will teach heritability.

¹⁴ Success Academy Science Curriculum Guide: https://www.successacademies.org/app/uploads/2019/10/MS-Curriculum-Guide_102919-min.pdf.

¹⁵ Ibid.

¹⁶ https://www.girlscouts.org/en/our-program/badges/badge_explorer.html.

¹⁷ Ibid.

¹⁸ Ibid.

Third, students will explore the water cycle by using weather maps to determine the relationship between cloud cover, temperature, and precipitation. Finally, students will explore simple machines, force and motion by building roller coaster slopes. This curriculum will be supplemented with Girl Scouts badge curriculum as follows: Automotive 1: Design, Inventor, and Mechanical Engineering: Fling Flyer.¹⁹

4th Grade Science. As described in the Success Academy science curriculum guide, students will begin the year by making a magnetic crane to learn the properties of a magnets. They will build a circuit tester to explore properties of conductors and insulators to explore electricity. Next, they will create a series of edible moon phases to model how the phases change as the moon revolves to explore concepts of the Earth’s movement. Finally, in a unit on properties of matter, students will explore with liquids to determine whether their volume is definite or indefinite. This curriculum will be supplemented with Girl Scouts badge curriculum as follows: Crane Design Challenge, Product Designer, Balloon Car Design Challenge.²⁰

5th Grade - Earth Science. As prepared by Success Academy, 5th grade science will focus on Earth Science. Students will start the year by unearthing fossils in a simulated dig. In this activity, they will question their own origins and look ahead to Earth’s future. Students will learn about the earth and the universe from all perspectives: from the ground beneath their feet to the vast expanse of the solar system. Students will also explore the varied human impacts on the earth, from the political implications of climate change to the validity of scientific sources. Girl Scouts programming will be used to supplement the Success Academy curriculum. This programming will include the completion of the following badges: Space Science Investigator, Geocacher, and Gardener.²¹

6th Grade – Life Science. As prepared by Success Academy, 6th grade science will focus on Life Science. Students will explore the major themes in biology. These explorations will include multiple approaches including direct observation of structures within a cell and modeling natural selection. Students will study cells and genetics which will shift their perspective on the way in which they see themselves and the natural world. Study throughout the year will move from the study of microscopic cells to the macroscopic organization of entire ecological systems. To conclude the year, students will “discover the underlying beauty of evolution and the unity and diversity of life on Earth.”²² Girl Scout badges that will supplement include: Trees, Animal Helpers, and Eco Trekker.²³

STEAM Curriculum. The goal of our STEAM blocks is to promote computational thinking and to provide instructional access to the multitude of computational tools that exist in our 21st century world. Additionally, students will learn the importance of an iterative design process that focuses on the identification of a problem, the research of inputs to this problem, the design of a solution, and the implementation of this solution. Our Computation Thinking course is designed as units

¹⁹ https://www.girlscouts.org/en/our-program/badges/badge_explorer.html.

²⁰ <https://www.girlscouts.org/en/about-girl-scouts/girl-scouts-and-stem.html>.

²¹ https://www.girlscouts.org/content/dam/girlscouts-gsusa/forms-and-documents/our-program/insignia-list/GSUSA_GE_Cadette_Insignia_2018.pdf.

²² Success Academy Science Curriculum Guide: https://www.successacademies.org/app/uploads/2019/10/MS-Curriculum-Guide_102919-min.pdf.

²³ <https://www.girlscouts.org/en/about-girl-scouts/girl-scouts-and-stem.html>.

that focus on specific subsets of computational skills. Students will be introduced to a project-based learning task at the beginning of a unit. They will then learn and practice skills within a particular Computational Thinking discipline including but not limited to programming, data analysis, and digital media creation. Finally, students will use these skills to complete the project-based learning task. For example, students will spend a unit learning programming animation through JavaScript. Their final project will be to use these animation programming skills to create a public safety announcement that could be shared with their community. In each lesson, teachers will lead a mini-lesson to teach new JavaScript skills. Next, students will practice these skills with coding challenges. Finally, students will take an exit ticket to demonstrate their mastery of these skills. After all skills in the unit have been mastered, students will return to the project and spend time in class designing and coding their animations. This sequence in each course, that is focused on using skills to complete projects that focus on solving community problems, will both teach STEAM skills and demonstrate for students how these skills empower you to solve problems in your community. The skills required for the project will be developmentally appropriate for the grade level in which students are engaged in the project. For example, in kindergarten, students will work on the Code.org “Pre-Reader” express course which primarily introduces students to the building blocks of coding through graphics. Students will then use their introductory coding understanding to help a character navigate through a maze.²⁴ Many of the projects that students complete will be aligned to the Girl Scouts programming project-based “Journeys.” Students will complete many different badges and Journeys while attending Innova. A sample of these badges and Journeys include: App Development, Entertainment Technology, Cybersecurity Basics, Cybersecurity Safeguards, Cybersecurity Investigator, and Think Like a Citizen Scientist.²⁵

STEAM Play, Elective, and Advisory Approach. Students will express themselves artistically as visual artists and musicians, they will learn musical instruments, and work together as a team to stay healthy. In the Lower Academy, students will have 20 minutes of STEAM Play each day. This is a time for students to build cooperative play habits will explore hands-on STEAM activities that are available to them in the classroom and further promote curiosity. In the Upper Academy, students will have four elective periods each week. For two of these elective periods, students will take an art form course and for the other two elective periods, students will take physical education. In art, students will learn different topics including performance art, music, drawing, dance, and acting. In physical education, students will move their bodies through games and activities. Additionally, in physical education students will learn about nutrition and practice mindfulness strategies. Every day, students will have a 40-minute advisory period. In advisory, students will each lunch together in their small advisory groups to develop a culture of sisterhood and family. Every day of the week will be focused on a particular theme in advisory. On Mondays students will engage in prepared Social Emotional Learning Framework lessons. On Tuesdays and Thursdays, students will engage in Girl Scouts Life-Skills badge curriculum. On Wednesdays, students will discuss their independent reading books to foster joy and excitement about reading. On Fridays, students will celebrate the hard work from the week, review their academic performance and will develop goals for the upcoming week.

²⁴ <https://studio.code.org/s/pre-express-2020>.

²⁵ <https://www.girlscouts.org/en/about-girl-scouts/girl-scouts-and-stem.html>.

Attachment 3a: Student Day in the Life

Kiara is a kindergarten general education student.

Kiara wakes up excited and ready for a new day at school. She is particularly excited because today is the day that she and her classmates are going to be exploring earth worms in science. Over breakfast, Kiara's mom remembers that the parent newsletter that she received by email on Sunday had two practice questions for math and she gives Kiara one practice question. On the bus ride, Kiara pulls out her book baggie and flips through the pages of her favorite book of the three that she took home last night. She sees the star that her mom put on her tracker because she did her 20 minutes of reading time last night. Kiara arrives at school just before **7:35**, before the Head of School, Ms. Swanson, opens the doors to start the day. At **7:40**, Ms. Swanson opens the doors and Kiara and her friends take this as their cue to find a place in line silently with the other students. As Kiara gets to the front of the line, she shakes Ms. Swanson's hand. Ms. Swanson asks, "Are you ready to learn, Kiara?" Kiara responds "Yes, Ms. Swanson, I am ready to learn!" Kiara heads to the cafeteria and picks up her breakfast on the way. Kiara sits down at her seat at her cohort's cafeteria table, where her growth mindset folder is waiting for her. She has received feedback from her CGI worksheet from yesterday, a sticker and a note on her diagram to help her with the story problem. She also has a new picture book in the folder with a note from her Reading teacher, Mr. Jones. She eats her cereal and orange while she flips through the book. She looks around the room and sees her teacher working with her friend Grace on drawings for her writing story. At **7:53**, a bell chimes and Kiara follows the signal to throw away her breakfast and get ready for morning motivation. Kiara joins in on the school chant that Ms. Swanson leads that is focused on this month's core value of resourcefulness. At **7:58**, Kiara walks with her class down the hall to her homeroom. She hooks her backpack outside of the classroom, takes out her pencil case, walks to her desk, and leaves her pencil case on her desk for material check. At **8:00am**, Kiara's class is seated and ready for the start of Literacy Rotations. Some kindergarteners move to the 1st grade classroom and some 1st graders enter the kindergarten space. Kiara stays in the kindergarten classroom and joins her rotation group. The group of students that she is with is a new group that she was assigned last week after she and her classmates took their most recent STEP exam. Her group starts with Mr. Jones in Guided Reading. Today they are making predictions about what will happen next in the book based on pictures. Next, they work with Ms. Scott for Phonics where Kiara practices the "H Brother" sounds like "ch" and "sh". Finally, they move on to Kiara's favorite station, the computer station. Here Kiara turns on her laptop and logs into Lexia Core. She loves this program and challenging herself to complete all the literacy challenges before the buzzer. Ninety minutes and three rotations later, Kiara is back at her seat. It's time for snack. The two Classroom Creators stand up to pass out snack to everyone. The Classroom Creators, one from each advisory in this cohort, were honored last week at the Friday Community Circle. This week, Kiara is working hard to demonstrate the CREATE values so that she might be a Classroom Creator for next week. At **10:00**, it's time for Calendar Math and Kiara moves with her classmates to the rug. She volunteers to share today's date and her classmates give her spirit fingers of encouragement when she forgets what day of

the week it is. At **10:20**, Ms. Dorony enters the classroom and puts the Do Now for math on the board and Kiara eagerly takes out her whiteboard for math instruction. Kiara and her classmates answer questions about fractions using their white boards. When Ms. Dorony says “Show” all the students hold up their board and Ms. Dorony selects one to share with the whole class. They talk through each question, and Kiara makes edits on her whiteboard for each question that she made a mistake on. When Kiara gets stuck on a problem, she draws out a diagram. On one particularly tricky problem, Ms. Dorony has Kiara and her peers do a Turn and Talk. Kiara loves Turn and Talks because it means that she gets to work with her partner to solve the problem. After Slate Math, Ms. Dorony teaches a new skill called “Decomposition”. At **11:20**, it’s time for STEAM Play. Kiara and her peers have fun checking out all of the different STEAM toys for them to explore with. Kiara goes back to the gear set that she was exploring yesterday. She works with her friend to connect gears that spin together when they turn a crank. At **11:40**, Kiara and her peers are ready for advisory and lunch. The girls grab their lunches from the lunch cart that was pushed into the classroom and they enjoy 20 minutes of time to eat and talk. After they finish eating, Kiara and her advisory start with the Girl Scout pledge before they fill out their weekly goal tracker. Kiara looks back to her Monday goals from last week. She had a goal of learning 10 new sight words and her teacher has placed a sticker on that goal showing that she accomplished it. This week she and her advisory are talking about leadership goals. They talk together about ways that they can be leaders in their classroom, like raising their hand to share out even if they don’t know the exact right answer to a tough question. At **12:20**, Kiara heads back to her desk for Cognitively Guided Instruction. Kiara loves CGI time because she likes the fact that there is more than one right way to solve a problem. Ms. Dorony shares out a math problem and Kiara uses her counting cubes to model the problem. When Kiara gets stuck, Ms. Dorony encourages her to try a different method, like drawing the problem out on her worksheet. After 20 minutes, Ms. Dorony asks one of Kiara’s friends to share out her solution to the problem in front of the whole class. This student got the same answer as Kiara, but she used a different method to solve the problem. At **1:00**, Ms. Scott enters the classroom and it’s time for Novel Study. Ms. Scott asks Kiara and her classmates a question about the setting of the story. Ms. Scott instructs the students to share out their answers with their shoulder partners before the whole group. Ms. Scott, listening into Kiara and her partner’s conversation, pushes them to find one additional piece of information based on the book cover. After one minute, Ms. Scott claps twice to bring the class attention back and she asks Kiara to share out her answer. Ms. Scott then calls on another student to build on Kiara’s ideas. Ms. Scott reads the story and Kiara is enthralled by every moment of it. She loves the way Ms. Scott gives different voices to each character in the story. At **1:20**, it’s time for writing. Mr. Jones, has their Do Now projected on the board. Kiara gets right to work and is excited because the question is asking her to practice one of her favorite skills: drawing a picture to represent the story they just heard in Novel Study. As Kiara works on her picture, Mr. Jones leans over her shoulder and puts a star on her paper. When the timer goes off, Mr. Jones calls on Kiara to share out! Kiara shares her sentence in a loud and proud voice. Her peers snap for her strong response. Mr. Jones calls on one of Kiara’s peers to explain why Kiara’s response was a strong one. Mr. Jones teaches a new skill for writing: writing and drawing the end of a story. After about 20

minutes of practice with this new skill, time for writing wraps up and the class gets ready for Science. At **2:20**, Ms. Aly enters the classroom and Kiara is so excited for today's Earth Worm exploration. She and her classmates have been working to design an experiment to see if earth worms prefer light or dark habitats. Today is the day that they finally get to try out their procedures. Kiara works carefully with her table group to carry out the procedure that they've been working on and practicing for the last two weeks. It took a long time to come up with a plan, but Kiara knows she and get group showed the CREATE value of Tenacity while they were working through the challenges. Kiara is also excited because they will be earning one of their Daisy Girl Scout badges from this project. She thinks back to the Mentor Moment last month when Jennifer Hernandez visited the school and shared her STEMInist story with Kiara's advisory. Kiara admired how Jennifer showed tenacity to graduate from RIT with her degree in chemistry. Kiara had never met a chemist in real life before, and she hadn't seen a scientist that looked like Jennifer on TV. Kiara felt powerful like Jennifer as she investigated the earth worm project. At **3:00**, it is time for STEAM. Kiara heads to Code.org on her Chromebook where she is working to complete the coding challenges. She is using the if statement blocks that she learned about last week to create a character maze. Part way through her work time, she gets stuck and asks her teacher for help. Ms. Aly doesn't give her an answer, but instead says that she should look on with her friend who has a similar challenge. Kiara and Grace work together and eventually solve the challenge. Ms. Aly notices their win and calls on them to share out. Ms. Aly projects their screen to the front of the classroom so that all scholars in the room can see the work that they accomplished. When the clock hits **3:40**, Kiara heads back to her homeroom and checks the list posted on the board to see what math group she is working with today. Her paper has practice questions that look pretty similar to the white board practice questions that Kiara did in class on Friday. These questions all focus on addition practice, but on closer investigation Kiara notices that these questions are broken down into steps with counting blocks. At **4:00**, Closing Circle + Pack-Up. Kiara and her homeroom peers have their final check in with advisors Mr. Jones and Ms. Scott. Kiara picks up her book baggie and see that it has been filled with three new books. She's excited to check these out with her mom when she get home. Ms. Scott asks this week's Classroom Creator to read aloud the shout-outs that were submitted that day.

Ms. Dorony is in her first year at Innova and is the kindergarten grade math specialist.

Ms. Dorony walks in the school doors at **7:20** and heads straight to the teacher's office to drop of her bag at her desk and pick up her clipboard before morning huddle begins. Ms. Scott, the kindergarten SPED teacher, says, "Looks like we need to pull a small group today for addition practice." Ms. Dorony nods in agreement, "Yes, we have 6 students in kindergarten grade cohort B that scored below a 75% on this Exit Ticket. Do you think you could pull a few practice questions together during your prep period?" Ms. Scott is happy to put together a review activity, and she has a resource with scaffolded steps for addition with counting blocks that might be the perfect way for students to understand their mistakes on the Exit Ticket. At **7:30**, the Head of School opens morning huddle with a moment of gratitude and shares that she is thankful for the hard work that the STEAM teacher has put in to help students complete their first Journey project. She

reminds the group that the STEAM Showcase is coming up in one week and, families are invited to attend and that students will be presenting their first projects out to the school community. The Head of School shares the academic and cultural foci for the week. The academic goal is to increase accountable student talk in the classroom and the cultural goal is to increase positive narration. The Dean of Curriculum and Instruction leads the team in a review of one accountable talk strategy, Turn and Talk and teachers star at least three Turn and Talks in their lesson. Teachers write down the language they will use to get 100% of students engaged in the Turn and Talk, specifically the positive narration that they can use to frame the expectations. At 7:39, the meeting ends as teachers head off to their morning arrival posts. After Ms. Dorony's first math class of the day, she pops in to observe the 1st grade math teacher, Ms. Hartsell, who has been a teacher for 4 years. Ms. Dorony is eager to see Ms. Hartsell's Turn and Talks and positive narration in action. Ms. Dorony notices how Ms. Hartsell keeps her view on all students in the classroom while also moving around the entire room and positively narrating the students who are meeting the Turn and Talk expectations. Her positive narrations are very specific, including, "Knashia is using two math vocab words in her response." Ms. Dorony makes a few notes of ideas on her clipboard and fills out a quick peer observation sheet with a glow and grow combo to leave in Ms. Hartsell's door cubby before leaving. In Ms. Dorony's third prep period of the day, she checks in with the Head of School who is also her instructional coach. Ms. Swanson observed Ms. Dorony's Cognitively Guided Instruction (CGI) class last Thursday. Ms. Dorony was struggling on Thursday to help students solve the problem on their own and ended up reviewing the solution before students had a chance to fully grapple with the challenge. Ms. Swanson shares the glows that she saw in the classroom and then they talk about the importance of productive struggle. Ms. Dorony shares a few ideas that she has on techniques she can use to increase problem-solving through productive struggle as opposed to giving students the solution. Ms. Swanson guides Ms. Dorony's thinking and together they choose a strategy that Ms. Dorony can try out in class today. Ms. Swanson says that she'll stop by Ms. Dorony's CGI today at 1:40 to check out the strategy in action. When Ms. Swanson comes in the room, Ms. Dorony looks to her for some in the moment coaching. Ms. Swanson does some "shoulder coaching" by giving a couple quick phrases for Ms. Dorony to try. Ms. Swanson also does a quick model one of the strategies that they discussed in their feedback meeting. It's helpful for Ms. Dorony to see this concept in action and she makes note of the impact that it has on students. She makes a mental note to try out the same strategy tomorrow in class. At 4:20, Ms. Dorony prepares her homeroom for dismissal. They share a few shout-outs from the afternoon and prep students with tonight's reading assignments. Ms. Dorony thanks her class for an awesome day and sends the students to either the cafeteria to wait for the bus or the hallway for the car pick-up line. She then heads to the hallway to help manage the transition. She reminds students that it is a silent hallway because they want to make sure that everyone can get home safely and quickly. At 4:40, Ms. Dorony heads back to the Teacher's Office. She checks that her clipboard is ready for tomorrow. Because she has used her prep periods to review exit tickets and make tomorrow's groupings, she is ready to head home.

Attachment 3b: Optional Curricular Materials

Title	Description	Page Number
Standards Alignment for Girl Scouts Coding Courses	This is document starts with a brief description of the three “Coding for Good” badges available for students in grades 6. These activities will be incorporated into our computational thinking class. The document then reviews the alignment of these units to CCSS Science and Technical Subject Standards.	2
Alignment of Cadette Girl Scouts Badges to NY Science Standards	Girl Scouts badge activities will be integrated into our science classrooms. This document reviews a portion of the alignment of the Cadette, grade 6, badges to the grade 6 NYS Science Standards.	3
Sample “Coding for Good” Juniors Student Materials	Condensed for the purposes of presenting multiple student materials, this document is a sample of student facing material for the Juniors, grades 4-5, “Coding for Good” badges.	4-5
Sample “Coding for Good” Cadettes Student Materials	Condensed for the purposes of presenting multiple student materials, this document is a sample of student facing material for the Cadettes, grade 6, “Coding for Good” badges.	6-7
Introduction to Cadette Think Like an Engineer Journey	Condensed for the purposes of presenting multiple samples of teacher material, this document is an instructor guide to one part of the “Think Like an Engineer” Journey. This Journey will be completed in a computational thinking course in our Upper Academy.	8-9
Think Like an Engineer Cadette Survey	This document is a sample of a student survey that will be used to evaluate the overall effectiveness of the Girl Scouts partnership programming.	9

Description of Girl Scouts Coding Courses for Cadettes

Cadette Coding for Good 1 - Coding Basics: In this badge for sixth grade girls, students learn about functions and arguments, explore how memes are created, and write pseudocode.

Cadette Coding for Good 2 - Game Design: In this badge for sixth grade girls, students explore video game design and how games can make a positive change in the world. They design game scenarios, learn how images are stored and displayed on screens with arrays, and use elements from JavaScript to create their own characters.

Cadette Coding for Good 3 - App Development: In this badge for sixth grade girls, students explore app design and how apps can be used to make a difference for other people. They learn how to store data with arrays, how apps display that data, and how to collect and analyze data for personal improvement. They use elements from JavaScript to create their own prototype for an app that will help build a healthy habit.

CC.6.RI - Reading Informational Text Standards

STANDARD 6.RI.7 - Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CC.6.SL - Speaking and Listening Standards

STANDARD 6.SL.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

EXPECTATION 6.SL.1.b - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

EXPECTATION 6.SL.1.c - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

EXPECTATION 6.SL.1.d - Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CC.6.SL - Speaking and Listening Standards

STANDARD 6.SL.4 - Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

CC.6-8.RST - Science & Technical Subjects Standards

STANDARD 6-8.RST.3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

STANDARD 8.RST.7 - Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

CC.6.W - Writing Standards

STANDARD 6.W.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD 6.W.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION 6.W.2a - Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

EXPECTATION 6.W.2.b - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

EXPECTATION 6.W.2.c - Use appropriate transitions to clarify the relationships among ideas and concepts.

EXPECTATION 6.W.2.d - Use precise language and domain-specific vocabulary to inform about or explain the topic.

EXPECTATION 6.W.2.e - Establish and maintain a formal style.

Alignment of Cadette Girl Scout Badges to Grade 6 NY Science Standards

NY.1. Analysis, Inquiry, and Design: Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

S1: SCIENTIFIC INQUIRY: The central purpose of scientific inquiry is to S1: develop explanations of natural phenomena in a continuing, creative process.

S1.2: Construct explanations independently for natural phenomena, especially by proposing preliminary visual models of phenomena.

S1.2c: Differentiate among observations, inferences, predictions, and explanations

NY.1: Analysis, Inquiry, and Design: Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

S2: SCIENTIFIC INQUIRY: Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.

S2.1. Use conventional techniques and those of their own design to make further observations and refine their explanations, guided

S2.1d. Use appropriate tools and conventional techniques to solve S2.1d. problems about the natural world, including: measuring; observing; describing; classifying; sequencing

NY.1. Analysis, Inquiry, and Design: Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

S3. SCIENTIFIC INQUIRY: The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena.

S3.2. Interpret the organized data to answer the research question or hypothesis and to gain insight into the problem.

S3.2a. Accurately describe the procedures used and the data gathered

NY.L4. The Living Environment: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

L4.1. Living things are both similar to and different from each other and from nonliving things.

4.1.1. Compare and contrast the parts of plants, animals, and one-celled organisms.

L4.4: The continuity of life is sustained through reproduction and development.

4.4.3. Observe and describe developmental patterns in selected plants and animals (e.g., insects, frogs, humans, seed-bearing plants).

NY.6. Interconnectedness: Common Themes: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

6:1. Through systems thinking, people can recognize the commonalities that exist among all systems and how parts of a system interrelate and combine to perform specific functions.

6.6. In order to arrive at the best solution that meets criteria within constraints, it is often necessary to make trade-offs.



Badge 1: Coding Basics

From tablets and laptops to microwave ovens, cars, and even streetlights, we use computers every day to help us in all sorts of ways. But how do the computers know what to do? People write instructions for them! When you learn to "talk to computers" by writing code, you'll be able to tell computers what to do!

Steps

1. Create algorithms for a computer that follow a sequence
2. Use loops to improve your algorithm
3. Keep your code interesting with conditionals
4. Create your own set of commands that use conditionals
5. Learn about women in computer science

Purpose

When I've earned this badge, I'll know how programmers use sequence, loops, and conditionals to write computer programs and how people can use computers to help others.

JUNIOR CODING FOR GOOD | 2

What's a Programmer?

A computer is a machine that can remember information and follow directions. At first, computers only did math and filled out forms. Today, they're much smarter. A laptop is a computer, and so is a smart watch.

Code is a special language created by people to tell a computer what to do. For a computer to work, it needs instructions that have been written in a code it understands. There are hundreds of different computer languages, many created by women.

Programming is writing a set of instructions in code. A program tells a computer to do something, like keep a calendar or search for a photo online. Computer programmers are sometimes called coders. Without coders, computers wouldn't know what to do.

STEP 1 Create algorithms for a computer that follow a sequence

Giving directions to someone can be tricky. Giving directions to a computer is even trickier.

Why? A computer can only do exactly what you tell it to do, in exactly the order you tell it. A computer can't ask questions or figure out what to do on its own. Your directions are unclear.

The directions that programmers write is called an algorithm. The order of the directions is called a sequence.

Sometimes the order of actions matters, and sometimes it doesn't. Imagine you're setting up a campground. You need to find a flat space and clear away rocks and sticks BEFORE you set up your tent. The sequence of your actions matters in this case.



WORDS TO KNOW



Algorithm This is a set of step-by-step instructions for how to do something. A recipe is an algorithm. It tells you all the steps you need to take to cook something. When a friend gives you directions to her house, that's an algorithm, too. She's telling you the steps you need to take to get to her house.

Conditional Programmers code conditional statements to get computers to react to different situations. They're written with IF/ELSE statements: IF something happens, THEN do this. ELSE, do something else.

Efficient program These computer programs are written to respond quickly and take less memory and power.

ELSE statement In a conditional, when an IF action isn't met, the ELSE action will run.

IF statement In a conditional, something happens when the IF condition is met.

Loop This is when a set of instructions, or an algorithm, is repeated. When you take turns following the rules of a game over and over again, that's a loop.

Nested loop Coding this is a loop within a loop, an inner loop within the body of an outer one. As long as the outer loop continues to run, it will trigger the inner loop each time until the outer loop finishes.

Sequence This is the order in which things happen. The routine you have for getting ready for school in the morning is a sequence. For example, you might write your sequence for getting ready like this: Wake up. Get dressed. Eat breakfast. Brush teeth. Walk to school bus.

JUNIOR CODING FOR GOOD | 2

STEP 2 Use loops to improve your algorithm

Have you ever read the directions on a shampoo bottle? They often say, "Apply shampoo to your hair. Lather, rinse, repeat." Lather means rub the shampoo around in your wet hair to make lots of bubbles. Rinse means use lots of water to wash the bubbles out. And repeat means do it all again!

Lather and rinse are the steps in a hair-washing algorithm. Repeat is a loop. It means do the same thing lather and rinse over and over again.

Lather is a nested loop, because you need to rub the shampoo around on your head in lots of different places: on the top, on both sides by your ears, and in the back. You repeat, or loop, lathering. That repeated action happens within the loop of washing your hair twice.

Programmers use loops to tell computers to repeat actions in their programs. Loops make programs shorter, easier to write, and easier for computers to understand.



STEP 3 Keep your code interesting with conditionals

Computers are great at doing the same thing over and over again. To make them even more useful, programmers have figured out how to get computers to react to different situations. They write programs that say if one thing happens, do this. If it doesn't, do that. These computer commands are called conditionals, and you write them using an IF/ELSE statement.

For example, if you didn't have the option to wear different jackets to match the weather, you'd always have to wear the same coat. But, with a conditional, you can give options: IF it's snowing, wear a warm coat. ELSE wear a light jacket. By writing code that includes conditionals, such as determining different costs depending on the weather, programmers can make code more flexible and more interesting.

STEP 4 Create your own set of commands that use conditionals

Being a leader means you have to make lots of decisions. So, when you're a leader, it's a good idea to prepare for what could happen and how you would react to all kinds of situations and surprises.

For example, if you're planning a camping trip, what if you do get it rained? Are any of your friends allergic to certain foods? What kinds of meals should the troop plan?

Programmers do the same thing when they write conditionals in their code. They think about different situations in the program and tell the computer what to do if that situation comes up.

The Power of Imagination

Women have played a key part in the history of coding. For example:

Ada Lovelace wrote the first computer program when she was only 17 years old. She created the code for the first mechanical computer, mentored by Charles Babbage, in the early 1800s.

Grace Hopper and her team created some of the first electronic computers, the Mark 1, in the 1940s. The computers were huge (the size of whole rooms). Grace got tired that someone else would be able to hold a powerful computer in their hands.

In the 1970s, **Betsy Montague** was the first person to figure out how to design a ship using a computer. Her ship also goes down in less than 24 hours.

Computer Pioneers

In the 1960s, **Margaret Hamilton** worked with a team at MIT and NASA to create the computer programs that astronauts used in the Apollo II space flight.

Margaret's program told the computer what to do if something went wrong. The day the Apollo II astronauts were trying to land on the moon, the computer got confused when it had too many things to do at once. Margaret's code told the computer to land the spacecraft and ignore error messages. That saved the astronauts and helped them land on the moon. She also came up with the idea of computer software. Hardware means the machine—the keyboard, the screen, the other parts of the computer you can touch. Software means the programs that make the computer do things. After working for NASA, Margaret started her own computer software business.

STEP 5 Learn about women in computer science

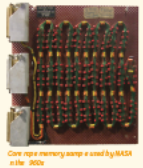
Part of being a leader is thinking ahead, imagining what problems might come up, and figuring out how to solve them. The first computer programmers were often women, and women have been leading the way ever since. Their leadership and creativity have shaped the world of computer science in many ways. They've designed and built new kinds of computers, invented new programming languages, and even used computers to design ships and send people to the moon.

What kinds of problems would you like to solve with the help of computers?

Building Computers Is Women's Work

Part of what makes a computer a powerful tool is its memory. Today, we can store lots of code on tiny pieces of circuitry in phones and computers, but computer memory used to be much bigger.

For example, NASA needed people with very specific skills to build the Apollo II computer memory out of copper wires and magnets. Expert assessors carefully added the copper wires through and around the magnets. This created a core memory that contained Margaret Hamilton's code in case of emergency programs.



Core memory assembly used by NASA in the 1960s.

Badge 2: Digital Game Design

What makes your favorite video game fun? Have you ever wondered how the creators included all the different challenges and choices? They used algorithms and conditionals to tell the computer what to do. Use what you've learned about coding to create a game that is fun and helps solve a problem!

Steps

1. Discover how game design can be used "for good"
2. Explore tools used to develop digital games
3. Plan a maze game
4. Build and test your maze game
5. Share and improve your maze game

Purpose

When I've earned this badge, I'll know how video games are developed and how to plan, build, and improve a game by iteration.

STEP 1 Discover how game design can be used "for good"

You've learned how computers helped astronauts land on the moon. Did you know that video games can help people, too?

Some jobs use video games to teach people new skills. Doctors and nurses use computer programs that show virtual medical situations to improve their skills. Pilots do the same thing using a simulated cockpit of an airplane.

Games can teach us new things and even help us see things we may never experience. We can find out about places, people, and situations we might not otherwise know about. Through video games, you can visit the International Space Station, dive to the deepest parts of the ocean, or visit ancient cities.

What kind of game could you create to teach someone a new skill?



Play Yourself Healthy

Is playing video games good for you? It can be! Some video games were created to help people with illnesses like cancer, diabetes, or asthma. A therapeutic video game was created to help kids with cancer feel more confident during treatment.

Other games get people to be more active. Energenus helps patients do physical therapy by making them move in fun ways, like bowling or disco competitions. Game developers have found that when patients play a game, they feel more positive about getting well.

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Words to Know

Digital game These are games you can play on your phone, computer, TV, tablet, or digital gaming machine. They're also called video games.

Game design process Video games are developed by programmers who imagine, plan, build, and test the designs. They iterate, or go through the steps many times, to improve the video game.

Iteration This is when you do something many times to make it better. Think about drawing a picture of a flower. You may draw it once, then decide to add leaves. You may draw the flower many times. Each time you draw it, you make it a little better.

Persistence This is when something is challenging, but you don't give up. You keep trying. Learn to ride a bicycle to hard. You might fall down when you keep trying to learn, even if it's hard, you have persistence.

STEP 2 Explore tools used to develop digital games

What do you need to know to make a video game? Computer programmers use the same ideas in every kind of program, including video games. You already know how to write algorithms with sequences and loops. Loops let players practice skills and get better.

You also know how conditionals create choices in the program. Game makers also use conditionals to make the game more exciting. Conditionals in games let players experience different things. Think about how there are conditionals and loops in your favorite video game. Then, brainstorm how you can add or adapt them for your own game.

STEP 3 Plan a maze game

When you create a video game, you first need to decide what kind of game you want to make. Then, you plan, build, test, and improve it. When you're happy with the game you've created, you share it with others. These steps are parts of the game design process. You can use this process to create a level of a video game or to work on any big project.

BRAINSTORM



10 |

4

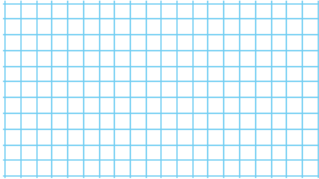
STEP 4 Build and test your maze game

Making anything new usually involves lots of trial and error. That means that the first version (or second, or third) probably won't work the way you want it to. You have to repeat the design process, practicing perseverance. Perseverance is when you keep working on a project, even though it's difficult.

Each time you repeat steps in the design process is an iteration. If you're trying to improve a cookie recipe, every time you make a batch, taste test, and change the recipe is an iteration.

Making a great video game also requires iteration and perseverance. As you test your game, you might find a mistake in your code that you need to fix. You might also think of a new feature you can add to make the game more fun.

Remember, if at first you don't succeed, try, try again!



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CREATING COOL CHARACTERS

Do you have a favorite video game character? What do you like about her? Lots of things make a character special: her creativity and problem-solving skills, her ability to work with others, her leadership skills, her attitude, her history, and her look.

Video game designers have to make lots of decisions to develop and code their game characters.

DESIGN CHOICES

Game designers make visual, audio (sound), and design choices about their characters. They have to make many decisions about their character: her body type, height, hair color and length, eye color and shape, clothing, facial expressions, the way she moves, the way she talks, and so much more. How a character looks, sounds, and moves all tell players about her personality.

BACK STORY

A character's back story is the player's character's history and gives clues to how she behaves now. The back story is often told in dialogue or in text that can be read.

CHARACTER INTERACTION

How other characters interact with a main character is important, too. Do other characters respect her? Is she a leader, or does she become one in the course of the game?

DECISION MAKING

Conditionals like IF/ELSE statements create choices and consequences for a character. The choices she can make showcase her creativity, problem-solving skills, leadership, independence, and ability to work with others or not.

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STEP 5 Share and improve your maze game

The best part of finishing a big project is sharing it with other people. When you share your game with others, you get to see how it works and how other people enjoy it. They might also give you ideas about how to make your game better.

Even after game makers share their game with the public, they might still find mistakes or ways to make the game better. They'll send an update to game users to correct or improve the computer program. Game makers are always learning how it works, what their players like, and making improvements.

Brain Power

Your brain is the most powerful computer ever! Scientists are learning more and more about the brain, but there's still so much to discover.

To learn about the brain, scientists created a game called EyeWire. Ordinary people can play the game and solve 3D puzzles based on the shape of brain cells. Every two seconds, someone solves a puzzle by mapping the green cell. In total, the scientists learn more about the brain as it is and how they interact.

Having lots of people working on the puzzles gives the scientists new information faster than if they had to map all of the cells by themselves. Since 2010, more than 200,000 people from 150 countries have played the game. Players have even created new brain cells and discovered six new kinds of brain cells by playing EyeWire!



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Badge 3: App Development

Some programmers use their skills to help people by creating useful apps. Apps are software programs that run on computers. Some apps are just for fun—like games or programs to watch videos and listen to music. Other apps help people solve big problems. Can you develop an app that solves a problem for someone else?

Steps

1. Discover the needs of others
2. Decompose the needs of your app user
3. Design your app screens
4. Include conditionals in your app design
5. Share and improve your app with user feedback

Purpose

When I've earned this badge, I'll know how to use user-centered design to create an app.

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STEP 1 Discover the needs of others

Would you like an app that lets you check out eBooks from the library? What about an app that helps you identify stars and constellations in the night sky? And how about an app that lets you draw on your phone or tablet? These are all real apps!

Some apps are easy and fun to use. Others aren't so great. What's your favorite app? What features do you like? Which could you do without?

How do you think the computer programmers who make great apps decided what to include? Chances are they asked people lots of questions about what they needed the app to do. They listened carefully to their potential users and designed the app with those needs in mind. Understanding what people need is the first step in creating a great app.

When you start by thinking about what your app users will need, you're creating a user-centered design.



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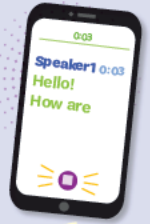
USER-CENTERED DESIGN

What makes a good app? Lots of things, but most importantly,

it must work for the people using it. When designers think about what the user needs, that's called "user-centered design." App developers spend a lot of time learning what their app users want and need.

App users learn what their users need by asking lots of questions. They do interviews and surveys with potential users. Then, they test the app with them and improve it based on their feedback.

Sometimes apps help people in very special ways. For example, Google has created apps for people with hearing impairment. One of the apps uses a smartphone's microphones to transcribe the conversation in real time, so people can read in 70 different languages! Another app turns a smartphone into a kind of hearing aid by improving the clarity of speech nearby and filtering out background noise.



Hello! How are you?

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STEP 2 Decompose the needs of your app user

Making a great app is complicated. The best way to get started is to think about the people who will use it (your users). What do they need in an app? What do they want?

The list of what users need in an app can be really long. Computer programmers break the big list of needs into smaller lists of tasks to build their app. Their needs might include:

- what the screens need to look like
- if the app needs to link to other apps, such as weather, calendar, map, or clock apps
- what kind of tracking uses need, such as the number of steps taken, foods eaten, or time spent reading

Computer programmers call this **decomposition**. When you decompose the different needs a user has for an app, it makes it easier to design. Decomposing the problem lets you figure out which needs you can meet and which ones your app won't be able to help with. You can then work on each small part, one at a time. Breaking down big projects into smaller steps is a great problem-solving skill, even when you aren't writing computer code!



Animal-Friendly Apps

Taking care of pets is hard work. Fortunately, there are all kinds of apps to help pet owners. Apps can help you:

- remember to feed your pets or give them medicine
 - track your pet or track their walk
 - help you become a pet owner
- All over the world, animal shelters and rescue organizations use apps to help homeless pets find their forever homes. If you can't have a real pet, apps can let you have a virtual one (including cats, horses, dogs, and even sheep).



STEP 3 Design your app screens

When you're building something new, it's always helpful to have a plan!

App developers start planning for a new app by drawing it on paper. This lets them share their new ideas with others and gather feedback on how it could be better. Planning on paper lets programmers test out different ideas before they spend time coding.

Once you know what your user needs and what problem you want your app to solve, you can create a plan to build your app. First, you'll want to decide what app features you'll include. Then, you can draw different screens on paper to show how users will experience the app.

Words to Know

App App is short for application. It is a software program that runs on your computer, tablet, or phone. Apps can be entertaining, like when you play a game or watch a movie. They can be helpful, like giving you directions from your house to the soccer field. They can also teach you something new, like a new language.

App Features These are the parts of an app. They could be things like using the camera, a welcome video, a help page, or a way for app users to connect with friends.

Decomposition This is when you break down a problem into smaller steps or jobs to solve.

Development This is when you create something new. When you develop something, you create a plan before you begin building. Then, after you build it, you test to see how it works and find ways to make it even better!

User needs These are what potential or current users need to solve the problem your app is meant to solve.

User-centered design When programmers create an app, they include their users at many stages of the development process. For example, they talk to their users before they start planning or have the users test the app once it's built. This helps programmers develop apps that are easy to use and helpful to others.

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STEP 4 Include conditionals in your app design

Conditionals make your app more flexible by giving the user choices. They let your app react to different situations, like changing weather, your location, or time of day.

For example, a cooking app could include a conditional that never recipes for vegetarians or people with food allergies. A map app could include conditionals for giving directions if you're in a car, walking, riding a bike, or taking the bus. These app features make the apps more useful. What kinds of conditionals would you add to your app idea?



STEP 5 Share and improve your app with user feedback

When you've created something, you've imagined it and worked hard to make it real. Once you create something, it's always a good idea to show your creation to other people for feedback.

Take your app, for example. You thought of the idea and designed it, but you don't know if it works for your user until you test it. Sharing the app and asking for feedback is the best way to improve your app.

When someone uses your app, they can tell you what works well and what doesn't. Getting feedback and improving your design is an important step in programming. Programmers will have users test their programs or add and over to find problems and look for ways to improve. Giving feedback on someone else's design is also a great way to get new ideas to improve your own computer program.

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It's More Than Just a Game...

Game designers can create games that help people deal with concerns. For example:

- The game *Ademagine* teaches kids about advertising. Sometimes ads go too far, but this game shows you how to tell if an ad is good or bad.
- The game *Ademagine* teaches kids about advertising. Sometimes ads go too far, but this game shows you how to tell if an ad is good or bad.

And, like all new players to apps and video games, you can learn a lot from them. Pages spend time on a page of school, even when you're not in school. What kind of game could you create to help people understand it or support you better?

STEP 2 Learn how to use arrays to create images

Programmers make images with pixels, little squares of color that are the smallest elements of a digital image. You can use an array to store a lot of pixels. In coding, the pixels that make up an image are called an array.

What's an array?

An array is a long list of information that is organized in order. To make an image, you use an array to store a lot of pixels. In coding, the pixels that make up an image are called an array.

Index Numbers

Elements

Write code for a computer to make an array. I mean, it's not for you to write and make for the computer to understand. An array in JavaScript might look like this:

```
myArray = [element 1, element 2, element 3, ...]
```

Just imagine how long the array for a video game would be! Remember a computer can only do exactly what you tell it to do, so a detailed image would have a very long array.

STEP 3 Write an array to create an icon

Grace Hopper is a coding icon. That means she's a famous person who represents innovation in the world of coding. In programming, icons are small images that represent other things. The little truck icon on your screen when you put files you want to delete in a can is an icon. Pointing to the left that means "back" is an icon, too.

What kind of icons would you create for your favorite food or emotion, book or movie? What about icons for the different colors you have at home or icons for your 5 loved family members?

In video games, game makers use icons to represent a lot of different things like the skills, resources and rewards. They create the icons using arrays.

HELP WANTED! Careers in Game Design

It takes a lot of people to create a video game, not just the programmers. Each part of the game needs to be created, from the front end, what people see and hear, to the back end code that makes the game work. You have a chance to be a game designer.

Music composer or performer. Many video games use music to help create a mood and to help you play. If you like to perform or create music, you can use your talents to create the music needed in video games.

As an animator, you can create the look of a video game. They bring the world to life by creating the way the characters look.

Game tester. It's not some people get to play video games for a living. Game testers look for bugs and places where the designers can make improvements.

Customer service agent. If you like talking to people, it's not a bad job. You'll be helping people who have questions about a problem. Speaking more than one language is helpful, too.

STEP 4 Develop a game scenario

Video game designers have to create every element of their game. One important element is the story, including the setting and the game narrative. Another element is the game mechanics, how you play a game and what you need to do to succeed.

Video game scenarios include the setting and a sequence of events. A scenario might include what players need to do to win and what their reward will be. Game makers decide every thing about what's happening in the scenario and game setup.

For example, if a local park was always covered with litter and you wanted to stop that from happening, you could create a scenario about cleaning up the park.

- What is the location of your park? How do you get there? What are the types of trees? Is there a playground? How do you get there? How do you get there?
- What are the challenges to cleaning up the park? Who owns the property? Do you need permits? How do you get permits? What are the terms of the permit? How do you get the permit? How do you get the permit?
- What skills (or resources) do you need to solve the challenge? Research about strong litter picking or speaking about scheduling or volunteer management skills.
- What actions are possible or needed to clean up the park? Pick up new trash and recycle it? Place signs to encourage people to keep the park clean? Creating and placing signs about littering? Pick up trash? Organize community members to take turns watching the park weekly to encourage park visitors to keep the park clean?
- What are the rewards for developing a plan to keep the park clean? In the real world, the reward would be having a clean park for your community to enjoy. If this was a video game, you might earn points, some kind of medal, or some kind of special ability or resource.

STEP 5 Play your game

Game mechanics control how your character can work his way through a scenario. For example, some games give you bonus points for working together while others give you points for doing tasks alone. Some video or puzzle games give you more energy or lives than others. In a video game, you often get to try and solve the same problem many times so you can try different approaches.

Choosing how you solve a problem in a video game can be a lot like problem solving in real life. Some things you have to handle on your own, but many times working with others is a good choice. Can you think of a scenario in your life and how you might solve it? Would you work on it alone or ask others for help? What kind of aid or resources would you need?

Badge 3: App Development

Apps have replaced our address books, calendars, to-do lists, flashlights, maps, dictionaries, alarm clocks, and a lot of other things. These powerful little programs on our phones or tablets can also help us change our lives.

Learn how apps collect data and can help people develop healthier habits.

STEP 1 Learn about data collection and visualization

Apps can collect lots of information, or data, on you. They also know how many steps you look or where you walked on a hike. They also collect data about you, like where you've been or what websites you've been looking at.

Computer programmers write the code that lets apps gather and store collected data. In a tracking app, the code shows you data about the things you're tracking in a way that's clear and easy to understand. That process, putting data in an easy-to-understand way, is called data visualization. Think of different kinds of charts, diagrams, or infographs. The type of chart or diagram you choose to show your data is based on the type of data you gather and what you're trying to show people.

WORDS TO KNOW

Array is a type of list that has a particular order. An index or a shopping list. Each part of an array is called an element. Each element is separated by a comma. An element of an array are any squares of color [?].

Avatar is an electronic image that represents a person or character. Avatars can be manipulated by a computer user. An avatar is a person in a video game.

Binary system computers work on electrical or digital signals that can be expressed as on/off or 1/0. This is called a binary system because it uses only two units for all information. There are lots of ways to think about binary systems: you're/you're not, on/off, yes/no, etc. There is a screen also work as on/off or on/off.

Pixel is the smallest unit of digital information. It's often represented as a one or a zero.

Game mechanics the instructions given to the computer on how the game is played. They're specific to the type of game. For example, in chess, all the moves relate to the game pieces. In video games, the rules of the world created by the game's designers are game mechanics. This can include how weapons work and how players beat a level.

Icon the word used for a small symbol in game design. Icons can be used to represent almost anything, but for this badge they represent the special skills used in the game.

Scenario the details of a situation, including setting and sequence of events for a game, scene or plot. It's part of the setup in many types of games.

Purpose

When I earned this badge, I'll know how to store data with arrays and how to collect and analyze data for personal improvement. I'll have created my own prototype for an app that will help to build a healthy habit.

Saving Lives with Data!

Florence Nightingale was a nurse in the 1800s. She was the first woman to be a member of the Royal Society. She was the first woman to be a member of the Royal Society. She was the first woman to be a member of the Royal Society.

She used a pie chart to show the number of deaths in a hospital. She used a pie chart to show the number of deaths in a hospital. She used a pie chart to show the number of deaths in a hospital.

STEP 2 Write an array to store personal data

Programmers code arrays to make digital images on screens. They also use arrays to store other kinds of data. Lists of words or dates.

Here's how programmers write arrays:

- Each piece of data is called an element, and elements are separated by commas in a JavaScript array.
- If you use words, you have to put them in quotation marks.
- Arrays in JavaScript start with "var" because JavaScript thinks of arrays as variables.

The arrays can include personal data like how many hours you sleep at night, how many steps you take every day, how many glasses of water you drink, or even your favorite food.

Here's how a programmer would write an array listing her shoes:

var myShoes = ["red sneakers", "black shoes", "brown shoes", "white shoes", "blue shoes"];

Now you give 1 to 10 to write an array listing your shoes.

STEP 3 Create a personal data collection plan

One way to change or create a new habit is to keep track of what you're doing now. From that, you can figure out what to do to improve. The data you collect before you start to work on your new habit lets you know where you are (that's called a baseline) and helps you decide on your goal.

Has the habit ever made it easy to collect your data? Does your collected data show you set a goal and work towards it? That data could be hours sleep, steps taken, glasses of water consumed, things measured in numbers. It could also be how you're feeling or when you've been in a power. An app is able to collect data like you because the power of your personal data.

FOR YOUR EYES ONLY

Writing on your new app. Turn off the access to your contacts, calendar, photos and location. Don't allow the app to post to social media for you. Read the privacy policy so you know exactly what's happening to your private data.

STEP 4 Learn how to correlate data

If you have two sets of data, like your mood over a week and what the weather was over the same week, and both of those sets of data change at the same time, that's correlation. So if you love snow and it snows you might feel happy. This could say that there's a relationship between snow and your mood. If you track the weather and your mood throughout the winter, you could create a data visualization with two sets of data that would show the correlation.

Apps can make data correlations easier to understand. For example, there are apps that track how you spend time on your device. They compare data about how many times you spend on each type of app (social media, entertainment, etc.) and when you use those apps or a site. The app then will show your data in a visualization, such as a pie chart. You might notice patterns or correlations. Like you use Instagram a lot at certain times, or you spend more time on certain apps on the weekend than during the week. By including data visualization apps can make it easier for you to see correlations to your personal data.

STEP 5 Develop a prototype for a habit-tracking app

Making a great app is a big challenge for designers. Programmers design apps to solve particular problems or answer a need. Programmers design with specific purposes and different designs are more useful or pleasing to different people.

Designing an app can be challenging for a lot of reasons. One of the biggest challenges is figuring out how to develop an app that will help the user and that the user will like. An app developer needs to consider what the user will use the app to do, what will make the app fun to use, and how the app will address their user's concerns.

The most successful health or habit tracking apps are easy and fun to use and help people work on a personal issue that's important to them. They do that by using data and visualization in a way that's easy to use and fun to use.

What kind of information would you want from users about what they need to do to change a habit? How could you gather that information? How can you make using the app fun and easy?

Introduction to the Cadette Think Like an Engineer Journey

On this Journey, Cadettes learn how engineers solve problems. They use the Design Thinking Process to complete three hands-on design challenges, including designing prototypes of a life vest to help a corgi swim, a camp cabin inspired by nature, and a leg prosthetic for an elephant. Cadettes also use the Design Thinking Process to Take Action. They'll look at what defines a community, brainstorm community problems, and dig deeper to explore the root causes of each. They'll decide on one problem to address as a group before they plan, create, and present their sustainable Take Action project.

Use the Talking Points (But Make Them Your Own): In each session, you'll find suggested talking points under the heading "Things to Know." Some volunteers, especially new ones, find it helpful to follow the script. Others use the talking points as a guide and deliver the information in their own words. Either way is just fine.

Be Prepared (It's What Girl Scouts Do!): Each meeting includes a "Prepare Ahead" section that includes a materials list and what kind of set-up is required. Read it in advance so you have enough time to gather supplies and enlist help, if needed.

Use Girl Scouts' Three Processes: Girl-led, learning by doing, cooperative learning—these three processes are the key to making sure girls have fun in Girl Scouts and keep coming back. "Learning by doing" and "cooperative learning" are built into this Journey, thanks to the hands-on activities and tips. You can look for ways to keep the Journey "girl-led", whether it's helping to prepare or lead a meeting, having girls lead the discussion about the issues they'd like to work on for the Take Action project, or planning the final celebration. They'll help you create an experience where Cadettes know they can make choices and have their voices heard.

Fail Fast. Succeed Sooner: That's how engineers solve problems. In this Journey, Cadettes will learn about engineering through hands-on activities. They'll learn to brainstorm ways to solve a problem, design prototypes, test them to see what does and doesn't work, then improve their designs. To engineers, failure is a good thing because every time a design fails, you learn something and can make it better. You can help girls think this way. When her prototype doesn't work, ask questions like, "Why do you think it didn't work? How can you change your design? Try again—that's what engineers do!" This approach also keeps the activity girl-led and fun because Cadettes are free to invent things without feeling the pressure to make them perfect.

Connect the Work to Engineering: Point out how they acted as engineers. (For example: They did rapid prototyping. When one of their prototypes didn't work, they saw that "failure" as helpful feedback and tried something else. They worked together to find solutions. They shared their designs and offered suggestions.) Remind Cadettes that they are already engineers—and that it's fun to solve problems using engineering. Let them know that they have what it takes to continue exploring STEM.

Go over new words Cadettes can learn: In the Prepare Ahead section for each meeting, you'll see a list of words Cadettes may or may not know and how to define them. These words appear in context throughout the Meeting Plan and Meeting Aids, but if you need a reminder, refer back to this list. You can find a full list of vocabulary for the Journey in the meeting aid "Cadette Think Like an Engineer Journey—Glossary".

Think, Pair, Share: These facilitation tips will help you to make sure that every girl's voice is heard during brainstorming activities.

Steps

Share the **Design Thinking Process poster**, and remind everyone that the Design Thinking Process is similar to the steps of Take Action. To Take Action, the troop will team up to: identify a problem in their community, come up with a sustainable solution, develop a plan, put the plan into action, reflect on what they've learned, and share the project with others.

Discuss the first activity, *As Everyone Arrives: What's a Community?*, to zero in on a community to impact with the group's Take Action project. First, look at what the group wrote under "A community is..." Reflect on what's there, forming a loose definition of what your group considers a community. Then, look at the list of communities, reflecting on whether they fit into the group's definition of a community.

DISCUSS:

- Do the communities we listed fit into our definition of a community?
- Which of these communities are you a part of? Are there any we are all a part of?
- What other communities (not listed) are you a part of?
- What role(s) do you play in each of these communities?

Have the group choose one of the communities to focus on with their Take Action project. Once the group has decided, congratulate everyone on choosing the community to impact, or the user(s), for their Take Action project! After, begin to brainstorm problems that affect the chosen community ("our community").

DISCUSS:

- What are some issues or problems that impact our community?
- Who else is in our community? What are some of their problems?
- Which of the problems could have an engineering or technological solution?
- Which of these issues are you most interested in? Which do you most care about?

For more examples of Take Action projects, use the **Take Action Guide**. Girls can use the examples as thought starters that will help them develop their own ideas.

Silver Award Connection: The group may come up with many Take Action ideas, but they only need to choose one for this Journey. Remind girls that the list they developed can be a great starting point for a Silver Award project! This Journey's Take Action project helps girls build skills, like such as critical thinking, project management and communication, that will help them to develop an excellent Silver Award project. Throughout the discussion, take notes on the group's growing list of community problems. Save these for the next meeting.

Activity 3: Design Challenge: Camp Cabin Inspired by Nature

Materials

- **Design Thinking Process poster**
- **Engineering Notes: Camp Cabin**, one for each girl
- 1 ball of string
- 1 electric fan, approximately 9 inches
- 1 roll of aluminum foil
- 1 spray bottle with water

Cadette Think Like an Engineer Journey Part 2

Cadettes learn about bioinspiration as they work together to engineer a model camp cabin inspired by nature. They also talk about what defines a community before brainstorming community problems that could lead to a sustainable Take Action project.

Activity 1: As Everyone Arrives: What's a Community?

Materials

- **Prepare Ahead:** Before the meeting, create 2 large chart papers. Label them with "Community is..." and "Types of Communities"
- Tape to hold posters on walls (Alternatively, place papers on different floor/table areas around the meeting space.)
- Markers
- Star stickers (Alternatively, girls can draw stars.)

Steps

Note to Volunteers: This quick activity is meant to help girls to start thinking about the communities they belong to and the issues that affect each community. This activity will give girls ideas for community problems they may want to address with a Take Action project. Girl will continue their Take Action brainstorm later in the meeting.

Welcome everyone as they arrive. Have them gather around the papers and work as a team to write down 1) what community means to them and 2) all of the communities they can think of. Remind everyone to think about both big and small problems!

THINGS TO KNOW:

- Something engineers do is spot problems in the world and design technology and solutions that help others in their community.
- In today's world, your community might be something small, like your school or neighborhood, or something much bigger, like the global community!
- Before we get started with the today's activities, let's think about what it means to be a community or what makes a community.
- Then, create a list of all the communities you can think of, starting the ones that you think you are a part of. No idea is too big or too small!



Activity 2: Opening Ceremony: Brainstorm Problems in Our Community

Materials

- Community lists from *As Everyone Arrives: What's a Community?*
- **Take Action Guide**
- **Design Thinking Process poster**

- Construction paper, each group will need a quarter sheet of construction paper for testing
- Stopwatch
- **Optional Prepare Ahead:** Find and print, save or bookmark pictures of other animal shelters.

Each pair or group of 3 will need:

- 1 piece of masking tape, 12 inches long
- 1 piece of packaging tape, 12 inches long
- 1 sheet of cardboard, 8"x 8"
- 2 plastic cups, 1-2 oz.
- 2 sheets of construction paper
- Measuring tape
- Scissors
- **Animal Shelter Examples**
- Extra paper (for planning)
- Pens or pencils

Steps

Note to Volunteers: Give 10- and 5-minute warnings to wrap up, leaving time for the Closing Ceremony.

Identify and Investigate the Problem

Hand out **Engineering Notes: Camp Cabin**, and explain today's Design Challenge.

Today's Design Challenge:

- You've been contacted by a local engineering firm. The firm has a client who owns a local summer camp and would like you to design their new cabins. She would like the cabins to be based upon, or inspired by, shelters created by animals.
- "Animal shelters" refer to the natural homes animals create and live in. For this challenge, animal shelters does not mean the place where stray animals are housed.
- **Goal for the Design Challenge:** Engineer a model camp cabin inspired by a shelter created by an animal.

First, identify the problem as one large group.

DISCUSS:

- What problem are we being asked to solve? (**Answer: We need to design a model of camp cabin that is inspired by the shelters built by animals.**)
- What are some examples of animal shelters? **Possible Answers:** Birds' nests, beehives, beaver lodge, den, burrow, etc.
- What are some features people look for in a shelter? **Possible Answers:** Warm, dry, comfortable, spacious, safe, accessible, etc.
- How can we use shelters created by animals to inspire cabins for people? **Possible Answers:** We can find inspiration from the materials, shapes, and ways that the materials are put together.

Then, investigate the problem for the Design Challenge. Form small groups of 2-3 to talk about what questions the group has about the problem. For example: How are we limited by time or materials? Is there anything we already know that might help us?

Review the Criteria and Constraints for the Design Challenge and Testing Process.

Criteria and Constraints for the Design Challenge:

- Groups must work together to engineer a model of a camp cabin that is inspired by at least one animal shelter.
- The model cabins must be water and wind resistant.
- The model cabins must have at least one entrance that allows for a quarter sheet of construction paper to be easily placed inside and taken out.
- The model cabins must be at least 5 inches high and 5 inches wide.
- Groups may use up to one sheet of cardboard, two sheets of construction paper, two plastic cups, 12 inches each of masking and packaging tape, and any amount of aluminum foil and string.
- The measuring tape and scissors may be used as tools.
- Groups will have 10 minutes to brainstorm and plan before they have 20 minutes to engineer their model cabins.

Testing Process: Groups will place their prototype in front of a fan for 15 seconds and observe whether it is impacted by wind. To find out if the cabins are water-resistant, spray the structure with water 15 times and observe whether a piece of paper inside gets wet.

Brainstorm Solutions and Plan

First, hand out the **Animal Shelter Examples** and discuss as one large group. If you brought other photos of animal shelters, share them with the group. Ask everyone to imagine what shelter they might like their cabin to be inspired by. Encourage wild ideas. Everyone should feel free to find additional inspiration from shelters not listed on the handout.

Then, work in the same groups of 2-3 to design and build the model camp cabins. Groups can talk about their ideas and write down which animal shelter, or shelters, they will draw inspiration from for their design. They may also want to discuss other specifics related to their cabins, such as whether the door(s) should open and close, whether there should be windows, etc. Give everyone the opportunity to look at the available materials and spend a few minutes sketching out a plan for their model camp cabin.

Build a Prototype

Set a timer for 20 minutes for groups to gather their materials and build their cabin. Encourage each other to try lots of different solutions to see what works and doesn't work. Remember, the goal is to practice thinking like an engineer, NOT to make a perfect cabin!

Let everyone know when there are 15, 10 and 5 minutes left. If you run out of materials, groups can go back to the drawing board and refine their designs. Are there ways they could change their design to focus on the most important features? Challenge groups to engineer a design that still fits within the material constraints for the Design Challenge.

Test, Evaluate, and Redesign

When time is up, gather together to present and test their model camp cabins. Each group can share the design of their cabin, acting as if they are presenting to the firm's client.

Groups can answer the questions:

- What part of your design was inspired by a shelter created by animals?
- How do the different features of your cabin meet the criteria of the challenge?
- Why will your design work well during testing?

After each group presents, they can test their structure:

- **Is the cabin wind resistant?** Place it in front of the fan for 15 seconds. Start the fan on the lowest setting. If the model cabins aren't moved by the wind, turn the fan to a higher setting.
- **Is the cabin water resistant?** Put a quarter sheet of construction paper to place inside of their design. Spray the top of their model cabin with water 15 times, and check the construction paper for water.

For the remaining activity time, groups can improve their cabins using their results (what worked, what didn't). If you have the materials available, give each group 1 additional sheet of cardboard, 1 sheet of construction paper, and 1 plastic cup to improve their designs.

Courtesy of the Museum of Science, Boston. Adapted from the Engineering is Elementary, It's in the Bag Engineering Bloispired Gear. ©2014, 2016 Museum of Science.

Activity 4: Closing Ceremony: Evaluate Our Results from Testing

Materials

- Design Thinking Process poster

Steps

Evaluating your results from testing and brainstorming how you could improve your design are important parts of being an engineer. Gather together to reflect on your design decisions, the testing results, and how groups used the Design Thinking Process to design their model camp cabins.

QUESTIONS TO GET STARTED:

- Would the cabin you designed keep campers dry?
- How was your model impacted by wind?
- What part of the challenge did you find the most difficult?
- How could you improve your model? Why do you think that idea will improve your design?
- What steps of the Design Thinking Process did you use today?

If there's any extra time, continue to brainstorm community problems that the group would like to address with the Take Action project. In the next meeting, girls will choose one issue to focus on.

Optional: Talk as a group about any to-do's for the next meeting. This might include assigning a Girl Leader for the next meeting or deciding who can help bring in materials for the next Design Challenge.

Cadette Think Like an Engineer Journey Part 3

Overview: Cadettes explore biomechanical engineering as they design, build, and test a prototype of a prosthetic elephant leg. They also review their Take Action ideas and choose one problem to address with their Take Action project.



6-12 Think Like an Engineer Journey – Cadette Survey

Congratulations on Completing the Think Like an Engineer Journey!!
 We'd love to know what you think about it. Please take a few minutes to tell us about your experience with this program. The survey should take 5-10 minutes to complete. Your answers are private and will be used to improve Girl Scout program. Here are a couple of things to know before you get started:

- STEM stands for Science, Technology, Engineering and Math.
- If you do not want to take the survey, you do not have to. However, we hope you will so we can learn more about you and what you think about STEM.
- Please read each question carefully and mark the answer that is most like you. If you don't understand a question, please ask an adult for help.
- This is not a test. There are no right or wrong answers. We want to know what you really think and feel.

- How much did you like the program you just finished?
 A lot A little Not very much Not at all
- This program was...
 Way too easy A little too easy Just right A little too hard Way too hard
- Would you recommend this program to your friends?
 Definitely Probably Probably not Definitely not
- How true are these statements to you?

	Very true	Kind of true	Not very true	Not true at all
This program makes me want to do more STEM program with Girl Scouts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I hope that my troop does more STEM programs soon.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I did an activity in this program that I've never done before.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learned something new about science, engineering or technology in this program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Would you like to do more STEM activities through Girl Scouts? Yes Maybe No
- During this program, did you lead or help lead a meeting? Yes No
- Did you complete a Take Action project for this Journey?
 If YES, please tell us about your Take Action project:
- Do you know the steps of the Design Thinking Process?
 Yes, I learned the steps of the Design Thinking Process in this program.
 No, I already knew the steps of the Design Thinking Process.
 No, I don't know the steps of the Design Thinking Process.
- Do you know what an Engineer does?
 Yes, I learned what Engineers do in this program.
 Yes, I knew some things about Engineers before but I learned more in this program.
 Yes, I knew about engineers and didn't learn anything new.
 No, I don't know what Engineers do.



- What did you like most about this program?
- How could Girl Scouts make this program better?
- Describe one thing you learned in this program that you didn't know before.

For the following statements, CIRCLE the answer that describes how much the statement is LIKE YOU!

How much is this like you?	Exactly	A lot	Kind of	A little	Not at all	I don't know
I like to figure out how things work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I love building things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am excited to learn more about science.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How much is this like you?	Exactly	A lot	Kind of	A little	Not at all	I don't know
I can do most science projects I try.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am very good at solving problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am very good at coming up with new ideas when working on projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How much do you agree with each statement?	Exactly	A lot	Kind of	A little	Not at all	I don't know
Thinking like a scientist will help me do well in my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engineers make the world a better place to live.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowing science and technology is important for being a good citizen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How much is this like you? When trying to solve a problem...	Exactly	A lot	Kind of	A little	Not at all	I don't know
I first try to understand what caused it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think about different ways to solve it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I gather or consider information from different places.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think carefully about the information I have obtained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try different ways to solve it when I get stuck.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- Which of these is like you?
 I usually don't like doing STEM activities. I kind of like doing STEM activities. I love doing STEM activities.
- What Girl Scout level are you?
 Daisy Brownie Junior Cadette Senior Ambassador
- How many years have you been a Girl Scouts (not including this year)?
 None, this is my first year 1 year 2 years 3 years 4 years More than 4 years

THANK YOU for completing this survey! 📄

Attachment 3c: Exit Standards

At Innova Girls Academy, all courses teach NYS standards. In ELA, instruction will be aligned to the New York State Next Generation English Language Arts Learning Standards.¹ In math, instructional will be aligned to the New York State Next Generation Mathematics Learning Standards.² In science, instruction will be aligned to the NYS P-12 Science Learning Standards³. In computational thinking, instruction will be aligned to the New York State Computer Science and Digital Fluency Learning Standards.⁴ Girl Scout curriculum will be aligned to a variety of NYS standards including the New York State K-8 Social Studies Framework⁵. All exit standards will be based on the 6th grade NYS standards. Samples of these standards by courses are below. Please note that given page limit suggestion this is a partial list of all exit standards.

Selection of Grade 6 Next Generation ELA⁶

Grade 6 Reading Standards (Literary and Informational Text) 6R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. 6R2: Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text. 6R3: In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. 6R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. 6R5: In literary texts, analyze how a particular sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure of a text and how it contributes to the development of theme/central idea, setting, or plot. In informational texts, analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme/central ideas. 6R6: In literary texts, identify the point of view and explain how it is developed and conveys meaning. In informational texts, explain how an author's geographic location or culture affects his or her perspective. 6R7: Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject. 6R8: Trace and evaluate the development of an argument and specific claims in texts, distinguishing claims that are supported by reasons and relevant evidence from claims that are not. 6R9: Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. **Grade 6 Writing Standards** 6W1: Write arguments to support claims with clear reasons and relevant evidence. 6W1a: Introduce a precise claim, acknowledge and distinguish the claim from a counterclaim, and organize the reasons and evidence logically. 6W1b: Support claim(s) with clear reasons and relevant evidence, using credible sources while demonstrating an understanding of the topic or text. 6W1c: Use precise language and content-specific vocabulary to argue a claim. 6W1d: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. 6W1e: Provide a concluding statement or section that explains the significance of the argument presented. 6W1f: Maintain a style and tone appropriate to the writing task. 6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 6W2a: Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect. 6W2b: Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension. 6W2c: Use precise language and content-specific vocabulary to explain a topic. 6W2d: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. 6W2e: Provide a concluding statement or section that explains the significance of the information presented. 6W2f: Establish and maintain a style appropriate to the writing task. 6W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing. 6W3a: Engage the reader by introducing a narrator and/or characters. 6W3b: Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters. 6W3c: Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

Selection of Grade 6 New York State Next Generation Mathematics Learning Standards (2017)⁷

NY-6.RP: Understand ratio concepts and use ratio reasoning to solve problems. 1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. 2. Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$ (b not equal to zero), and use rate language in the context of a ratio relationship. 3. Use ratio and rate reasoning to solve real-world and mathematical problems. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. Solve unit rate problems. Find a percent of a quantity as a rate per 100. Solve problems that involve finding the whole given a part and the percent, and finding a part of a whole given the percent. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. NY-6.NS: Apply and extend previous understandings of multiplication and division to divide fractions by fractions. 1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions. Compute fluently with multi-digit numbers and find common factors and multiples. 2. Fluently divide multi-digit numbers using a standard algorithm. 3. Fluently add, subtract, multiply, and divide multi-digit decimals using a standard

¹ <http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf>.

² <http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-mathematics-p-12-standards.pdf>.

³ <http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/ms-science-learning-standards.pdf>.

⁴ <http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/draft-nys-k-12-computer-science-digital-fluency-standards.pdf>.

⁵ <http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/ss-framework-k-8a2.pdf>.

⁶ <http://www.nysed.gov/common/nysed/files/68elastandardsglance.pdf>.

⁷ <http://www.nysed.gov/curriculum-instruction/new-york-state-next-generation-mathematics-learning-standards>.

algorithm for each operation. 4. Find the greatest common factor of two whole numbers less than or equal to 100. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor other than 1. Find the least common multiple of two whole numbers less than or equal to 12. **Apply and extend previous understandings of numbers to the system of rational numbers.** 5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values. Use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. 6. Understand a rational number as a point on the number line. Use number lines and coordinate axes to represent points on a number line and in the coordinate plane with negative number coordinates. a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line. Recognize that the opposite of the opposite of a number is the number itself, and that 0 is its own opposite. b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane. Recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. c. Find and position integers and other rational numbers on a horizontal or vertical number line. Find and position pairs of integers and other rational numbers on a coordinate plane. 7. Understand ordering and absolute value of rational numbers. a. Interpret statements of inequality as statements about the relative position of two numbers on a number line. b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. c. Understand the absolute value of a rational number as its distance from 0 on the number line. Interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. d. Distinguish comparisons of absolute value from statements about order. 8. Solve real-world and mathematical problems by graphing points on a coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

Selection of Grade 6 NYS Science Standards⁸

MS-PS1-1. Develop models to describe the atomic composition of simple molecules and extended structures. MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society. MS-PS1-4. Develop a model that predicts and describes changes in particle motion, temperature, and phase (state) of a substance when thermal energy is added or removed. MS-PS1-7. Use evidence to illustrate that density is a property that can be used to identify samples of matter. MS-PS1-8. Plan and conduct an investigation to demonstrate that mixtures are combinations of substances. Developing and Using Models Modeling in 6–8 builds on K–5 and progresses to developing, using and revising models to describe, test, and predict more abstract phenomena and design systems. 1. Develop a model to predict and/or describe phenomena. (MS-PS1-1),(MS-PS1-4) Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in 6–8 builds on K–5 experiences and progresses to include investigations that use multiple variables and provide evidence to support explanations or design solutions. 1. Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim. (MS-PS1-8) 2. Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions. (MS-PS1-8) Engaging in Argument from Evidence Engaging in argument from evidence in 6–8 builds from K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world. 1. Construct and present oral and written arguments supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem. (MS-PS1-7) Obtaining, Evaluating, and Communicating Information Obtaining, evaluating, and communicating information in 6– 8 builds on K–5 and progresses to evaluating the merit and validity of ideas and methods. 1. Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence. (MS-PS1-3)

Selection of Grade 6 Computational Thinking Standards⁹

7-8.IC.1 Compare and contrast tradeoffs associated with computing technologies that affect individuals and society. 7-8.IC.2 Evaluate the impact of laws or regulations on the development and use of computing technologies and digital information. Ethics 7-8.IC.3 Identify and discuss issues of ethics surrounding computing technologies and current events. 7-8.IC.4 Identify and discuss issues related to the collection and use of public and private data. 7-8.IC.5 Analyze potential sources of bias that could be introduced to complex computer systems and the potential impact of these biases on individuals. 7-8.IC.6 Assess the accessibility of a computing device or software application in terms of user needs. Career Paths 7-8.IC.7 Explore a range of computer science-related career paths. 7-8.CT.1 Compare the results of alternative models or simulations to determine and evaluate how the input data and assumptions change the results. 7-8.CT.2 Collect and use digital data in a computational artifact. 7-8.CT.3 Refine and visualize a data set in order to persuade an audience. 7-8.CT.4 Write a program using functions or procedures whose names or other documentation convey their purpose within the larger task. 7-8.CT.5 Identify multiple similar concrete computations in a program, then create a function to generalize over them using parameters to accommodate their differences.

Selection of Grade 6 Social Studies Aligned Girl Scout Standards¹⁰

Grade: 6 STRAND / STANDARD NY.2. World History: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives. KEY IDEA / STANDARD 2.1. The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives. PERFORMANCE INDICATOR / KEY IDEA 2.1.1. Students know the social and economic characteristics, such as customs, traditions, child-rearing practices, ways of making a living, education and socialization practices, gender roles, foods, and religious and spiritual beliefs that distinguish different cultures and civilizations. STRAND / STANDARD NY.2. World History: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

⁸ <http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/ms-science-learning-standards.pdf>.

⁹ <http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/computer-science-digital-fluency-standards-k-12.pdf>.

¹⁰ https://www.girlscouts.org/content/dam/girlscouts-gsusa/curriculum/Cadette_Badges/NY_Cadette_Badges.pdf.

Attachment 4: Student Discipline Policy¹

We believe students learn best in calm, safe, and structured classroom environments, and we base our discipline system on the Restorative Practice Classroom approach to discipline. Our primary goals of discipline are to: (a) Establish a calm, orderly, and safe environment for learning; (b) Help children develop self-control and self-discipline; (c) Teach children to be responsible, contributing members in their communities; and (d) Promote respectful, kind, and healthy teacher-student and student-student interactions. Our approach to discipline is based on giving students clear expectations for behavior and actively teaching and supporting students in meeting and exceeding them. When children violate a community norm, teachers use respectful strategies to stop the misbehavior and restore positive behavior as quickly as possible so that children can continue to learn, and the teacher can continue to teach. Our K-6 Restorative Classroom model will emphasize the development of a strong community at the school level and agency at the individual student level. Our staff will build authentic relationships with each of our students, key for our students feeling cared for and respected. Our students will know that every teacher cares about them and has their best interests at heart. When students do not abide by clearly defined expectations, they will receive a consequence and a follow-up conversation. Consequences allow students to reflect on behavior, learn to self-regulate, and take accountability for their actions. Teachers and staff will receive extensive training and support around our behavior management systems. Our Discipline Policy will be consistent with the requirements of due process and with federal laws and regulations regarding students with disabilities. Our Discipline Policy will be included in our Student and Family Handbook which will be distributed to all Innova Girls Academy families annually in their preferred language. These policies are designed for the utmost transparency and clarity with students and families prior to enrollment and throughout the school year. During the planning year, our Head of School will partner with the Center for Youth to devise a Behavior Matrix that aligns with our commitment to providing a school of healing and learning. Our Discipline Policy is designed to manage behaviors that are not addressed through our positive community building and behavior management system as described in **II.G. School Culture**. We have designed a Tiered Support System to respond to all levels of student behavior. On a weekly basis, the Leadership Team will examine behavioral data and identify trends. These trends will influence schoolwide PD sessions, targeted behavior management supports for specific teachers, and/or the development of additional supports for specific students. If a student continues to demonstrate behavioral challenges, she will progress up the RtI pyramid and begin to receive targeted Tier 2 and Tier 3 support. For students who need additional supports, teachers will collaborate with the Student Supports Team to develop a plan of action. **Disciplinary Action**. If a student does not respond to Tier 2 and 3 interventions, further disciplinary action will be taken. If a teacher has used all possible, reasonable strategies and there has not been a change in behavior, the student will be removed from class, meet with the Head of School (Culture Coordinator after Y5), and next steps will be decided. The school will emphasize logical consequences centered on students learning from mistakes and moving forward. For more egregious offenses (e.g. harassment, threats,

¹ We are informed by and grateful for the discipline policies of Brooklyn Rise Charter School and Creo College Preparatory Charter School that inform this policy.

fighting, etc.) or a lack of response to targeted supports, a student may be assigned to Community Violation or Short-Term suspension. **Community Violation (Major Offenses).** If a student commits a Community Violation, they will be immediately referred to the Student Support Team for behavioral intervention. Depending on the severity of the violation, this might result in removal from class for conference: Unsafe behaviors, such as hitting, kicking, or biting; Targeted disrespect of another member the learning community (whether adult or student) including name calling or insulting including bullying, hazing or harassment of any kind, threats, intimidation, and exclusionary conduct; Disrespect of the school, such as defacing school property; Disruption of class (defined as behaviors that actively impede the learning of the student or learning of others). Students who are referred for multiple violations will be referred to the Student Support Team who will partner with the family through the Innova Girls Academy Behavioral Response to Intervention process to develop an individualized plan of support for the student.

Short-Term Suspension. Our goal is for all students to be in class, every day. Missed instructional time has a serious impact on students and is contrary to our mission. We strive to create a structured and safe learning environment for all students, and our discipline policy reflects that. There are consequences preceding suspension and expulsion, that give students at every level an opportunity to correct and reflect on behavior before receiving a consequence that interferes with their time in the classroom. A short-term suspension is defined as a suspension for fewer than 10 school days. When given, Innova Girls Academy provides students and families with oral and written notice which includes explanation of the student behaviors that earned the suspension. Families have the right to an informal hearing with school leadership. The student is afforded the opportunity to respond to the offense, at which point school staff will present evidence for the decision to suspend. Unless the student poses a threat to students or staff, the informal hearing will take place prior to the beginning of the suspension. The Head of School will attend all informal hearings.² **Checklist of Short-Term Suspension.** The school will provide written and oral notice to families, including: Number of days, Behavior that led to the suspension. Informal hearing takes place between Head of School and student/family; both have opportunity to share their version of the incident and provide proof or explanation. **Long-Term Suspension/Expulsion.** A long-term suspension is a suspension longer than 10 school days. Innova Girls Academy will provide the student and parents with written notice of the long-term suspension including the behaviors that led to the consequence. The written notice from the school will include information about the suspension including instructions regarding how to schedule a hearing, if the student or parent chooses to do so, and notifying them of their right to secure counsel, confront and cross examine witnesses, and call his or her own witnesses to verify his/her version of the incident. A record of the hearing will be kept in a locked file in the school office and the hearing officer's decision is appealable to the Board of Trustees and then to the authorizer, pursuant to Education Law Section 2855(4).

Checklist for Long-Term Suspension. The school will provide written and oral notice to families, including: Written notification of long-term suspension including: Number of days, Behavior that

² Behavioral infractions potentially leading to suspension are informed by and aligned with the Rochester City School District Code of Conduct: <https://www.rcsdk12.org/cms/lib/NY01001156/Centricity/Domain/16/Code%20of%20Conduct%206.16.16%20-%20approved.pdf>

led to the suspension, Information on how the student/parent can appeal the long-term suspension. Formal hearing with the Head of School and student/parent; student is allowed counsel and opportunity to confront and cross examine witnesses to verify his/her version of the incident. Hearing Officer is an impartial figure, selected by the Head of School; If available, the Board Chair; If the Board Chair is not available, the Vice Chair. Hearing records must be documented and saved by the school **Expulsion**. Behavioral infractions that can lead to expulsion include: Possessing a dangerous or illegal weapon or anything intended to be used as a weapon including, but not limited to, a knife or gun; Possessing a controlled substance including, but not limited to, illegal drugs or alcohol; Repeated suspensions; Theft or destruction (attempted or actual) of personal or school property, including arson. **Long-term Suspension and Expulsion Procedures and Appeal Process**. The following procedures which comply with applicable law will be followed: The student is immediately removed from class/school as needed. The student is informed of the charges against them as well as the evidence of those charges; where applicable, the student has the opportunity to explain their side. The Head of School (HOS) immediately notifies a guardian of the child in person or on the phone and sends written confirmation by personal delivery or express mail within 24 hours of the decision to suspend or expel. The HOS sets a date for a formal hearing and notifies guardians in writing of the date, time, and place of the hearing, as well as: the charges against the student, a summary of the supporting evidence, their right to be represented (at their expense) by an attorney, present evidence, and question witnesses. The Head of School will preside at the hearing and decide as to the student's status and issues a written decision which is sent to the student's guardians, the Board of Trustees, and put in the student's permanent file. If the Head of School finds that long-term suspension or expulsion is indicated, the guardians of the student may appeal this decision to the Board of Trustees within ten days of the decision to suspend or expel. Such appeal is heard at the discretion of the Chair; in such cases the guardians are once again notified in writing of the of the date, time, and place of the hearing, as well as: the charges against the student, a summary of the supporting evidence, their right to be represented (at their own expense) by an attorney at the hearing, present evidence, and question witnesses. **Alternative Instruction**. Innova Girls Academy Charter School will provide alternative instruction in accordance with New York's compulsory education law when students are removed from school. All suspended students are eligible for alternative instruction for one-hour per day for students in grades K-2 and two-hours per day for students in grades 3-6. To arrange this instruction, the school will reach out to the parent with proposed dates, times, and locations, and the parent is required to follow-up. **Gun Free Act**. Innova Girls Academy Charter School adheres to the Gun-Free Schools Act, which requires a student who is determined to have brought a firearm to school, or possessed a firearm at school, to be suspended for no less than one year. The school and/or Board of Trustees may modify such suspension requirement on a case-by-case basis. **Checklist for Gun-Free Schools Act**. If a student brings a firearm (firearm is defined in 18 U.S.C. § 921(a)) to school, the student will receive a suspension for at least one full calendar year if it is determined. Students receive a due process hearing. **Suspension Policies for Students with Disabilities**³. We make all necessary accommodations to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding discipline of students with disabilities.

³ We are informed by and grateful to the discipline policy of BES school Buffalo Collegiate Charter School that informs this policy.

For disciplinary infractions that merit a long-term suspension that would exceed ten (10) school days, school personnel will determine whether the behavior was a manifestation of the child's disability, or if the infraction was a result of the student not receiving the appropriate supports outlined in the IEP. If it is determined that the behavior was not a manifestation of the disability and student was receiving the supports outlined in the IEP, then the school may move forward with the disciplinary action as outlined in the Student and Family Handbook. During this time period, the school will still provide the student with the same educational services, including access to missed work, and supports to catch up from the days missed. The student will also receive support from the Dean of Student Supports and Culture Coordinator to ensure that the behavior does not happen again. The Dean of Student Supports will work with the CSE in notifying and communicating with parents the reason for the suspension. If it is found that the infraction was a manifestation of the child's disability, then the Dean of Student Supports, with the support of the Head of School and other Special Education teachers, will conduct a functional behavioral assessment. We will work in collaboration with the CSE to create a Behavior Intervention Plan that supports the individual student and make any modifications necessary to support the student so that the behavior does not reoccur. If the disciplinary infraction warrants expulsion, then the Head of School will request that the Dean of Student Supports work with the CSE to form a committee to determine that the student's actions were not a direct result of the student's disability. The school will then hold a hearing where the Dean of Student Supports, Head of School, parents of the student, representation from the CSE, and a general education instructor will all be present. If it is proven that the infraction was not a manifestation of the student's disability or a result of the appropriate services not being provided by the school, then the student may be expelled. Parents will have the opportunity to file a complaint and request a public hearing if they disagree with any decision made by the school regarding a suspension or expulsion. The CSE will arrange for the hearing and the Dean of Student Supports will coordinate all communication with the CSE. **Policies Against Harassment, Bullying, and Discrimination.** Innova Girls Academy Charter School is committed to creating a safe space for all students and will abide by the New York State Dignity for All Students Act (DASA): "The Dignity Act seeks to provide the State's public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function."⁴ This includes cyberbullying. To create and maintain a safe and supportive school community, we will engage the local Youth Officers at the City of Rochester to host anti-bullying sessions. We will celebrate students who show kindness to one another; this is one of our core values and we honor students weekly who demonstrate this value. We will explicitly share with students during the first week of school our definitions and examples of harassment, bullying, and discrimination and express the seriousness of these behaviors and our No Tolerance policy for these behaviors. We will explicitly share with parents during Parent Orientation our definitions and examples of harassment, bullying, and discrimination and express the seriousness of these behaviors and our No Tolerance policy of these behaviors. We will create an anonymous way for students to report harassment, bullying, and discrimination. **Definition of Harassment, Bullying, and Discrimination.** At Innova Girls Academy, our definition of harassment and bullying is consistent with the Dignity For All Schools

⁴ "The Dignity Act." The Dignity for All Students Act, NYSED, www.p12.nysed.gov/dignityact/. Accessed 8 Mar. 2018.

Act Policy. This policy defines harassment and bullying as: “the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that: (a) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or (b) reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. Acts of harassment and bullying shall include, but not be limited to, those acts of discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. For the purposes of this definition the term “threats, intimidation or abuse” shall include verbal and non-verbal actions.”⁵ **Response to Harassment, Bullying, and Discrimination.** If harassment, bullying, or discrimination are reported to any teacher, we will respond accordingly: All relevant information will be passed to the Head of School; The Head of School (HOS) and Culture Coordinator will conduct an investigation and inform all students and their parents that they are part of a case regarding harassment, bullying, and/or discrimination; Once the investigation is complete, the HOS will assign a consequence to the student(s) accused of the harassment, bullying, and/or discrimination. The consequence will depend on the behavior and is at the discretion of the HOS. If the consequence is to exceed a 10-day suspension, the HOS must share with the Board of Trustees; The accused student(s) may not return to school until they have had a parent conference with the HOS and written and presented a formal apology to the student they wronged; The incident must be documented for the school and, if requested by local authorities, shared with the Police Precinct. **Student/Parent Harassment, Bullying, and/or Discrimination Report.** Innova Girls Academy Charter School encourages any student or parent to report harassment, bullying, and/or discrimination their child is facing at school. To report, a student/parent must follow these guidelines: (1) Report the incident to the Head of School (HOS). The report will include details of incident (name of students, location, time, behaviors). (2) The HOS will document the information and save it in school files. (3) The HOS and Culture Coordinator will conduct an investigation and be in contact with the reporting parent within 5 school days. **Harassment, Bullying, and/or Discrimination Retaliation Policy.** Innova Girls Academy Charter School will not tolerate any form of retaliation in response to a student who has filed a harassment, bullying and/or discrimination report. “Interference with, intimidation of, and/or retaliation against any individual, including a student, parent, or guardian, for filing a complaint, filing a grievance, or opposition discrimination is strictly prohibited.”⁶ Retaliation will lead to additional consequence determined by the Head of School and Culture Coordinator.

⁵ Dignity For All Students Act Policy. www.mamkschools.org/uploaded/District_Files/0000-0999/0116_DASA_policy.pdf. Accessed 1 Mar. 2018.

⁶ Policy on Harassment, Bullying, Discrimination, and Hate Crimes. www.eastlongmeadowma.gov/DocumentCenter/View/1185. Accessed 1 Mar. 2018.

Attachment 4a: Sample Weekly Student Schedule

Lower Academy Student Sample Schedules

Monday, Tuesday, Thursday, Friday

Start	End	Activity	Minutes
7:40	8:00	Breakfast	20
8:00	8:20	Morning Meeting	20
8:20	10:00	Literacy Instruction	100
10:00	10:20	Calendar Math	20
10:20	11:20	Math Instruction	60
11:20	11:40	STEAM Play	20
11:40	12:00	Lunch + Advisory	40
12:20	1:00	GCI Math	40
1:00	1:20	Read Aloud	20
1:20	2:20	Writer's Workshop	60
2:20	3:00	Science	40
3:00	3:40	STEAM	40
3:40	4:00	Math Workshop	20
4:00	4:20	Closing Circle + Pack-Up	20

Wednesday

Start	End	Class	Minutes
7:40	8:00	Breakfast	20
8:00	9:00	Math Instruction	60
9:00	10:00	Read Aloud + Writing	60
10:00	11:00	Science + STEAM	60
11:00	12:10	Literacy Rotation	70
12:10	12:50	Lunch/Advisory	40
12:50	1:40	Innova Community Circle	50
1:40	1:50	Dismissal	10

Sample Schedule for Kindergarten and 1st Grade Cohorts – Lower Academy

	Kindergarten A	Kindergarten B	1st Grade A	1st Grade B	
7:40 AM	Breakfast	Breakfast	Breakfast	Breakfast	
8:00 AM	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	
8:20 AM	Literacy Rotations (30 minutes each) + Snack + Bathroom	Math Instruction 60 minutes	Literacy Rotations (30 minutes each) + Snack + Bathroom	Science 40 minutes	
8:40 AM		Science 40 minutes		Math Instruction 60 minutes	
9:00 AM		STEAM 40 minutes		Math Instruction 60 minutes	
9:20 AM		STEAM 40 minutes		Math Instruction 60 minutes	
9:40 AM	Calendar Math	Snack + Bathroom + Literacy Rotations (30 minutes each)	Math Instruction 60 minutes	Snack + Bathroom + Literacy Rotations (30 minutes each)	
10:00 AM	Math Instruction 60 minutes		STEAM 40 minutes		
10:20 AM	STEAM Play		STEAM 40 minutes		
10:40 AM	STEAM Play		STEAM 40 minutes		
11:00 AM	Lunch + Advisory 40 minutes	STEAM 40 minutes	Lunch + Advisory 40 minutes	CGI Math 40 minutes	
11:20 AM	CGI Math 40 minutes	Lunch + Advisory 40 minutes	Science 40 minutes	Lunch + Advisory 40 minutes	
11:40 AM	Read Aloud	Calendar Math	Read Aloud	Calendar Math	
12:00 PM	Writer's Workshop 60 minutes	STEAM Play	Writer's Workshop 60 minutes	STEAM Play	
12:20 PM		CGI Math 40 minutes		STEAM 40 minutes	
12:40 PM		Science 40 minutes		CGI 40 minutes	Read Aloud
1:00 PM		STEAM 40 minutes		Calendar Math	Writer's Workshop 60 minutes
1:20 PM	STEAM 40 minutes	STEAM Play	STEAM Play	Writer's Workshop 60 minutes	
1:40 PM	STEAM 40 minutes	STEAM Play	STEAM Play	Writer's Workshop 60 minutes	
2:00 PM	STEAM 40 minutes	STEAM Play	STEAM Play	Writer's Workshop 60 minutes	
2:20 PM	STEAM 40 minutes	STEAM Play	STEAM Play	Writer's Workshop 60 minutes	
2:40 PM	STEAM 40 minutes	STEAM Play	STEAM Play	Writer's Workshop 60 minutes	
3:00 PM	STEAM 40 minutes	STEAM Play	STEAM Play	Writer's Workshop 60 minutes	
3:20 PM	STEAM 40 minutes	STEAM Play	STEAM Play	Writer's Workshop 60 minutes	
3:40 PM	Math Workshop	Math Workshop	Math Workshop	Math Workshop	
4:00 PM	Closing Circle + Pack-Up	Closing Circle + Pack-Up	Closing Circle + Pack-Up	Closing Circle + Pack-Up	
4:20 PM	Dismissal	Dismissal	Dismissal	Dismissal	

Upper Academy Student Sample Schedules

Monday, Tuesday, Thursday, Friday			
Start	End	Activity	Minutes
7:40	8:00	Breakfast	20
8:00	9:40	Writer's + Reader's Workshop	100
9:40	10:40	Math Instruction	60
10:40	11:20	Science	40
11:20	12:00	Computational Thinking	40
12:00	12:40	Lunch/Advisory	40
12:40	2:20	Novel Study + History	100
2:20	3:00	Elective	40
3:00	3:40	Math Workshop	40
3:40	4:20	CGI Math	40
4:20	4:40	Dismissal	20

Wednesday			
Start	End	Class	Minutes
7:40	8:00	Breakfast	20
8:00	9:00	Math Instruction	60
9:00	10:00	ELA	60
10:00	11:00	Science + STEAM	60
11:00	12:10	Review Period	70
12:10	12:50	Lunch/Advisory	40
12:50	1:40	Innova Community Circle	50
1:40	1:50	Dismissal	10

Sample Schedule for 4th and 5th Grade Cohorts – Upper Academy

	4th Grade A	4th Grade B	5th Grade A	5th Grade B
7:40 AM	Breakfast	Breakfast	Breakfast	Breakfast
8:00 AM	Writer's + Reader's Workshop 100 minutes	Math Instruction 60 minutes	Writer's + Reader's Workshop 100 minutes	Math Instruction 60 minutes
8:20 AM		Elective 40 minutes		Science 40 minutes
8:40 AM				
9:00 AM				
9:20 AM	Math Instruction 60 minutes	Writer's + Reader's Workshop 100 minutes	Math Instruction 60 minutes	Writer's + Reader's Workshop 100 minutes
9:40 AM				
10:00 AM				
10:20 AM				
10:40 AM	Science 40 minutes	CGI Math 40 minutes	Elective 40 minutes	STEAM 40 minutes
11:00 AM				
11:20 AM	Lunch/Advisory 40 minutes	Lunch/Advisory 40 minutes	CGI Math 40 minutes	Lunch/Advisory 40 minutes
11:40 AM				
12:00 PM	STEAM 40 minutes	Lunch/Advisory 40 minutes	CGI Math 40 minutes	Lunch/Advisory 40 minutes
12:20 PM				
12:40 PM	Novel Study/ History 100 minutes	Math Workshop 40 minutes	Novel Study/ History 100 minutes	Math Workshop 40 minutes
1:00 PM		Science 40 minutes		Elective 40 minutes
1:20 PM				
1:40 PM				
2:00 PM	Math Workshop 40 minutes	STEAM 40 minutes	Math Workshop 40 minutes	CGI Math 40 minutes
2:20 PM				
2:40 PM	Elective 40 minutes	Novel Study/ History 100 minutes	Science 40 minutes	Novel Study/ History 100 minutes
3:00 PM				
3:20 PM				
3:40 PM				
4:00 PM	CGI Math 40 minutes	STEAM 40 minutes	STEAM 40 minutes	Dismissal
4:20 PM				

Attachment 4b: Sample Weekly Teacher Schedule

Sample Lower Academy Math Teacher Schedule

Monday, Tuesday, Thursday, Friday			
Start	End	Activity	Minutes
7:40	8:00	Cover Breakfast	20
8:00	8:20	Cover Morning Meeting	20
8:20	8:40	Teach Math Instruction K Cohort B	60
8:40	9:00		
9:00	9:20		
9:20	9:40	Prep Period 1	40
9:40	10:00		
10:00	10:20	Teach Calendar Math and Math Instruction to K Cohort A	80
10:20	10:40		
10:40	11:00		
11:00	11:20		
11:20	11:40	Prep Period 2	20
11:40	12:00	Cover Advisory and Lunch	40
12:00	12:20		
12:20	12:40	Teach CGI Math K Cohort A	40
12:40	1:00	Prep Period 3	40
1:00	1:20		
1:20	1:40		
1:40	2:00	Teach CGI Math K Cohort B	40
2:00	2:20	Prep Period 4	80
2:20	2:40		
2:40	3:00		
3:00	3:20		
3:20	3:40	Teach Math Workshop	20
3:40	4:00		
4:00	4:20		
4:20	4:40	Cover Closing Circle	20
		Support with Dismissal	20

Wednesday			
Start	End	Activity	Minutes
7:40	8:00	Cover Breakfast	20
8:00	9:00	Teach Math Instruction K Cohort A	60
9:00	10:00	Teach Math Instruction K Cohort B	60
10:00	11:00	Prep Period	60
11:00	12:10	Support with Literacy Rotation	70
12:10	12:50	Cover Lunch/Advisory	40
12:50	1:40	Innova Community Circle	50
1:40	2:00	Support with Dismissal	20
2:00	4:30	Professional Development	150

Sample Lower Academy ELA Teacher Schedule

Monday, Tuesday, Thursday, Friday			
Start	End	Activity	Minutes
7:40	8:00	Cover Breakfast	20
8:00	8:20	Prep Period 1	20
8:20	8:40	Teach Literacy Rotation K Cohort A	100
8:40	9:00		
9:00	9:20		
9:20	9:40		
9:40	10:00		
10:00	10:20	Teach Literacy Rotation K Cohort B	100
10:20	10:40		
10:40	11:00		
11:00	11:20		
11:20	11:40		
11:40	12:00	Prep Period 2	100
12:00	12:20		
12:20	12:40		
12:40	1:00		
1:00	1:20		
1:20	1:40	Teach Writer's Workshop K Cohort A	60
1:40	2:00		
2:00	2:20		
2:20	2:40	Prep Period 3	20
2:40	3:00	Teach Writer's Workshop K Cohort B	60
3:00	3:20		
3:20	3:40		
3:40	4:00	Prep Period 4	40
4:00	4:20		
4:20	4:40	Support with Dismissal	20

Wednesday			
Start	End	Activity	Minutes
7:40	8:00	Cover Breakfast	20
8:00	9:00	Teach Read Aloud + Writing K Cohort A	60
9:00	10:00	Teach Read Aloud + Writing K Cohort B	60
10:00	11:00	Prep Period	60
11:00	12:10	Teach Literacy Rotations	70
12:10	12:50	Cover Lunch/Advisory	40
12:50	1:40	Innova Community Circle	50
1:40	2:00	Support with Dismissal	20
2:00	4:30	Professional Development	150

Sample Upper Academy Math Teacher Schedule

Monday, Tuesday, Thursday, Friday			
Start	End	Activity	Minutes
7:40	8:00	Cover Breakfast	20
8:00	8:20	Teach Math Instruction 4 th Grade Cohort A	60
8:20	8:40		
8:40	9:00		
9:00	9:20	Prep Period 1	40
9:20	9:40		
9:40	10:00	Teach Math Instruction 4 th Grade Cohort B	60
10:00	10:20		
10:20	10:40		
10:40	11:00	Prep Period 2	40
11:00	11:20		
11:20	11:40	Cover Lunch and Advisory	40
11:40	12:00		
12:00	12:20	Prep Period 3	40
12:20	12:40		
12:40	1:00	Teach Math Workshop 4 th Grade Cohort B	40
1:00	1:20		
1:20	1:40	Teach CGI Math 4 th Grade Cohort B	40
1:40	2:00		
2:00	2:20	Prep Period 4	60
2:20	2:40		
2:40	3:00		
3:00	3:20	Teach Math Workshop 4 th Grade Cohort A	40
3:20	3:40		
3:40	4:00	Teach CGI Math 4 th Grade Cohort A	40
4:00	4:20		
4:20	4:40	Support with Dismissal	20

Wednesday			
Start	End	Activity	Minutes
7:40	8:00	Cover Breakfast	20
8:00	9:00	Teach Math Instruction 4 th Grade Cohort A	60
9:00	10:00	Teach Math Instruction 4 th Grade Cohort B	60
10:00	11:00	Prep Period	60
11:00	12:10	Teach Review Period	70
12:10	12:50	Cover Lunch/Advisory	40
12:50	1:40	Innova Community Circle	50
1:40	2:00	Support with Dismissal	20
2:00	4:30	Professional Development	150

Sample Upper Academy ELA Teacher Schedule

Monday, Tuesday, Thursday, Friday			
Start	End	Activity	Minutes
7:40	8:00	Cover Breakfast	20
8:00	8:20	Teach Writer's + Reader's Workshop 4 th Grade Cohort A	100
8:20	8:40		
8:40	9:00		
9:00	9:20		
9:20	9:40		
9:40	10:00	Teach Writer's + Reader's Workshop 4 th Grade Cohort B	100
10:00	10:20		
10:20	10:40		
10:40	11:00		
11:00	11:20		
11:20	11:40	Prep Period 1	40
11:40	12:00	Prep Period 2	40
12:00	12:20	Prep Period 3	40
12:20	12:40	Prep Period 4	40
12:40	1:00	Prep Period 5	40
1:00	1:20	Support Novel Study and Teach History 4 th Grade Cohort A	60
1:20	1:40		
1:40	2:00		
2:00	2:20	Prep Period 6	60
2:20	2:40		
2:40	3:00		
3:00	3:20	Support Novel Study and Teach History 4 th Grade Cohort B	60
3:20	3:40		
3:40	4:00		
4:00	4:20	Support with Dismissal	20
4:20	4:40	Support with Dismissal	20

Wednesday			
Start	End	Activity	Minutes
7:40	8:00	Cover Breakfast	20
8:00	9:00	Prep Period	60
9:00	10:00	Teach Novel Study + History 4 th Grade Cohort A	60
10:00	11:00	Teach Novel Study + History 4 th Grade Cohort B	60
11:00	12:10	Teach Review Period	70
12:10	12:50	Cover Lunch/Advisory	40
12:50	1:40	Innova Community Circle	50
1:40	2:00	Support with Dismissal	20
2:00	4:30	Professional Development	150

Attachment 4c: Proposed First Year School Calendar

June 2022						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2	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		

Instructional Days: 0 PD Days: 0

July 2022						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	2
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						

Instructional Days: 0 PD Days: 0

August 2022						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	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			

Instructional Days: 5 PD Days: 18.5

September 2022						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	2
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						

Instructional Days: 21 PD Days: 0

October 2022						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	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					

Instructional Days: 19 PD Days: 1

November 2022						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	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			

Instructional Days: 17 PD Days: 1

December 2022						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	2
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						

Instructional Days: 17 PD Days: 0

January 2023						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	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				

Instructional Days: 19 PD Days: 1

February 2023						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	2	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			

Instructional Days: 14 PD Days: 1

March 2023						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	2	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

Instructional Days: 22 PD Days: 1

April 2023						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	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						

Instructional Days: 15 PD Days: 1

May 2023						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	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			

Instructional Days: 20 PD Days: 1

June 2023						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	2	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	

Instructional Days: 18 PD Days: 2

July 2023						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	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					

Key:	
	Holiday - No School
	Full Day Staff PD
	Start/End of School
	Student Orientation
	Summer PD
	State/MAP/STEP Assessment Days
	Interim Assessments
	Parent Conferences/Coffee Chats
	Home Visits
	Girl Scouts Outdoor Camp

Important Dates:	
June 16: Parent Coffee Chat	
June 20- July 15: Student Home Visits	
July 14: Parent Coffee Chat	
August 1-26: Summer Professional Development	
August 17-18: Parent Orientation	
August 24: First Day of School	
August 24-26: Student Orientation	
September 1-2: MAP/STEP Testing	
September 5: NO SCHOOL - Labor Day	
September 6: Girl Scouts Outdoor Camp Trip	
September 10: NO SCHOOL - Indigenous People's Day	
September 15: Parent Coffee Chat	
October 13-14: STEP/Trimester 1 Midterm Exams	
October 17: Staff Data Day	
October 20: Parent Coffee Chat	
November 10: NO SCHOOL - Veteran's Day	
November 17: Parent Coffee Chat	
November 18/21: STEP/Trimester 1 Final Exams	
November 22: Staff Data Day	
November 23-25: NO SCHOOL - Thanksgiving	
November 28: Girl Scouts Outdoor Camp Trip	
December 15: Parent Coffee Chat	
December 23-39: NO SCHOOL - Winter Break	
January 2: Staff PD Day	
January 11-12: STEP/MAP Testing	
January 13: Trimester 2 Midterm Exams	
January 16: NO SCHOOL - MLK Day	
January 19: Parent Coffee Chat	
February 16: Parent Coffee Chat	
February 17: STEP Testing	
February 20-24: NO SCHOOL - Mid Winter Recess	
February 27: Staff PD Day	
March 9: Trimester 2 Final Exams	
March 13: Staff PD Day	
March 16: Parent Coffee Chat	
March 27-29: NYS ELA Testing	
April 10-14: NO SCHOOL - Spring Break	
April 17: Staff PD Day	
April 20: Parent Coffee Chat	
April 24-26: NYS Math Exams	
May 11-12: Trimester 3 Midterm Exams/STEP	
May 18: Parent Coffee Chat	
May 25-26: NYS Science Exam	
May 29: NO SCHOOL - Memorial Day	
May 30: Staff Data Day	
June 1: Girl Scouts Outdoor Camp Trip	
June 15: Parent Coffee Chat	
June 19-20: STEP/MAP Exam	
June 22: Trimester 3 Final Exams	
June 23: Last Day of School	
June 26: Staff PD Day	
June 27: Staff PD Day	
July 17-July 28: Student Home Visits	
Total Instructional Days: 187	
Total PD Days: 27.5	

**NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE**

**ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE
SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)**

Applicant Group Members (“AG”): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members (“BOT”): Service on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Cassie Fields

Proposed Charter School Name: Innova Girls Academy Charter School

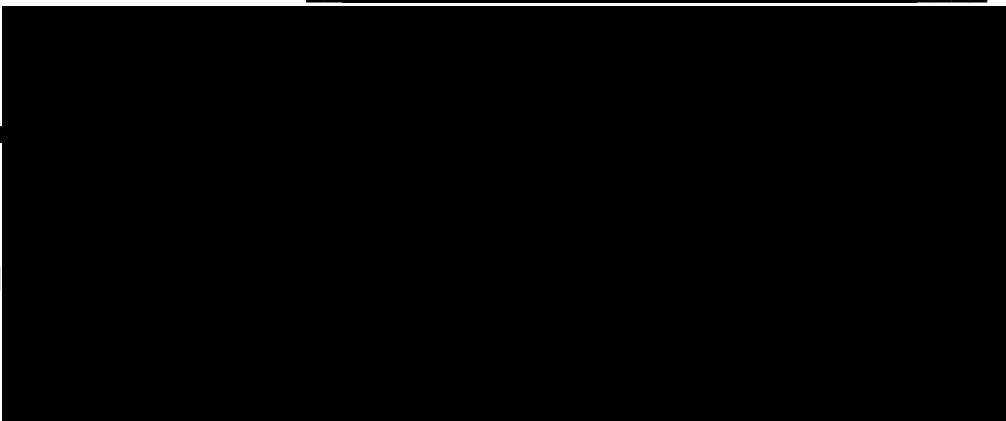
E-Mail Address

Home Telephone

Home Address

Business Telephone

Business Address



Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

Résumé Attached

Copy of Diploma, Transcript or Supporting Documentation Attached

If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group. The opportunity to join the applicant group came to my attention through a reference from a former colleague who believed I had the skills and knowledge to join the applicant group considering my background with working for and with not-for-profit entities and my experience as a CPA.
3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws, and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws, and all proposed policies at the time of its submission for review.

I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.
 - a. As a CPA, I bring my skills and knowledge of preparing, maintaining, and submitting budgets, financial statements, and compliance reporting as required. As a mother of a 9 year-old, I bring the desire to create and maintain a healthy and supportive educational environment that will bring opportunities for success. As a woman of color, I bring the personal experience of having limited resources available that empower young girls to pursue STEAM-based careers and I look forward to being part of a Charter School that is committed to a STEAM-based education in an all-girls environment.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).
 - a. As a prospective board member of Innova Girls Academy Charter school I will be committed to bringing my skills and knowledge of accounting which includes preparing, maintaining, and submitting budgets and financial statements, and compliance reporting as required in relation to the development and preparation of this application. Moreover, I am committed to providing accounting and governance and compliance support as required in relation to the development and preparation of this Charter School application.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Cassie Fields

Printed Name

DocuSigned by:

Cassie Fields

773018991CB4231

Signature

7/7/2021

Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

Board of Trustees and Proposed Member of the Finance Committee

12. Please explain why you wish to serve on the board.

- a. I wish to serve on the board of Innova Girls Academy Charter school because I believe my experience and background will be an asset to helping the Charter school meet its goals and objectives. Having previously served on board, I understand the importance of effective and active governance and will dedicate time to monitoring the growth of the school. Further, as a CPA, I have the skills and knowledge to provide oversight on preparing, maintaining and submitting budgets, financial statements, and compliance reporting as required. Lastly, as a woman of color who grew up in a poor community, I am excited to be part of a Charter School that aims to provide a supportive, all-girls environment with a focus on STEAM education that will empower students to become innovative leaders.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school, or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please

describe any other experience, knowledge, or skills you feel is relevant to service on the charter school board.

This does not apply to me. Yes. (I currently serve on the board for a not-for-profit organization, Rochester Regional Chapter of Healthcare Financial Management Association (HFMA), as Treasurer. As Treasurer, I manage the chapter's finances which includes preparing an annual budget, preparing monthly bank reconciliations, preparing monthly and annual actual vs. budget financial statements and preparing annual tax filings and other compliance reports.

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors, or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Yes.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Yes.

Not applicable because the School will not contract with a management company or charter management organization.

I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse, or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

Yes.

Not applicable because the School will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

The Innova Girls Academy Board would have a zero-tolerance policy for any self-dealing. If a conflict of interest should arise, the individual with a conflict has a responsibility to notify the board chair of this conflict. The individual will sit out of any vote that involves the conflict of interest. If an individual does not notify the board of a potential conflict of interest, the board chair will investigate further and follow with the appropriate steps depending on the situation at hand.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner, or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

This does not apply to me, my spouse or other family members.

Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.

- a. The Innova Girls Academy's mission is to provide a supportive environment with a focus on STEAM education that will empower students to become innovative leaders. Innova Girls Academy believes that all students have the potential to become leaders if given a supportive environment.

24. Please explain your understanding of the educational program of the charter school.

- a. The Innova Girls Academy' educational program aims to provide an all-girls

environment with a focus on STEAM education to equip students with the skills, knowledge, and confidence to pursue career opportunities in which they can become leaders, innovators and make a difference in their communities and beyond. This will be accomplished by developing and aligning our academic program to the six key design elements. We will work strategically with our partners, the Girl Scouts of Western New York to develop leaders by offering Girl Scouts leadership and STEAM programming throughout the school day at Innova Girls Academy.

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

- a. I believe the main characteristics of a successful charter school include dedicated teachers, a challenging and adaptable curriculum, and a commitment to providing support to students, parents, and the communities in which they reside. The board should diversity that reflects the diversity of the community that they serve. The board members should be involved in the strategic oversight of the overall program at the school. This oversight will include regular review of data and monitoring school progress towards annual goals. These annual goals should be aligned to the New York State Performance Framework to ensure that the students at the school receive a comprehensive, high quality school experience that develops them as confident leaders.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Cassie Fields (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

DocuSigned by:

Cassie Fields

77301875
Signature

7/7/2021

Date

**NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE**

**ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE
SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)**

Applicant Group Members (“AG”): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members (“BOT”): Service on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Andrea Garfield

Proposed Charter School Name: Innova Girls Academy Charter School

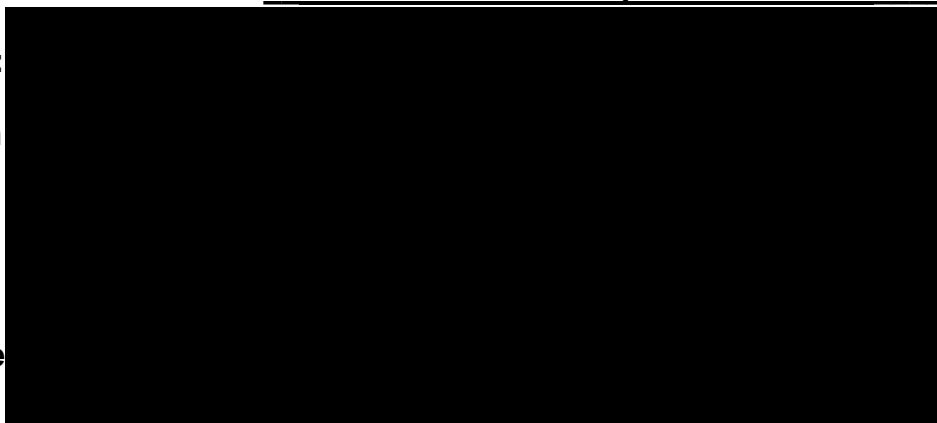
E-Mail Address:

Home Telephone:

Home Address:

Business Telephone:

Business Address:



Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

Résumé Attached

Copy of Diploma, Transcript or Supporting Documentation Attached

If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

I work in the Rochester City School District. Ms. Veronica Vargas, a colleague, is familiar with my work and suggested that I attend an informational meeting with she and Ms. Swanson. We met and discussed my work in the district and the vision of Innova. I was excited about the opportunity to get involved with an educational endeavor for the city of Rochester. After we discussed the vision, we discussed time commitment and board responsibility. After a few further discussions, I joined the applicant group.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

I have been a teacher in the Rochester City School District since 2003. During my tenure with RCSD, I have been a Mentor for incoming teachers and a Peer Evaluator for teachers who selected that as an option for our APPR evaluation. I have served on my school's School Based Planning Team for 16 years. I have facilitated several school and district professional development workshops and meetings. I have supported the district's Math Department, facilitating a district math workshop and writing curriculum. These opportunities have allowed me to continue to develop and foster trusting professional relationships, organizational, leadership and communication skills, while being very task orientated. I am able to work together with a team and facilitate a process while using conflict resolution skill to assist colleagues during times of frustration. I will bring all of these skills to the board. My extensive background in intervention work with students of all academic levels will allow me to provide oversight to Innova to ensure that all students have access to individualized supports that will allow them to succeed. My experiences on the School Based Planning Team have provided me with the opportunity to understand the school evaluation process. I will use these experiences to provide academic oversight aligned with the New York State Performance Framework.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

As an educator for nearly 20 years, I have been dedicated to the overall education and development of students. This includes a balanced program that engages students academically as well as socially and emotionally. Providing a program that meets the needs and interests of all students, is especially important to create purposed, well-rounded, diverse individuals. Therefore, my role on this board is to advise on ways to meet the afore mentioned and to provide oversight on the monthly basis to ensure that the program continues to meet the needs of all students.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Andrea Garfield

Printed Name

Andrea Garfield

Signature

7/14/21

Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

Board of Trustees and Proposed Member of the Academic Committee

12. Please explain why you wish to serve on the board.

My passion and purpose is to be a change agent in communities. To work within my purpose utilizing my given gifts and developed talents. Given my own experiences growing up, I highly value formal and informal education. My experiences have allowed me to realize that educators must use creativity to prepare our students to be competitive globally in higher education, vocations, and in business. We must think innovatively to ensure that students in Rochester have access to high-quality school experiences. I have developed resources that are currently providing STEAM programs and thus I believe deeply in the mission of Innova. Therefore, it would be an honor to have the opportunity to serve and collaborate with colleagues to have an impact academically, systemically, and creatively for the enrichment of students and families.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please

describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

This does not apply to me. Yes. (Include description here):

I am currently on an advisory board for D4G Destined for Greatness, a Not-For-Profit organization focused on STEAM, Project Based Learning as well as Athletics. I have also served on the St. Monica's CYO Athletics committee that implemented processes to support the registration process, fundraising and created run around sheets, which helped to ensure athletes, maintained their academic responsibilities while participating in the program.

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Yes.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Yes.

Not applicable because the School will not contract with a management company or charter management organization.

I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

Yes.

Not applicable because the School will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

The Innova Girls Academy Board would have a zero-tolerance policy for any self-dealing. If a conflict of interest should arise, the individual with a conflict has a responsibility to notify the board chair of this conflict. The individual will sit out of any vote that involves the conflict of interest. If an individual does not notify the board of a potential conflict of interest, the board chair will investigate further and follow with the appropriate steps depending on the situation at hand.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

This does not apply to me, my spouse or other family members.

Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.

The Innova mission is to empower elementary school girls excel through school and their careers as innovative leaders and confident problem-solvers. We will accomplish this by providing an academic program that is supportive and encourages girls to take academic risks to grow their confidence. At Innova, we believe that all students have the potential to be problem solvers. As such, we are committed to creating an educational environment that fosters the creativity, curiosity, and leadership that each of our students uniquely

possesses. The all-girls setting will allow girls in Rochester to flourish confidently in the classroom as they challenge themselves to take academic risks and develop as leaders.

24. Please explain your understanding of the educational program of the charter school.

Our educational program is made up of six key pillars. These key pillars are as follows:

STEAM Education for All: Our students deserve access to an education that equips them with the skills required to create innovative solutions that will drive society. Every day our students will take math, science, and computer science courses. Through the Girl Scouts programming, we will ensure that students have access to girl-centered programming that empowers them to be problem-solvers.

Equitable Supports for all Students: Our students will have access to individualized supports that will empower them to thrive. This will include small group instruction and technology-integrate classrooms, where each student will have access to unique, data-driven supports.

All-Girls Setting: Traditionally, co-ed schools have lacked opportunities for young women to develop confidence of voice in STEAM. Our single gender school will focus on breaking down stereotype threat and proving that women belong as leaders in STEAM. In my own teaching experience, I have had the opportunity to teach in experimental all-girls setting within a co-ed school. Through these experiences, I know that girls in an all-girls classroom are uniquely positioned to excel confidently.

Culturally Relevant Curriculum: We believe will provide an academic program that promotes problem-solving and is culturally relevant, aligned to problem-solving that is meaningful for student.

Excellence in Teaching: We believe that each moment at school should work in service of academic and social/emotional development. This includes extending our school day to maximize our time with students. Educational technology will be provided and teachers will be trained in how to use it streamline the work. Teachers will receive professional development regularly throughout the school year, weekly, to ensure that we can target the highest leverage development points for teachers.

A Girl Scouts School: Students will engage in leadership development and STEAM activities prepared by the Girl Scouts every day at school. With more than 100 years of demonstrated girl-empowerment, we continue the tradition of developing leaders through the Girl Scouts programming at Innova Girls Academy.

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

A successful charter school, will include all of the following: community involvement and interest in the success of the program, excellent teachers, rigorous academics, culturally relevant pedagogy, a diverse teaching staff, regular professional development, increased access to STEAM, community partnerships.

The role of the board should be to engage in oversight of three broad aspects of the charter school: Governance, Academics, and Finances. The board will meet in committees on a monthly basis to review operational data from the school (ex: budgets

vs. actuals, STEP data, attendance data, etc). In these committee the board will determine if the school is meeting the expectations laid out by the state in the Performance Framework. If the school is not meeting the expectations, the committee will work with the Head of the School to ensure that there is a growth plan in place. The committees will monitor this growth, presenting out to the full board to ensure that all board members are aware of the opportunities for growth.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Andrea Garfield (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Andrea Garfield

Signature

7/14/21

Date

Attachment 5b: Proposed Board By-Laws¹

INNOVA GIRLS ACADEMY CHARTER SCHOOL BY-LAWS

ARTICLE I

NAME, MISSION AND OBJECTIVES

Section 1: The name of the Corporation is Innova Girls Academy Charter School (hereinafter “The Corporation”).

Section 2: The purpose for which the Corporation is organized is to establish and operate a Charter School (the “Charter School”) to ensure academic success for students in grades K-6 in the Rochester, NY. In an inclusive school community focused on STEAM, Innova Girls Academy empowers girls in grades K-6 to excel as innovative leaders and confident problem-solvers.

ARTICLE II

MEMBERSHIP

The Corporation has no members. The rights which would otherwise vest in the members vest in the Directors of The Corporation (hereinafter the “Trustees”). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board.

ARTICLE III

BOARD OF TRUSTEES

Section 1: The Board of Trustees will set the number to be at least five (5) Trustees and no more than fifteen (15) Trustees. All Trustees shall have identical rights and responsibilities. The Executive Director will be an advisory, non-voting member of the Board (ex officio).

Section 2: Board members shall be sought who reflect the qualities, qualifications and diversity determined by the Board delineated in the Job Description of the Board of Trustees.

Section 3: The Corporation’s nominating/board development committee, known as the Governance Committee, shall present a slate of potential Trustees and officers for election by the Board of Trustees. This slate shall be presented at the annual meeting of the Board.

Section 4: Trustees shall serve a term of three (3) years from the date of their appointments, or until their successors are seated. A full three-year term shall be considered to have been served upon the passage of three (3) annual meetings. After election, the term of a Trustee may not be reduced except for cause as specified in these bylaws. No Trustee shall serve more than two (2) consecutive, three-year terms. Trustees shall serve staggered terms to balance continuity with new perspectives.

¹ Developed from Primary Hall Charter School By-Laws.

Section 5: The initial Board of Trustees will serve staggered terms. The initial Board shall consist of at least two Trustees who will serve a one-year term (ending in Spring 2023), at least two Trustees who will serve a two-year term (ending in Spring 2024), and at least three Trustees who will serve a three-year term (ending in Spring 2025).

Section 6: Any vacancy occurring in the Board of Trustees and any position to be filled by reason of an increase in the number of Trustees may be filled, upon recommendation of a qualified candidate by the Governance Committee, by two-thirds (2/3) vote of the seated Trustees. A Trustee elected to fill the vacancy shall be elected for the unexpired term of his/her predecessor in office.

Section 7: A Trustee may resign at any time by filing a written resignation with the Chair of the Board.

Section 8: In accordance with New York State Education Law subdivision 226(8), the Board may remove or suspend from the office by vote of a majority of the entire Board any Trustee, Officer or employee engaged under special contract, on examination and due proof of the truth of a written complaint by any trustee, of misconduct, incapacity or neglect of duty; provided, that at least one week's previous notice of the proposed action shall have been given to the accused and to each trustee by Registered Mail.

Section 9: Members of the Board of Trustees:

- a. Shall serve without compensation. However the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting business on behalf of the Corporation.
- b. Shall serve the Corporation with the highest degree of undivided duty, loyalty, and care and shall undertake no enterprise to profit personally from their position with the Corporation.
- c. All participants in Board work are bound by the Code of Conduct, Conflict of Interest and Confidentiality policy statements.
- d. Shall have no direct or indirect financial interest in the assets or leases of the Corporation; any Trustee who individually or as part of a business or professional firm is involved in the business transitions or current professional services of the Corporation shall disclose this relationship and shall not participate in any vote taken with respect to such transitions or services.

ARTICLE IV PRINCIPAL OFFICE

The Corporation's principal office shall be at the following address: 156 San Gabriel Dr, Rochester, NY 14610 or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary.

ARTICLE V
MEETINGS OF THE BOARD

Section 1: The annual meeting of the Board of Trustees shall occur in the last quarter of the fiscal year. There shall be at least 10 monthly meetings of the Board held each year. Notice of Annual Meetings and Regular Meetings shall be given to each Trustee at least thirty (30) days in advance and Trustees shall also receive a written agenda a reasonable time in advance of each meeting. Meetings may be held without additional notice if the Bylaws fix the time and place of such Meetings or if the Board has established a meeting calendar.

Section 2: Special Meetings of the Board of Trustees may be called by the Chair or by a majority of the Board filing a written request for such a meeting with the Chair and stating the object, date, and hour therefore. Special Meetings shall be held upon four (4) days' notice by first-class mail or 48 hours' notice delivered personally or by telephone, facsimile or email. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

Section 3: The Board shall select its own meeting format in any method allowed by the laws of the state of New York.

Section 4: An absentee Board member may not designate an alternate to represent him or her at a Board meeting. The Board will create and maintain a written policy regarding Trustee absences from Board Meetings.

Section 5: The Board shall comply with New York Open Meetings Law and Article 7 of the Public Officers Law as follows:

1. All meetings of the Board of Trustees and all committees of the Board will be open to the general public.
2. A calendar of all scheduled Board meetings will be posted at the school as soon as it becomes available.
3. The Charter School will provide notice of the time and place of any Board meeting that is scheduled more than one week in advance to the news media and shall conspicuously post such notice in one or more public locations at least 72 hours in advance of the scheduled meeting.
4. The Charter School will provide the time and place of any Board meeting that is scheduled less than one week in advance to the news media (to the extent practicable) and will conspicuously post such notice in one or more public locations at a reasonable time in advance of the scheduled meeting.

5. To the extent possible, the Charter School will publicly post notices of Board meetings immediately after each meeting date is determined.

6. For the purposes of determining a quorum, Trustees must be physically present at the meeting; members not physically present may join discussions via electronic means but may only vote if joining the meeting by videoconference (not audio-conference).

7. Written minutes will be recorded of all board meetings. Minutes will include:

- a. The date and time of the meeting;
- b. A list of Trustees in attendance and those absent, either excused or otherwise;
- c. A summary of all motions, proposals, resolutions, and any other matters formally voted upon;
- d. A record of how each Trustee voted on each matter; and
- e. In the case of an executive session, the minutes will include a record of the final determination of any action that was taken.

8. Minutes of open sessions will be available to the public upon request from the Secretary within two weeks of the date of the meeting; minutes of executive sessions will be available within one week of the meeting.

9. All executive sessions shall be conducted as part of an open meeting; they are not considered separate meetings per se. An executive session may be called via motion and majority vote by the Board; the motion must specifically identify the general area or areas to be considered. All Trustees may participate in the executive session, and the Board may authorize others to be present as well.

10. No public funds may be appropriated during an executive session.

11. An executive session can only be conducted by the Board for consideration of one or more of the following matters:

- a. Matter which imperil the public safety disclosed;
- b. Any matter which may disclose the identity of a law enforcement agent or informer;
- c. Information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed;
- d. Discussions regarding proposed or pending litigation;

e. Matters which apply to school employees or collective negotiations which are within the scope of Article 14 of the Civil Service Law;

f. The medical, financial, credit, or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal, or removal of a particular person or corporation;

g. The preparation, grading, or administration of examinations; and

h. The proposed acquisition, sale, or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by such public body, but only when publicity would substantially affect the value.

Section 6: Board Meetings shall be held at The Corporation's principal office or at any other reasonably convenient place as the Board may designate.

Section 7: A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

Section 8: Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

ARTICLE VI

COMMITTEES AND TASK FORCES

Section 1: A Board resolution shall appoint committees or task forces of the Board, except the Governance Committee. Standing committees may only be made up of members of the Board. Only ad-hoc committees may have non-Trustee members. The Board may prescribe the need and/or the composition of such committees.

Section 2: There shall be a standing nominating/board development committee, known as the Governance Committee. This committee shall be composed of at least three (3) Trustees recommended by the Chair and elected by the Board of Trustees at its annual meeting. Each committee member shall serve a term of two (2) years, and these terms shall be staggered to ensure continuity of committee membership. The committee shall elect its own chair.

Section 3: The duties of the Governance Committee shall be:

a. to study the qualifications of candidates and present a slate of the best qualified as nominees for the vacant Trustee positions on the Board;

b. to present a slate of nominees for Officers to the Board for election at the annual meeting;

- c. to recommend candidates to the Board to fill vacancies that arise outside the regular nominating process;
- d. to provide ongoing orientation and developmental training to Trustees;
- e. to oversee a Trustee assessment process to ensure optimum performance; and
- f. to recommend the appointment of a past Chair to the Board, if necessary, in the interests of continuity.

ARTICLE VII

ACTION BY THE BOARD

Section 1: A majority of the entire number of Trustees then in office shall constitute a quorum for the transaction of business at any regular or special meeting of the Board of Trustees.

Section 2: Standard of Care:

1. Performance of Duties: Each Trustee shall perform all duties of a Trustee, including duties on any committee, in good faith, with undivided loyalty and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. Reliance on Others: In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

a. One or more Officers or employees of The Corporation whom the Trustee believes to be reliable and competent in the matters presented;

b. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or

c. A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of The Corporation's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. Investments: In investing and dealing with all assets held by The Corporation for investment, the Board shall exercise the standard of care described in Article VII Section 2, and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

Section 3: Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of The Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

Section 4: Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that a Trustee shall not be permitted to participate in the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees when present.

Section 5: Every Trustee has a duty to maintain the confidentiality of all Board actions that are not required by law to be open to the public, including discussions and votes that take place at any Executive Sessions of the Board. Any trustee violating this confidence may be removed from the Board.

ARTICLE VIII OFFICERS

Section 1: There shall be four (4) elective Officers of the Board: a Chair, a Vice Chair, a Secretary, and a Treasurer.

1. Chair. Subject to Board control, the Chair has general supervision, direction and control of the affairs of The Corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.

2. Vice Chair. If the Chair is absent or disable, the Vice Chair shall perform all of the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.

3. Secretary. The Secretary shall: (a) keep or cause to be kept, at The Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's Charter and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.

4. Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories of

the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render or cause to be rendered to the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (g) serve as Chairperson of the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

Section 2: The Governance Committee shall present nominations for Officer to the Board. The nominated Officers shall be Trustees.

Section 3: The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

Section 4: A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.

Section 5: Officers shall take office immediately following the close of the meeting at which they are elected and the term of office for an Officer shall be one year or until their successor assumes office. A Trustee may serve more than one (1) term in the same office, but not more than three (3) consecutive terms in the same office.

ARTICLE IX NON-LIABILITY OF TRUSTEES

The Trustees shall not be personally liable for The Corporation's debts, liabilities or other obligations.

ARTICLE X INDEMNIFICATION OF CORPORATE GRANTS

The Charter School may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by 721 through 726 of the Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he his testate or intestate was a Director, Officer, employee or agent of The Corporation, against judgements, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

ARTICLE XI OTHER PROVISIONS

Section 1: The fiscal year of the Corporation begins on July 1 of each year and ends June 30.

Section 2: Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of The Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific

instance. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

Section 3: Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Board Chair, the Executive Director, or Treasurer. Such items for amounts of \$5,000.00 or greater must be signed by two of these individuals.

Section 4: Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these Bylaws. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

Section 5: Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

**ARTICLE XII
AMENDMENT**

A majority of the Trustees may adopt, amend or repeal these Bylaws subject to approval by the Charter Entity.

CERTIFICATE OF THE SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the Charter School, an education Corporation duly organized and existing under the laws of the State of New York; that the foregoing Bylaws of said Corporation were duly and regularly adopted as such by the Board of Trustees of said Corporation; and that the above and foregoing Bylaws are now in full force and effect.

_____, Secretary

Dated: _____

Attachment 5c: Proposed Code of Ethics¹

Innova Girls Academy Charter School Code of Ethics Policy

The Board of Trustees (the “Board”) and all officers and employees of Innova Girls Academy Charter School (“Innova Girls Academy” or “the School”) must: conduct their affairs in the best interests of the school; avoid conflict, or the appearance of conflict, between their personal interests and those of Innova Girls Academy; and ensure that they do not receive improper personal benefit from their positions. The Board shall conduct its affairs subject to the Charter Schools Act; other applicable provisions of the Education Law; provisions of the Not-For-Profit Corporation Law made applicable to education corporations by § 216-a of the Education Law; federal law and regulations related to the School’s tax-exempt status; applicable provisions of the General Municipal Law; the School’s charter and by-laws; and other applicable provisions of law and regulations. Accordingly, Innova Girls Academy has adopted the following procedures to govern Innova Girls Academy decision-making processes and actions of all Trustees, officers, and employees of the School.

- All Trustees, officers, and employees shall avoid at all times any activity that would appear to be influenced by any other person who has a special interest in any matter under consideration by the Board or the School. If a Trustee or employee in a position to influence decisions made on behalf of the School inadvertently engages in any such activity s/he shall promptly notify the Board in writing of all such activities and all known facts prior to participation in any discussion of these matters.
- All Trustees, officers, and employees shall make a full disclosure whenever there may be any real or perceived conflict of interest with respect to a matter under discussion or consideration by the Board or as part of the employee’s job duties, in accordance with the Conflict of Interest Policy included as part of this Code of Ethics.
- Any Trustee, officer, or employee who has or will have an interest in any actual or proposed contract, purchase agreement, lease agreement, or other agreement, or whose spouse or domestic partner has or will have such an interest, shall publicly disclose the nature and extent of such interest in writing to the Board, as soon as s/he has knowledge of such an interest and agreement. This written disclosure shall be made part of and set forth in the official record of the proceedings of the Board, in accordance with the Conflict of Interest Policy included as part of this Code of Ethics.
- No Trustee, officer, or employee shall receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter under consideration by the Board.
- No Trustee, officer, or employee shall, directly or indirectly, solicit any gift, or accept or receive any gift having a value of seventy-five dollars or more, in any form, under any circumstance in which it could be reasonably inferred that the gift could influence him/her in the performance of his/her official duties, or in which it could have been intended as a reward for any official action taken by him/her.
- No Trustee, officer, or employee shall communicate with the School on behalf of a person or firm unless such communication is part of his/her official duties for the School.
- No Trustee, officer, or employee shall use confidential School information for a purpose outside of his/her official duties for the School, including any furtherance of his/her personal interests. No Trustee, officer, or employee shall disclose any confidential information acquired in the course of official duties or use such information for non-school purposes. This information includes, but is not limited to:

¹ Developed from Primary Hall Charter School Code of Ethics

- Student records
- Financial information
- Personnel records
- Payroll records
- No Trustee, officer, or employee shall have a financial relationship with supervisors or subordinates outside of their employment relationship with the School and the Board, unless approved by the Board.
- No Trustee, officer, or employee shall act in connection with any lawsuit or administrative hearing as a lawyer or representative of a private interest if the interest of the School is involved.
- No Trustee, officer, or employee shall hold any investments in conflict with his/her official duties, engage in private employment in conflict with official duties, or seek future employment to the extent that any of these activities are prohibited by Education Law § 2854 (1) (f), relevant provisions of the General Municipal Law, and the Conflict of Interest Policy included as part of this Code of Ethics.
- Trustees, officers, and employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign; however, they may work on political campaigns on non-school time.
- Trustees, officers, and employees must disclose affiliation with or employment by not-for-profit entities, including charter management organizations, partners and founding organizations, but only to the extent authorized by the Board of Trustees in accordance with the Conflict of Interest Policy included as part of this Code of Ethics. No more than 40% of the board members may be affiliated with any other single entity. Additionally, no more than two (2) trustees may be affiliated with a not-for-profit charter management organization.
- Trustees, officers, and employees will observe rules of behavior and conduct. Unacceptable conduct includes, but is not limited to:
 - Theft or inappropriate removal or possession of property
 - Falsification of documents
 - Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace or while on duty
 - Use of tobacco or tobacco products on school grounds
 - Insubordination or other disrespectful conduct
 - Violation of safety or health rules
 - Sexual or other unlawful or unwelcome harassment
 - Excessive absenteeism or any absence without notice

Any Trustee, officer, or employee who knowingly violates any of the provisions of this Code may be suspended or removed from office or employment. The Board, acting through a special committee of independent trustees which the Board may establish, shall render advisory opinions to Trustees, officers, and employees with respect to the Code of Ethics.

All Trustees, officers, and employees of the school shall be given a copy of this Code of Ethics upon their employment or association with the school, and each such person will be required to abide by this Code. If

amendments are made to the Code of Ethics, all employees, officers, and Trustees shall receive an updated copy.

To be signed by all new Trustees, officers, and employees:

I, the undersigned, have received and reviewed the Code of Ethics and the attached Conflict of Interest Policy.

Name: _____

Signature: _____

Date: _____

Attachment 6a: Charter Management Organization Information

Not applicable.

Attachment 6b: Proposed Management Contract

Not applicable.

Attachment 7: Partnership Information	
Girl Scouts of Western New York and Innova Girls Academy Charter School Partnership Agreement	1
Evidence of Tax-Exempt Status under Internal Revenue Code section 501(c)3	5

Partnership Agreement
 Girl Scouts of Western New York (GSWNY) and Innova Girls Academy Charter School

Girl Scouts of Western New York (GSWNY) is committed to bringing the benefits of Girl Scouting into all communities. Our mission is to build girls of courage, confidence, and character who make the world a better place. This agreement sets the terms between GSWNY and Innova Girls Academy to work collaboratively to provide the Girl Scout Leadership Experience. The goal is to provide a low cost, interactive and exciting leadership experience to which girls might not typically have access. Through this partnership, we will serve students at Innova Girls Academy in grades 4th-8th as mutually agreed upon. The partnership will begin formally upon authorization of Innova Girls Academy and will continue unless either signatory requests for a termination of the partnership.

General Information:

- **Separation from Volunteer Service:** The department/school may terminate volunteer service by contacting the Partner's Key Contact person. Parties will work together to resolve conflicts.
- **Religious and Political Activities:** The department/school will not assign nor request volunteers to conduct or engage in religious or political activities or instruction. Volunteers and partners are prohibited from conducting or engaging in religious or political activities pursuant to this agreement.
- **Displacement of Employees:** The department/school will not assign volunteers to any assignment that would displace employed workers.
- **Prohibition of Discrimination:** The department/school will actively comply with provisions of Title VI of the Civil Rights Act of 1964 and the Americans with Disabilities Act of 1991.
- **Background Checks:** All volunteers must complete an annual volunteer application that includes a criminal background check.
- **Training:** Volunteers must attend volunteer orientation prior to placement.
- **Agency:** Neither party is authorized or empowered to act as agent for the other for any purpose and shall not on behalf of the other enter into any contract, warranty, or representation as to any matter. Neither shall be bound by the acts or conduct of the other.
- **Data-Sharing or Research:** If data is to be collected or students/teachers are to be surveyed, a Data Sharing Agreement must be approved and executed.

This agreement is at-will and may be modified by mutual consent of authorized individuals from GSWNY and Innova Girls Academy. This agreement shall become effective upon signature by the authorized individuals from each party and will remain in effect until modified or terminated by either party with mutual consent.



 Signature, GSWNY Office


Jonathan Nwagbaraocha (May 20, 2020 06:42 EDT)

 Signature, Innova Girls Academy Rep.

Chief Executive Officer 5/11/20
 Title Date

Proposed Board Chair 5/20/20
 Title Date

Girl Scout Academy
Term/Services/Scope of Responsibilities

Girl Scout Academy is a community school initiative - designed to develop 21st Century, and social and emotional skills, attitudes and behaviors that enhance academic engagement and prepare girls for a better future. Through this revolutionary program, teachers receive training to deliver the highly effective Girl Scout Leadership Experience curriculum in-school.

Innova Girls Academy agrees to the following:

Instructor/Staff Training

- Recruit and hire staff members that are prepared to deliver GSWNY curriculum to students during advisory periods throughout each school year.
- Provide time in Innova Girls Academy staff member's schedule for training in the GSWNY programming, at least 4 hours per year during Summer Institute and 4 hours throughout the school year.
- Provide a meeting location with the appropriate amount of space for GSWNY programming. Ensure that the meeting location is clean and well-maintained in order to provide a safe learning environment for the participants.
- Ensure that all volunteers and teachers delivering programming complete a GSWNY volunteer background check.
- Ensure that all instructors and/or staff delivering programming will complete the necessary four (4.0) hours of certified Girl Scout Leadership Experience onboarding training at no cost to Innova Girls Academy.

Curriculum Delivery

- Provide enough Instructors for the duration of the program year to deliver Girl Scout Leadership Experience curriculum based on the Girl Scout National Program Portfolio to all Innova Girls Academy students.
- Execute a minimum of 25 Girl Scout program sessions per year.
- Provide all of the supplies, staffing, and facilities to deliver the Girl Scout Leadership Experience curriculum.
- Supervise all girls in the delivery of the Girl Scout curriculum.
- Follow GSWNY Standards when performing a GSWNY program which includes utilizing GSWNY National Program Portfolio (Curriculum Guidelines), utilizing GSWNY processes of being Interactive, Engaging, and Girl Led, and adhere to the spirit of the Girl Scout Law.
- Communicate regularly with GSWNY regarding any programmatic changes, important messages, and other issues.
- Participate in up to 3 outdoor educational workshops per year to provide girls the opportunity to participate in team building and experience outdoor Girl Scouting activities such as archery, hiking, geo caching, etc.

Membership

- Assist in the recruitment, registration, and retention of program participants.
- Establish a communication plan to keep parents informed of weekly meetings and events throughout the year

Product Sales/Cookie Program

- Innova Girls Academy will have the option to participate in the Cookie Program. If the school chooses to participate, they will follow these best practices:
 - Assist in the recruitment of parent volunteers to serve as Troop Cookie Managers and Coordinators, who are responsible for the logistical components of successful participation in the GSWNY Cookie Program. This person must pass a background check.
 - Implement and deliver Financial Literacy curriculum during advisory period that integrates with cookie sales programming.
 - Utilize all proceeds raised through Girl Scouts fundraising programs in a manner that furthers Girl Scout programming and the Girl Scout Leadership Experience within the school.
 - Host booth sales at the Head of School's discretion for successful participation in the GSWNY Cookie Program.

Program Feedback Form

- Provide GSWNY with demographic indicators listed as: student name, student address, student grade level, student birthdate, student/parent phone number, student ethnicity, parent name, parent email address, and emergency contact.
- Per signed INNOVA GIRLS ACADEMY data sharing agreement, GSWNY will use an approved feedback form to assess programming and utilize data for grant proposals. Individual student data will not be requested or used.

GSWNY agrees to the following:

Membership

- Provide promotional materials and registration forms.
- Provide dedicated staff person to provide assistance with questions related to registration. This staff member will be accessible over the phone and will train the Innova Girls Academy Office Manager on the process for registration.
- Agrees to provide Innova Girls Academy annually with a list of schools Girl Scouts is supporting and what programs each school is actively participating in annually in August and January.
- Agrees that any new programs established by Girl Scouts will be vetted prior to beginning at any Innova Girls Academy schools.

Teacher Training

- Provide, at GSWNY expense, trained and highly qualified program delivery staff to train the Innova Girls Academy staff members to prepare troop leaders. Innova Girls Academy staff members will receive at least 4 hours of training once a year during the Summer Institute.
- Provide at least four (4.0) hours of continuing professional education onboarding training to staff and volunteers throughout the school year.
- Allow for the use of GSWNY facilities for training purposes.

Curriculum Delivery

- Develop and share age-appropriate curriculum that serves the mission of all stakeholders.
- Offer activities that address the physical, social, and emotional needs of participant using creative means.
- Provide dedicated staff person to provide assistance with questions on curriculum development and program delivery.
- Review GSWNY Standards, National Program Portfolio (Curriculum Guidelines), GSWNY processes of being Interactive, Engaging and Girl Led, and The Girl Scout Law.
- Coordinate up to 3 outdoor educational workshops per year to provide girls the opportunity to participate in team building and experience outdoor Girl Scouting activities such as archery, hiking, geo caching, etc.

Product Sales/Cookie Program

- Provide a dedicated staff member to serve as a Service Unit Cookie Coordinator, who will collaborate with the designated point(s) of contact in the development and delivery of the Girl Scouts cookie program.
- Provide all earned girl incentives and funds as part of participation in the cookie program.

Program Feedback Form

- Provide a data custodian to assist with the collection and reporting of feedback forms.
- Data will be coded to anonymize girl responses, however, it will encompass segmentations such as grade level and ethnicity as approved by the Innova Girls Academy data sharing agreement. Individual student data will not be requested or used.

Internal Revenue Service
P.O. Box 2508
Cincinnati, Ohio 45201

Department of the Treasury

Date:

GIRL SCOUTS OF WESTERN NEW YORK INC
500 CAMBRIA ROAD
LOCKPORT, NY 14094

Person to Contact - ID#: [REDACTED]
JOE KENNEDY - ID# [REDACTED]
Contact Telephone Numbers: [REDACTED] Phone
Federal Identification Number: [REDACTED]

Dear Sir or Madam:

By our determination dated July 1960, you were held to be exempt from Federal Income Tax under the provisions of section 501(c)(3) of the Internal Revenue Code.

You recently furnished us information that Girl Scouts of Genesee Valley, Inc. [REDACTED], Girl Scouts of Southwestern New York, Inc. [REDACTED] and Girl Scout Council of Buffalo and Erie County, Inc. [REDACTED] merged with Girl Scouts of Niagara County, Inc. [REDACTED] on July 1, 2008. Girl Scouts of Niagara County, Inc. has since changed its name to Girl Scouts of Western New York, Inc. Based on the information submitted, we have determined that the merger and name change do not affect your exempt status. Girl Scouts of Western New York, Inc. will continue using Employer Identification Number [REDACTED]

Please let us know about any further changes in your character, purposes, method of operation, name or address.

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

Sincerely,

Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Innova Girls Academy Hiring Process

Innova Girls Academy will follow a four-phase hiring process. First, we will provide candidates with the opportunity to communicate who they are and their qualifications for a vacant role through a resume screen. We review resumes for content, professional quality, experience, community involvement, education, certifications, and measurable results in previous roles. Second, candidates will complete a writing task that will allow insight to a candidate's thinking and possible mission alignment. We look for leadership potential, ability to work well with others and in a fast-paced environment. We will use a rubric to score responses and determine if a candidate will advance to the next round. Third, if a candidate scores highly on the writing task rubric, we will invite them to a 15-minute phone screen. The goal of the phone screen is to determine if the candidate truly believes that all children can learn and that the school/teachers can make that happen, no matter what and has a powerful, whatever it takes work ethic. If possible, we schedule phone screens over Zoom to increase opportunities to have face-to-face interactions with candidates when possible. The phone screen is also scored on a rubric. Fourth, if the candidate scores highly on the phone screen, we will invite them to an in-person interview. This interview will be an opportunity to determine the personality fit of the candidate, critical thinking, and discrete skills s/he brings to the role. This interview will consist of demo lesson, feedback cycle, and a question and answer period. At least a week prior to the interview, candidates will receive a scripted lesson from our curriculum. Candidates will execute the lesson to a small group of students. The purpose is to see how candidates approach the task, set academic/behavioral expectations for children, as well drive towards to objective of the lesson. Following the demo lesson, the candidate will meet with the Head of School (HOS) and/or members of the Instructional Leadership team. Candidates will highlight their own areas of strength and improvement. The HOS will provide feedback by giving the candidate 2 action steps and candidate will have opportunity to implement feedback. The purpose is to assess receptiveness to feedback and ability to implement feedback in the moment. Finally, there are questions which continue to probe the responses from written and phone screen process of interview with the aim to assess overall mission and school fit. **Job Offers.** Offers are made by the HOS and, if accepted, the Operations Manager follows up within 48 hours to the new employee.

Innova Girls Academy Job Descriptions

Head of School (HOS)

Qualifications:

- Experience in leadership and management of both adults and students.
- Master's or Advanced Degree preferred.
- Ability to assess data, find trends, and use information to make strategic decisions.
- Experience in budgetary planning, accounting, and effective allocation of school resources.
- Strong organizational skills and ability to multi-task.

¹ Developed from the Creo College Prep Charter School and Primary Hall Charter School Hiring and Personal Policies and Procedures

Responsibilities:

- Recruit and hire mission-aligned and results-oriented individuals to fill all positions.
- Lead all hired staff in implementing best educational practices to bring Innova Girls Academy mission to fruition.
- Engage with a wide variety of stakeholders to advocate for Innova and share the vision with the Rochester community.
- Create, monitor, and sustain culture of academic excellence through consistent implementation of systems and structures to maximize student learning.
- Train and evaluate the Dean of Curriculum and Instruction through observation and practice of curriculum and assessment development, teacher coaching and support, delivery of professional development, and lesson plan feedback and review.
- Lead development and adaption of rigorous curriculum and management of data-driven instruction designed to improve student achievement.
- Create clear and measurable internal standards aligned to the NYS Standards.
- Manage and oversee Operations Manager as well as all other staff including representatives of all outsourced business functions.
- Lead staff development and administrative meetings.
- Manage/direct recruitment, hiring, training, and retention of all staff members, including salary, contract, and benefit orientations; involve other leadership positions as applicable.
- Observe all math and STEM teachers weekly in year 1. Complete weekly walkthroughs in years 1-5.
- Draft and provide evaluations of all staff members, working with DCIs, DSS, and OM when evaluating positions that also fall under their management.
- Implement all personnel policies.
- Serve as primary spokesperson for school to both internal and external constituents.
- Support and work with all Board committees as well as provide information, data, reports, and context necessary to assist in effective governance of the school.
- Manage and allocate school resources, including financial resources, in alignment with school values; work with Operations Manager to evaluate accuracy of all financial documents.
- Work with the DSS to coordinate, manage, and ensure compliance with state-mandated instruction, assessment, and reporting, including requirements for English Learners.
- Hire and supervise personnel who provide contracted serviced (e.g. speech therapy).
- Supervise and direct culture of school by monitoring academic program and implementation of school's discipline code to ensure safe, and focused school environment.
- Years 1-3, manage partnerships with the Girls Scouts of Western New York.
- Develop and communicate strategic plan for the school.
- Serve as authorizer liaison.

Operations Manager (OM)

Qualifications:

- College degree preferred but may be substituted for relevant experience.
- Three or more years of customer service or administrative experience.

- Strong organizational abilities and detail-oriented.
- Knowledge of office equipment and services including computers, printers, copiers, fax machines, phones, and software.

Responsibilities:

- Maintain accurate, complete, neat, and organized files for every student.
- Coordinate lottery, admissions, enrollment, and waitlist procedures for the school.
- Conduct community outreach and engagement.
- Collect, enter, and maintain school data in administrative database.
- Create purchase orders, track shipments, and follows-up on administrative needs with vendors, including ordering, receipt and maintenance of supplies.
- Work with Office Coordinator to maintain accurate attendance records and follows-up with families when students are not present at school.
- Coordinate all school mailings.
- Ensure strict confidentiality of personal student and staff records and data.
- Support Office Manager in operational duties, including lunch distribution, recess and inventory and distribution of supplies.
- Maintain enthusiastic greetings of all school stakeholders (in person, by phone, through email, and through mail) and provides information and directs communication thoughtfully.
- Communicate to all school stakeholders in thoughtful, calm, and knowledgeable way.
- Remain familiar with school policies, procedures, and operations.
- Draft, edit, and translate documents, as needed.
- Complete other responsibilities as requested by HOS.

Deans of Curriculum and Instruction

Staffing of this Role

Years 1-2: Lower Academy DCI

Year 3: Lower Academy DCI, Upper Academy DCI

Years 4-onwards: Lower Academy DCI, Upper Academy DCI, Dean of STEM

Qualifications:

- Minimum of three years working in urban education with history of significant gains in scholar performance and/or growth.
- Bachelor's Degree Required, Master's Degree preferred.
- Experience in leadership and management of both adults and students.
- Ability to assess data, find trends, and use information to make strategic decisions.
- Strong knowledge of Common Core State Standards in all relevant grades and subjects.
- For Director of STEM: Relevant STEM teaching and/or technical experience.

Responsibilities:

- Using externally prepared curriculum, create scope and sequence for math, ELA, history, computational thinking, and science for every grade level.
- Coach designated teachers on lesson plan internalization, execution of lessons, implementation of data into instruction.
- Assist in teacher hiring with Head of School.
- Coordinate with Dean of Student Supports on IEP process.

- Seek out most effective, research-based curriculum programs for school to draw upon and use, from computer-based to textbook-based.
- Create rigorous, standards-based, end-of-year and interim assessments for math, ELA, history, computational thinking, and science for every grade as well system to evaluate the outcomes and respond to data.
- Coach teachers on executing daily, weekly, and interim assessments and analysis and highly responsive action plans that bring 100% of students to mastery of 100% of objectives. in instruction such that every single student masters every single standard.
- For Dean of STEM: Manage partnership with the Girl Scouts of Western New York.

Dean of Students Supports (DSS)

Qualifications:

- College Diploma.
- NY Special Education Certification and NY ESOL Certification
- At least 3 years Special Education teaching experience.

Requirements:

- Coordinate, manage, and ensure compliance with state-mandated instruction, assessment, and reporting, including requirements for English Learners.
- Create and execute comprehensive school-wide systems for monitoring all student achievement and noting of any students falling behind adequate progress.
- Coordinate all special education testing and creation of IEPs and 504s plans.
- Train staff in school's special education systems and procedures, from identification to monitoring, to referral to providing of services.
- Ensure all students given appropriate services on daily, weekly, quarterly, and yearly basis.
- Coordinate scheduling of all special student support staff, including any contracted services.
- Ensure all students in need of special education testing are tested and given appropriate plans. Ensure school is compliant with all state and federal special education laws.
- Ensure all qualified students are identified and are given appropriate special services.

Culture Coordinator

Qualifications:

- College Diploma.
- Urban teaching experience.

Requirements:

- Set and execute vision for school culture with the Head of School.
- Create system for tracking school culture and tracks, analyze and action plan based on data.
- Create system for and conduct school culture audits on a monthly basis.
- Action plan for any deficits in culture.
- Handle in-school disciplinary action and coordinate out of school actions, i.e. suspensions.
- Communicate with families around all cultural aspects of the school including field trips, school celebrations, parent-teacher conferences, and disciplinary issues and actions.
- Plan for, implement, and maintain every detail of every school system and procedure of the school, including HW, discipline, detention, transitions, entrance and exit, so that Innova Girls Academy is structured and joyful with a focus on learning.

- Maintain positive relationships with families while holding consistently high behavioral expectations for students.

Special Education Teacher

Qualifications:

- College Diploma.
- NY Special Education Certification or work towards attaining such certification.

Responsibilities:

- Collaborate effectively with classroom teachers.
- Stay organized and effective despite a highly variable daily schedule.
- Communicate with both parents and staff regarding individual student needs.
- Ensure special needs students achieve high levels of growth.

General Education Teacher

Qualifications:

- College Diploma.
- NYS Teaching Certification or working towards attaining such certification.

Responsibilities:

- Create engaging, rigorous daily lesson plans in subject area.
- Deliver lessons plans to students that are engaging, and effective per student data.
- Cultivate positive relationships with families and consistently communicate with families
- Assess and evaluate student growth; create and execute action plans at class-wide, group-wide and individual basis in response to student data.
- Model CREATE values and foster classroom culture that develops the values in students.
- Effectively and regularly communicate with parents to address individual student needs.
- Consistently model CREATE Values.

Teacher Assistant

Qualifications:

- College Diploma.

Responsibilities:

- Support general education teachers in routines, procedures, systems, and instruction.
- Assist with students during all communal times including breakfast, lunch, entry and dismissal, community meetings, and transitions.

Hiring Practices

Employment Checks. To ensure that all staff at Innova Girls Academy Charter School (“Innova Girls Academy”) are of the highest quality, we will conduct extensive checks of employment references, educational and licensure verification, and Criminal Offender Record Information on all applicants prior to extending an offer of employment. **Equal Opportunity Employer.** Innova Girls Academy is an Equal Employment Opportunity (EEO) employer, and makes all employment decisions based on qualifications to perform the work without regard to race, color, age, sex, religion, national origin, disability, veteran status, marital status, sexual orientation, or any other characteristic protected by law. In compliance with Title IX of the Education Amendments of

1972, 20 USC §1641 and 34 CFR § 106.9, all employment decisions at Innova Girls Academy are made in a non-discriminatory manner, and are based on the qualifications, abilities, and merits of each individual applicant. **Employment Classifications.** All employees of Innova Girls Academy will be classified as either full-time or part-time, and either exempt or non-exempt. We may also hire consultants and/or temporary employees. Full time employees are those who are scheduled to work the full academic year and who work no fewer than 40 hours per week. All full-time employees are eligible to participate in the school's benefits program. Part time employees are those who work fewer than 30 hours per week. Part-time employees are not eligible to participate in the school's benefits program. **Exempt:** Innova Girls Academy will abide by the Fair Labor Standards Act (FLSA) in determining whether an employee is exempt or non-exempt. Employees classified as exempt are not eligible to receive overtime pay. Innova Girls Academy will abide by FLSA in determining whether an employee is exempt or nonexempt. Employees classified as non-exempt are eligible to receive overtime pay. Consultants are independent contractors who work under a consultancy agreement. Consultants have no employee status and are not eligible for benefits. Temporary employees are those employees whose employment with the School is for a limited period, generally not exceeding two academic quarters, or five months, whichever is greater. Temporary employees are not entitled to participate in the School's benefits program. **Employment at Will.** An employee's relationship with Innova Girls Academy is an employment "at will." Employees of the School are considered "at will," and therefore either the employee or the School may terminate the employment relationship under the policies set forth in this document. In the absence of a specific policy the employment relationship may be terminated at any time without notice, with or without cause. It is the responsibility of the Board of Trustees to oversee school policies and operations. However, no person other than the Head of School has authority to enter into any agreement for employment for any specified period of time and any such agreement must be in writing. **Criminal Background Checks.** As condition of employment, Innova Girls Academy requires all applicants be fingerprinted and pass a criminal background check. Any volunteer or consultant working in the school will be subjects to the same criminal and fingerprint background check, including parent volunteers who spend a significant amount of time in the building around students. In compliance with the New York State Charter School Act and federal and state laws and regulations, no employee will be exempt from criminal background checks or fingerprinting.

Schedules and Compensation

Work Day. Innova Girls Academy employees are expected to work the hours necessary to achieve the school's mission. Unless otherwise agreed upon with the Head of School, staff must arrive at least fifteen minutes prior to the start of Staff Huddle. Staff must remain until at least fifteen minutes after student dismissal, unless there is an event during the evening or weekend, in which case staff may need to stay later. **Pay Schedule.** Employees are paid bi-monthly, with paychecks issues every two weeks on Friday. All requisite contributions to benefits will be split evenly between these two paychecks. There will be 24 pay periods every year. **Holidays and Vacation Time.** With the exception of personal days, which are described in more detail below, and school holidays, teachers do not receive vacation time. Teachers begin employment on August 1st and end on July 30th. Administrators and staff, such as the Office Manager, work year-round and will receive two weeks of paid vacation during the summer. In general, Innova Girls Academy

observes all Rochester City School District (RCSD) paid holidays during the year, however these dates are subject to approval by the Board of Trustees through approval of the Innova Girls Academy Annual Calendar. **School Closing.** Innova Girls Academy follows the same school-closing policy as the RCSD. Therefore, if RCSD makes an announcement regarding the delay of opening, closing, or early dismissal of students, Innova Girls Academy will adhere to those same decisions. Instructional time that is lost as a result may be made up by adding an equal number of days to what was scheduled to the end of the school year. The Head of School will make this decision.

Performance Review and Evaluation. We believe that to improve as a school, staff members of Innova Girls Academy must continuously reflect upon and work to progress their craft. Performance reviews and evaluations, both informal and formal, will be an integral part of every staff member's professional development. Performance evaluations will take place in a formal setting, scheduled in advance, and will occur twice during a contract year, one in December and the other in May. Evaluations will be based on both general and specific terms and conditions identified in the actual contract, letter of agreement, or confirmation letter. Performance evaluations may be used to determine professional development opportunities, contract renewal, contract termination, or resolution of other contractually related terms and/or conditions. Performance evaluations will always be delivered in written form and be prepared by the immediate supervisor of the employee. When appropriate, the Head of School will also be involved in the preparation of performance evaluations. Employees will have five (5) business days to reply to a written evaluation. A meeting with the supervisor and the Head of School shall be scheduled within the next five (5) business days. Either party may request the presence of other individuals at this meeting for the purpose of providing relevant information directly related to any contractual terms and/or conditions at hand. Once this meeting takes place, a written response shall be prepared by the Head of School within five (5) business days and shall be immediately delivered to the employee and the direct supervisor of the employee. If the matter is not resolved to the satisfaction of the employee, the employee may request that, within a reasonable period of time, the Board Chair of the Innova Girls Academy Board of Trustees schedules a meeting of the full Board, or sub-committee of the Board, to hear this case. The Board of Trustees, through the Board Chair, shall hear this case within a reasonable period of time. Either party may request the presence of other individuals at this meeting for the purpose of providing relevant information directly related to any contractual terms and/or conditions at hand. The Board then has ten (10) days to deliberate this case. All decisions of the Board of Trustees shall be final.

Benefits

With a belief in the dignity of our staff, and a desire them to be happy and healthy, we offer a competitive benefits package. **Health Insurance.** We will provide our staff with a competitive health benefits package. We reserve the right to amend or terminate this program. **Dental Insurance.** The Head of School may select a dental insurance plan that the School may offer. **Life Insurance.** The Head of School may select a life insurance policy that the School may offer. **Disability Insurance.** Innova Girls Academy carries short-term disability insurance. Such insurance allows payment in the event of certain injuries, illnesses or other disabilities occurring outside of the workplace, including pregnancy. Any employee wishing to claim disability pay must

file the appropriate reports and forms with the Operations Manager with review by the Head of School. The employee is also responsible for filing any other necessary forms, applications, or other information as required by the applicable government policies. **Retirement and 401K.** Innova Girls Academy will offer a 2% match to any full-time staff 403(b) retirement plan in the employee's initial year and increase matching contribution by 1% each year until matching at 5%. **Medicare.** All employees are required by federal statute to participate in the federal government Medicare program. Medicare is currently deducted at 1.45% of gross salary earnings. The federal government has the authority to change this rate in the future without notice. **Domestic Partner Policy.** Innova Girls Academy offers domestic partner health coverage along with individual and family plans. The cost of this plan is the same as the family plan. **Workers' Compensation Policy.** All employees are covered by Workers' Compensation Insurance for job-related illnesses or injuries. **Unemployment Compensation.** Innova Girls Academy contributes to the Unemployment Compensation Plan administered by the State of New York.

Time Away from Work

Every individual employee has been hired to positively contribute to Innova Girls Academy. We operate a small school, with a small staff, which makes attendance of every staff member every day that much more important. That being said, we recognize that there are times throughout the year when employees must miss work. **Sick/Personal Days.** Every full-time employee is entitled to seven (7) paid sick/personal days per school year. If an employee is not able to report to work because of a sickness, or sickness to someone dependent on them for care such as a parent, spouse, partner, or child, it is expected that the employee will contact the Head of School with as much advance notice as possible, and by 6:00am on the day of the absence, allowing enough time for the Head of School to find a substitute teacher or temporary help. Sick/personal days will not roll over from year to year. **Jury Duty.** All employees will be granted jury duty leave when summoned for jury duty. Employees summoned for jury duty should inform the Head of School immediately so that alternative accommodations can be made. Employees will be paid regular wages for the first two weeks (10 workdays) of actual time served on jury duty. Thereafter, jury duty will be unpaid. Employees are expected to return to work on any day or portion of a day they are released from jury duty. **Bereavement Policy.** Full-time employees are entitled to take up to three (3) consecutive days off, with pay, to attend to a family death. Employees may be granted additional time without pay or may use unused sick/personal days for additional bereavement leave. For these purposes, family is defined as a spouse, domestic partner, child, parent, sibling, grandparent, or grandchild. **Military Leave.** The Unified Services Employment and Re-Employment Act (USERRA) provides job-protected leaves of absence to employees who serve in the military for up to five (5) years (cumulatively) and who are honorably discharged at the conclusion of their service. Such leave will be granted whether the service is voluntary or involuntary. **Family Care, Maternity/Paternity, and Adoption Leaves of Absence.** If leave is for the birth or adoption of a child, Innova Girls Academy will provide salary continuation. For employees who have worked fewer than 12 months, 6 weeks of paid leave will be given to the primary caregiver and 1 week of paid leave to the non--primary caregiver. For employees who have worked a minimum of 12 months, 9 weeks of paid leave will be given to the primary caregiver and 4 weeks of paid leave to the non--primary caregiver. For employees who have worked a minimum of 36 months (3 years), 12 weeks of paid leave will be given to the primary

caregiver and 5 weeks of paid leave to the non--primary caregiver. The total parenting leave period (both paid and unpaid, including FMLA if applicable) will not exceed 12 weeks. Innova Girls Academy complies with the federal Family and Medical Leave Act (FMLA). Full-time employees who have completed at least ninety (90) days of continuous employment will be entitled to an unpaid leave of absence for family care, maternity/paternity or adoption. An employee may apply for a family care leave of absence to care for certain members of one's immediate family (parents, children, spouse, domestic partner, siblings, and grandparents) due to the family member's serious health condition. Family care leaves of absence also may be used to care for a newborn or newly adopted child as maternity/paternity leave, paternity leave, and adoption leave. Family care leaves of absence may be authorized for up to twelve (12) weeks. An employee may apply for a maternity/paternity leave of absence due to pregnancy or childbirth. A maternity/paternity leave of absence may consist of two types of leave: (1) a disability leave of absence, (for the employee's period of actual disability), and (2) a family care leave of absence (for any additional period of time requested by the employee to care for the newborn child). Total leave time may be up to twelve (12) weeks. If the employee is disabled due to pregnancy for longer than twelve (12) weeks, the employee may continue to qualify for disability leave. The family care portion of a maternity/paternity leave must be concluded within the twelve (12) month period following the date of the child's birth. An employee may apply for an adoption leave of absence for the adoption of a child or placement of a foster child in the employee's home. Adoption leaves of absence may be authorized for up to twelve (12) weeks. The adoption leave of absence must be concluded within twelve (12) months following the date of the adoption or placement. **Returns from Leave.** If an employee returns to work at or before the scheduled expiration of a leave of absence and within twelve (12) weeks, he or she is entitled to the same or an equivalent job, if available, with no reduction in salary or benefits. If an employee requires more than one family care leave of absence in any rolling twelve (12) month period, then the employee's job will be held for a total of ninety (90) days. The ninety (90) day period will include all leave time used in connections with all family care leave taken during the previous twelve (12) months, not just the leave time used in connection with the current leave. If an employee does not return to work at or before the scheduled expiration of the leave, the employee will be considered to have voluntarily resigned.

Staff Conduct with Students

No staff member, or other adult, should be alone with any student, regardless of age, or gender, behind a closed door or in any other isolated situation. When a situation arises that calls for a staff member to be alone with a student, it is the staff member's responsibility to move to an open location or seat him/herself and the student where they are completely visible to passersby. No staff member may employ any current students in their home or business in a paid or unpaid capacity. Overnight stays by students in staff homes is strictly prohibited. Staff may not have students visit their home unless they have written permission from the Head of School. Faculty and staff members are not allowed to transport students in their personal vehicles. Students are expected to arrange for their own transportation, unless provided for by the school campus via an authorized transportation vendor or rental car agency. In circumstances where a student is in physical danger, staff should consult the Head of School, Board Chair or the police prior to transporting a student in a personal vehicle. Staff should not be on-line friends (or the equivalent)

with students at the school on social networking sites, such as Facebook until the students have graduated from high school. Staff should also have profiles that are kept private from current students to the extent possible. Staff should treat all students equally without regard to race, religion, color, gender, national origin, sexual orientation or disability. Staff should not engage in any inappropriate or sustained, physical contact with students. Also, a staff member should not initiate any contact with a student – for example, a teacher should not initiate a hug with a student. Staff members are expected to file an incident report each time an incident occurs. Incidents include, but are not limited to: injuries to students, any incident involving the police, and inappropriate behavior by parents. Violation of these policies regarding conduct with students could result in dismissal.

Workplace Safety and Environment

Email and Internet. The School’s email and other computer applications are intended for use by employees engaged in administrative or educational work. Employees who use these systems for personal communication are subject to the terms of this policy. The School reserves the right to review all email messages and internet transactions, and users of the School’s systems have no right to privacy in messages either sent or received. The use of obscene or harassing language when sending email message is strictly prohibited. Similarly, employees may not use the internet to send, access, display, download, or print pornographic or sexually explicit materials, derogatory, racial, or religious messages, or other material which a reasonable person would find offensive. Such conduct may be grounds for discipline, up to and including termination.

Telephone Policy. All teachers have their own telephone at the school and their own voicemail account. These phones are intended for school business only. Staff must return all phone calls within two business days of receiving them. Classroom phones or cell phones should never be answered during class time and ringers should be off. Outgoing phone calls should not be placed during class unless they are emergencies or requests to the office for immediate assistance.

Drug and Alcohol Policy. Innova Girls Academy prohibits the possession, distribution or use of alcohol or any illegal narcotic, drug, or controlled substance on its premises or during any school activity. Employees who report to work under the influence of alcohol or of an illegal drug, narcotic, or controlled substance will be subject to disciplinary action, including immediate discharge. The only exception is when the use of a controlled substance is pursuant to a doctor’s or other health care professional’s order and the doctor or health care professional has advised the employee that the substance will not adversely affect the employee’s ability to perform his or her job duties safely. In such situations, the employee must provide a doctor’s note stating that the employee can safely perform his or her job duties. Any employee convicted under any criminal drug statute for a violation occurring while on the job, around students, on Innova Girls Academy premises, or in any vehicle used for Innova Girls Academy business must notify Innova Girls Academy no later than five (5) days after such a conviction. A conviction includes any finding of guilt or plea of no contest and/or imposition of a fine, jail sentence, or other penalty. We recognize that employees suffering from alcohol or drug dependence can be treated. Consistent with its policy of equal opportunity, Innova Girls Academy maintains a policy of nondiscrimination and reasonable accommodation with respect to recovering addicts and alcoholics, and those having a medical history reflecting treatment for substance abuse conditions. We encourage you to seek assistance before your substance or alcohol use renders you unable to perform your essential

job functions or jeopardizes your health and safety and/or that of others. **Violence-Free Workplace.** It is Innova Girls Academy's policy to provide a workplace that is safe and free from all threatening and intimidating conduct. Therefore, Innova Girls Academy will not tolerate violence or threats of violence of any form in the workplace, at work-related functions, or outside of work if it affects the workplace. This policy applies to Innova Girls Academy employees, students, guests, vendors, and persons doing business with Innova Girls Academy. It will be a violation of this policy for any individual to engage in any conduct, verbal or physical, which intimidates, endangers, or creates the perception of intent to harm persons or property. Any violation of this policy may result in disciplinary action. **Use of Tobacco.** Employees may not use any tobacco products on school grounds, anywhere off school grounds that is visible from school grounds, or anywhere that it could be reasonably expected to encounter students during the school day. Any violations of this policy may result in disciplinary action. **Dress Code.** Staff is expected to maintain the highest degree of professionalism throughout the workday. Business attire is expected for all employees every day. This includes dress shirts, blouses, professional pants, and skirts/dresses that are no more than 3 inches above the knee. Staff must always present a clean, professional appearance. Everyone is expected to be well-groomed and wear clean clothing, free of holes, tears, or other signs of wear. Clothing with offensive or inappropriate designs are not allowed. Clothing should not be revealing. In the case of a dress code violations, managers or supervisor are expected to inform employees. Employees in violation are expected to immediately correct the issue. This may include having to leave work to change clothes. Repeated violations or violations that have major repercussions may result in disciplinary action being taken up to and including termination.² **Moral and Ethical Expectations.** Every employee must carry themselves as a role model for students at all times. All employees of Innova Girls Academy are expected to behave in a consistently moral and ethical manner. **Personal Property.** Teachers may bring their own property to school for use in their classroom. The School is not responsible for any property lost or stolen during, or outside of school hours. **Equipment and Facility Responsibilities.** Staff will be responsible for the cost of lost, stolen, or broken items issued to them including: keys, textbooks and teacher guides, laptops, and any other equipment that may be assigned to them or their classroom as well as the room's general appearance and upkeep. Staff should not leave their rooms unattended when students are present except in an emergency. Storage closets should never be left open. Staff should not allow students near staff desks or computers. Staff may be charged for anything damaged or missing because of their negligence in security matters. During non-working hours, all facilities will be equipped with a burglar system and a Central Station Monitor. Police are automatically called when the alarm trips. The number of staff members who have access codes for the security system is limited. Staff needing to enter the building during non-school hours should coordinate their arrival/departure with a staff member who can set and disarm the security access code if that person causes false alarms. **Record Retention.** All personnel files and payroll records are maintained under the provision of the Fair Information Practices Act. Employees may obtain access to their files by completing an access request form. Files must be obtained in the presence of the Head of School or Operations Manager. **Outside Employment.** Helping students achieve their full academic potential and working to help the school realize its mission will take a

² Exceptions can be made for teachers who have specific and alternative work attire requirements, for example if a teacher is leading a PE class.

significant investment of time from every staff member. To that end, employment outside of the School is strongly discouraged. Any outside employment that an employee does decide to pursue must not conflict in any way with staff responsibility within the school. Employees may not conduct outside work or use school property, equipment or facilities in connection with outside work whilst on school time. **Family Educational Rights and Privacy Act (FERPA)**. FERPA affords parents and students over eighteen (18) years of age certain rights with respect to the student's education records. The Model Notification of Rights and the school's directory information public notice are posted in a public employee area and will be addressed in detail during faculty orientation. **Change of Personal Data**. It is the responsibility of the employee to notify the Operations Manager or the Head of School of any change(s) in personal data that may have an impact on future employment verification. **Dispute Resolution**. It is the policy of Innova Girls Academy to treat employees in a fair and impartial manner. The school is firmly committed to the belief that undisclosed problems will remain unresolved and negatively affect the work environment at the School. Therefore, the School has established the administrative review system that follows, the intent of which is to solve problems as fairly and informally as possible. A grievance is any significant employee concern that arises in the application of personnel breaches or in violation of personnel practices, either between employees and their co-workers or between employer and employees. Employees who seek resolution of employment situations by using established procedures are assured that they will not be subjects to discrimination or retaliation or be panelized in any way for their use of these procedures. Employees are encouraged to take complaints involving a co-worker directly to that person for discussion and resolution. If the two employees are unable to resolve their differences, they may at any time request a mediation meeting with their supervisor and/or the Head of School where both employees are present. The resolution of the Head of School shall be considered final. The procedure set forth is intended to serve as a means for peaceful settlement of disputes that arise between employees and Innova Girls Academy. (1) In the event that an employee believes he or she has been treated unfairly, the employee should discuss the situation with his or her supervisor in an effort to resolve the issue. (2) If a resolution has not been reached through the discussion, the employee should present the written material to the Head of School within two (2) business days of receiving their supervisor's response. The employee must notify their supervisor of this action. (3) The Head of School will respond to both parties within two (2) business days of receiving the complaint. (4) If the complaint cannot be resolved by the Head of School, or if the complaint involves the Head of School, the employee may present the complaint to the Board of Trustees. The Board of Trustees will review any complaint brought before it and will respond in writing to the parties concerned within fifteen days of receiving the complaint. The decisions of the Board of Trustees are final. 5) There will be no retaliation of any kind against an employee for bringing up complaints under this procedure. 6) At their own expense, employees may seek outside guidance in order to articulate a complaint as clearly as possible.

Harassment Policy. Innova Girls Academy expressly prohibits any form of unlawful harassment based on race, color, religion, sex, national origin, age, disability, military status or any other status protected by federal, state, or local law. Harassment may include, but is not limited to, derogatory, vulgar or offensive comments or jokes. Sexual harassment is considered to be: (1) Unwelcome sexual advances, requests for sexual favors, and all other verbal or physical conduct

of a sexual or otherwise offensive nature, especially where: a. Submission to such conduct is made either explicitly or implicitly a term or condition of employment. b. Submission to or rejection of such conduct is used as the basis for decisions affecting an individual's employment; or c. Such conduct has the purpose or effect of creating an intimidating, hostile, or offensive working environment, (2) Offensive comments, jokes, innuendoes, and other sexually oriented statements. (3) Sexually explicit or offensive pictures, greeting cards, articles, books, magazines, photos or cartoons. The Head of School and other management personnel are responsible for creating an atmosphere free of discrimination and harassment, sexual or otherwise. Further, employees are responsible for respecting the rights of their coworkers. Employees who experience any job-related harassment based on their sex, race, national origin, disability, or another factor protected by law, or believe that they have been treated in an unlawful, discriminatory manner, should report the incident to their supervisor or to the Head of School. Complaints will be investigated promptly and will be kept confidential to the extent possible. If Innova Girls Academy determines that an employee has engaged in inappropriate, harassing or unlawful discriminatory conduct, disciplinary action may be taken against the offending employee, up to and including termination of employment. Innova Girls Academy prohibits any form of retaliation against any employee for filing a complaint under this policy or for assisting in a complaint investigation.

Non-Discrimination Statement

Innova Girls Academy hires staff of any race, color, gender, religion, disability and national origin. Innova Girls Academy does not discriminate on the basis of race, color, gender, religion, disability and national origin in administration of its policies and programs. **Non-Discrimination Policy.** Innova Girls Academy works relentlessly to empower students of all racial and ethnic backgrounds to achieve their full potential. The adult community of the School will model the best practices and professional behavior of a diverse team. Any grievance regarding discrimination shall be handled through the Head of School and in consultation with the Board of Trustees when appropriate. The complainant should contact the Equal Employment Opportunity Commission officer, who shall provide information and assistance on filing and pursuing the complaint. Specifically, no persons within Innova Girls Academy shall intentionally commit any of the following acts for reasons prohibited by this policy: (a) Discriminate in the recruitment, hiring, training, compensation, benefits, promotion, transfer, termination, lay-off, reduction in workforce, or any other terms of conditions of employment. (b) Make any comments, display or distribute any materials that constitute unlawful harassment based on an individual's membership in a legally protected class. (c) Deny a person any service or other program benefits based on the individual's legally protected classification. An Innova Girls Academy employee who has become aware of violations of this provision has the affirmative obligation to report the conduct to another member of the management team. It is the policy of Innova Girls Academy Charter School, its students, faculty, and its volunteers to provide information and program services to any and all interested parties in need of said services and for those interested in serving in a volunteer capacity, without regard to race, color, sexual orientation, age, national origin, handicap, gender, and/or ability to pay. **Immigration Law Compliance.** Innova Girls Academy does not hire anyone that is not a citizen of the United States or is not a noncitizen that is authorized to work in the United States under the Immigration

Reform and Control Act of 1986. As a condition of employment, all new and past employees must show valid proof that they are eligible to work in the United States. **Accommodations of Individuals with Disabilities.** Qualified individuals with a disability may make a request for reasonable accommodation to the Head of School. On receipt of an accommodation request, the Head of School will meet with the requesting individual to discuss and identify the precise limitations resulting from the disability and the potential reasonable accommodation that Innova Girls Academy might make to help overcome those limitations. Innova Girls Academy may request medical certification from the individual's doctor in order to verify the disability and the precise nature of the limitation. **Workplace Searches.** To safeguard the safety and property of our employees, students and Innova Girls Academy, the School reserves the right to inspect any packages, parcels, purses, handbags, briefcases, or any other possession or articles carried to and from work areas. Therefore, there is no reasonable expectation of privacy with regard to items brought onto the school premises. It is considered to be part of each employee's job at Innova Girls Academy to cooperate fully with such searches. Refusal to cooperate may lead to disciplinary action, up to and including discharge. **Corrective Action.** Innova Girls Academy expects the highest quality performance from all employees. An employee's failure to meet these expectations may result in disciplinary action up to and including dismissal. All forms of substandard performance, work of unacceptable quality or quantity, excessive absenteeism or tardiness, violations of school policies or procedures, misconduct, insubordination, any other form of improper conduct, and conduct which presents even the appearance of impropriety may result in disciplinary action up to and including discharge. Most performance problems will be addressed using progressive discipline, which may include an oral warning, a written warning, a probation period, and then discharge. In cases of serious misconduct, however, certain steps of the progressive discipline process may be skipped or immediate discharge may be warranted.

Conflict of Interest

Is it Innova Girls Academy policy that employees and others acting on Innova Girls Academy's behalf must be free from conflicts of interest that could adversely influence their judgement or objectivity in conducting Innova Girls Academy activities and assignments. Board members and all employees are obligated to always act in the best interest of the organization.

Gifts. All employees must act with integrity and good judgement and recognize that accepting personal gifts from vendors/suppliers may cause legitimate concerns about favoritism or could create situations where a conflict may exist between private interests and employment responsibilities. When deciding on the appropriateness of receiving a business gift, employees should consider how the gift compares in value to the usual gift-giving practices of other vendors, the sum of gifts from that entity over time, the suitability of the gift given your position at Innova Girls Academy, the impact of the gift on building positive business relations, and how the gift might look to an outsider. Employees should make sure any business gift is nominal in cost, quantity and frequency, is within the bounds of good taste, and that the first can withstand public scrutiny without damaging Innova Girls Academy's reputation. Acceptance of modest entertainment such as a meal or refreshments in connection with the donor stewardship process or with attendance at professional meetings and events sponsored by industrial, technical, professional, or educational associations is not considered a gift. Employees should not offer a

gift to any visiting elected official that exceeds \$50 in total value. Employees are also prohibited from using school funds to purchase tickets for political fund raisers, contribute to political campaigns or political action committees or fund a political message. Innova Girls Academy has no party affiliation and is an apolitical organization.

Purchasing and Contracts. Innova Girls Academy employees should not make purchasing decisions or negotiate contracts and/or subcontracts where there may be a conflict of interest or an appearance of a conflict of interest. More specifically, employees should refrain from these activities with any organization in which: (1) Board members, employees or person related by blood, marriage, members of the same household, including domestic partners or persons with whom employees have a personal relationship, have a significant financial interest, and/or (2) Board members, employees or persons related by blood, marriage, members of the same household, including domestic partners or persons with whom employee have a personal relationship, have current or pending employment, consulting, management, fiduciary or similar affiliation. Board members or employees who stand to gain, either personally or indirectly from any transaction as described in this policy, or similar transaction, should identify their circumstances to their supervisor or Board Chair so that alternate arrangements can be made for the management of the transaction.

Nepotism and personal relationships in the workplace. Innova Girls Academy permits employment within the Innova Girls Academy community of individuals of the same family/household or those who have a romantic relationship. However, a manager employing a family/household member or someone with whom s/he is in a romantic relationship is normally prohibited (e.g. a principal of a campus is not allowed to hire a relative or someone with whom s/he is in a romantic relationship to work at his/her campus). Additionally, to avoid a conflict of interest or an appearance of conflict of interest, no employee may initiate, participate, or have any input into decisions involving hiring, promotion, salary, performance appraisals, work assignments, or other working conditions for those with whom s/he is related by blood or marriage, those who are members of his/her same household (including domestic partners), and/or persons with whom that employee has a romantic relationship. Any employee who is assigned to supervise a family/household member or someone with whom s/he is in a romantic relationship, must discuss the matter on a confidential basis with the Head of School to assess the implications for the workplace and to make arrangements to ensure that employment related decisions are made in an appropriate and unbiased setting. If it is decided that the supervisory relationship will continue, Innova Girls Academy may take steps to ensure that additional layers of approval are received for employment-related decision including, but not limited: hiring, promotion, transfer or termination. Individuals who have questions or are uncertain as to the application of this policy should speak in confidence to the Head of School.

Non-Solicitation and Non-Distribution Policy

Because distractions on the job lead to unsafe working conditions, poor work performance and inefficiency, Innova Girls Academy has established the following rules: (1) During periods of an employee's workday when he/she is engaged in or required to be performing work tasks, the employee may not engage in solicitation of other employees or distribution of literature for any purpose unrelated to Innova Girls Academy business. (2) During periods in another employee's

Attachment 10: Evidence of Financial Support	
Innova Girls Academy Charter School Board of Trustees Letter of Financial Support	1
BES Letter of Financial Support	2



May 18, 2021

Re: Commitment of Board Fundraising Efforts for Innova Girls Academy Charter School

To Whom It May Concern:

We, as the Innova Girls Academy Charter School Board, are committed to the successful opening and sustained success of Innova Girls Academy Charter School. As part of our role as a board, we are committed to fundraising for the benefit of Innova Girls Academy Charter School. In our planning year (fiscal year 2021-2022), we understand that Charter Schools Program (CSP) funds may not become immediately available upon authorization. We have committed to fundraising at least \$35,000 to cover a portion of Innova Girls Academy Charter School costs in the planning year. This fundraising will include individual board member contributions, requests to Rochester, NY philanthropists, and the pursuit of local grants. Should there be a gap in the time between authorization and when the CSP funding becomes available, the board fundraised dollars will be used to cover the school during this time.

Sincerely,

Jonathan Nwagbaraocha
Jonathan Nwagbaraocha (May 20, 2020 9:42 EDT)

Jonathan Nwagbaraocha
Proposed Board Chair



May 7, 2020

Re: Commitment of Start-Up Funds to Innova Girls Academy Charter School

To Whom It May Concern:

We are pleased to inform you that BES will make available \$150,000 of start-up funds for the planning year (fiscal year 2021-2022) of Innova Girls Academy Charter School contingent upon its charter authorization. These funds will be characterized as a \$150,000 grant that will only be provided in the event that Innova Girls Academy Charter School does not receive any funding through the federal Charter Schools Program (CSP) or other philanthropic dollars that meet or exceed \$150,000 for the fiscal year of 2020-2021.

Sincerely,

A handwritten signature in black ink, appearing to read 'Aasimah Navlakh'.

Aasimah Navlakh
Chief Executive Officer



Attachment 11: Pre-Opening Plan¹

Student Recruitment and Admission		
Marketing		
Design, translate, and post informational packet/flyer on website and in community	HOS	11/21 – 3/22
Identify and work CBOs to help with generating interest	HOS	11/21-3/22
Initiate recruiting/marketing campaign via ads in local stores, newspapers, etc.	HOS	11/21-3/22
Secure invitations to elementary fairs	HOS	11/21-12/21
Enrollment Form		
Design, translate, and publish student enrollment form – Coordinate with GoodSchoolsRoc	HOS	11/21
Make enrollment form available to community and post on website	HOS	11/21-3/22
Information Sessions		
Create a virtual information session plan in case it becomes necessary	HOS	11/21
Secure locations for information sessions	HOS	11/21-1/22
Mobilize volunteers for community canvassing	HOS	11/21-3/22
Host information sessions	HOS	11/21-3/22
Admissions Lottery and Enrollment – The HOS will coordinate with GoodSchoolsRoc for the following.		
Collect enrollment forms through final enrollment day (4/1)	HOS	11/21-4/22
Secure lottery location and announcer if needed	HOS	3/22
Post lottery date on website and on flyers in community	HOS	3/22
Practice lottery protocol	HOS	3/22
Conduct admission lottery	HOS	4/22
Notify families of status - Send Enrollment Forms	HOS	4/22
Establish waitlist (or repeat lottery)	HOS	4/22
Send RCSD Enrollment Report	HOS	5/22-8/22
Confirm acceptances- home visits	HOS	5/22-9/22
Request and receive student records	HOS	5/22-8/22
Create documents and compile student welcome packet and orientation info	HOS	3/22-4/22
Facilities		
Get third party real estate expert to view and evaluate site	HOS	11/21
Negotiate, Review, Approve, and Sign lease	HOS, Board	1/22
Renovations to be completed by landlord	HOS	1/22-6/22
Obtain property insurance required by lease	HOS	12/21
Pass final inspection and receive occupancy certificate	HOS	6/22
Procurement		
Purchase supplies and materials for program	OM	4/22
Secure janitorial services	OM	4/22
Governance		
Board Expansion and Transition to Board of Trustees		

¹ Developed from the Creo College Prep Charter School Pre-Opening Plan.

Recruit and nominate board members	Board	11/21
Develop and ratify by-laws	Board	11/21
Develop Governance Strategy		
Define role of Board members	Board	11/21
Define relationship of Board and Head of School	HOS	11/21
Define communication methods and decision-making processes	HOS	11/21
Arrange Board liability	Board	11/21
Draft policies	Board	11/21
Plan to move from Founding Board to Governing Authority	HOS	11/21
Develop and file articles of incorporation	HOS	11/21
Apply for tax-exemption, 501c3	HOS	11/21
Develop Board calendar	Board	11/21
Board Structure		
Finalize by-laws	Board	11/21
Create job descriptions for Board and for each committee chair and each committee. Adopt as policy.	Board	11/21
Create and adopt policy defining relationship between school leader and board.	Board	11/21
Create Code of Ethics for board members. Adopt as policy.	Board	11/21
Create board member handbook. Adopt as policy.	Board	11/21
Send Trustee information to SED for each trustee - trustee financial disclosures, trustee information form, and resume.	HOS	11/21
Board Meetings		
Pick set day and time to consistently hold meetings. Print schedule. Follow postings for New York Open Meeting Law.	HOS	11/21
Develop consistent format for board meeting packets distributed 2 weeks prior	HOS	11/21
Create mechanism to track attendance at all board and committee meetings.	HOS	11/21
Develop board calendar and list critical tasks to happen at each board meeting.	HOS	11/21
Develop and file articles of incorporation	HOS	11/21
Create mechanism (binder) to keep track of all official policies	HOS	11/21
Create comprehensive list of policies to be created before school opening	HOS	11/21
School Leader		
Create job description for Head of School	Board	11/21
Determine performance benchmarks and process for evaluating Head of School	Board	11/21
Hire Head of School	Board	11/21
Board Development		
Create board development plan to include orientation of new members	Board	11/21
Host Board Retreat	Board	11/21
Fund Development/Fund Raising		
Establish 501c3	Board	12/21
Identify potential individual donors	Board	11/21-3/22
Develop strategy	Board	11/21-12/21
Secure Public/Private Grant Money		
Write need statement	Board	11/21-12/21

Write and disseminate proposals to national and local governmental sources	Board	11/21-2/22
Write and disseminate proposals to national and local foundations	Board	11/21-2/22
Secure Donations from Individuals		
Cultivate and solicit potential donors	Board	11/21-6/22
Develop Board cultivation guidelines and strategies	Board	12/21
Plan and host series of events for securing donations	Board	11/21-6/22
Administrative		
Data Management		
Create filing system	HOS	3/22-4/22
Develop database for student reporting and attendance	OM	3/22-4/22
Develop dashboard system: attendance, discipline, academics, and assessments	HOS	3/22-4/22
Family Outreach		
Write, translate, and mail family letter for Family Orientation	OM	4/22
Call all families for Family Orientation	OM	4/22
Prepare pre-opening Family Orientation materials	OM	6/22
Host pre-opening Family Orientation	HOS	7/22
Instructional Program		
Curriculum Development		
Identify preliminary curriculum models for core subjects	HOS	11/21
Site visits and analyses of "best practice" school models	HOS	11/21
Create and finalize curriculum plans and timelines	HOS	11/21-4/22
Create IAs aligned with state standards and curriculum frameworks	HOS	11/21-4/22
Create scope and sequence and vertical alignment documents	HOS	11/21-4/22
Create organizational system for unit plans and lesson plans	HOS	11/21-12/22
Develop curriculum	HOS	11/21-4/22
Procurement		
Purchase materials, textbooks, and standardized testing materials	OM	5/22-7/22
Assessment		
Finalize assessment strategy and timeline	HOS	11/21-4/22
Create dashboard for data analysis	HOS	11/21-4/22
Develop class configuration- classroom model	HOS	11/21
Organize tutoring workshops and Saturday Academy model	HOS	3/22-6/22
Special Education		
Reach out and form relationship with the CSE	HOS	11/21
Identify and secure specific texts and materials	HOS	11/21-4/22
Consult with the district administrator in charge of SPED services	HOS	11/21
Identify population of students with disabilities	HOS	5/22
Acquire student records	OM	6/22-7/22
Collaborate with CSE on IEP review schedule	HOS	5/22-8/22
Define service requirement for all SPED students	HOS	5/22-8/22
Create training session for teachers on sped modifications and accommodations	HOS	7/22-8/22
School Culture and Climate		
Finalize daily schedule, discipline policy, and school calendar	HOS	11/21

Establish rituals and routines	HOS	11/21
Financial Management		
Codify the fiscal controls and financial policies that the school will employ to track daily operational finances	HOS/BOP	11/21
Identify who signs and writes checks and finalize signature policies	Board	11/21
Develop financial reporting templates (budget vs. actual) and policy	HOS/BOP	11/21
Design process forms (purchase orders, expense forms) and policy	Board	11/21
Appoint Treasurer	Board	11/21
Develop segregation of funds policy (public/private)	Board	11/21
Establish payroll	HOS/BOP	11/21
Develop schedule of Board financial reviews	Board	11/21
Develop chart of accounts to track income, expenses, assets, liabilities, cash flows	HOS/BOP	11/21
Set up bank accounts	HOS/BOP	11/21
Define investment/savings strategy	Board	11/21
Finalize cash flow plan	HOS/BOP	11/21
Personnel		
Finalize org chart and job descriptions	HOS/OM	11/21
Advertise jobs through partner organizations and website	HOS/OM	11/21-7/22
Coordinate benefit enrollment	HOS	11/21-5/22
Recruit and hire staff and teachers	HOS	11/21-5/22
Negotiate and sign agreements for contracted services	HOS/OM	11/21-5/22
Finalize policies and procedures for evaluation of staff	HOS	4/22-5/22
Develop professional development plans	HOS	4/22-5/22
Perform background checks on employees	HOS	4/22-5/22
Fill out forms to enroll teachers in payroll and benefits	OM	7/22-8/22
Plan and hold staff orientation	HOS	7/22-8/22
Have new staff fill out Employee information forms	OM	7/22-8/22
Staff Handbook		
Draft, edit, and translate handbook content	HOS	12/21
Secure legal review of handbook	HOS	12/21
Board approval of handbook	Board	12/21
Print and distribute final copies to staff members	OM	7/22-8/22
Transportation		
Determine transportation needs	OM	5/22
Create system for securing and distributing metro cards to students	OM	6/22-8/22
Food Service		
Issue RFP for food services	OM	3/22
Define requirement (# of students/any religious or individual needs) and identify free/reduced lunch students	OM	5/22
Determine food service arrangement	OM	5/22
Select vendor and draft and sign contract	OM	5/22
Develop food service plan	OM	5/22
Complete FRL forms	OM	5/22
Health and Safety		

Coordinate with BOCES to Identify doctor/nurse resources and first aid resources	HOS	1/22-2/22
Develop policy for non-compliance by parents	HOS	1/22-2/22
Acquire medical forms	OM	1/22-4/22
Undergo fire and building inspection	HOS	6/22
Contact Board of Health	HOS	6/22
Develop fire drill policy, schedule, route and School Safety Plan	HOS	6/22
Community Partnerships		
Identify community partnership opportunities	HOS	Ongoing
Devise performance measures for each strategic alliance	HOS	Ongoing
Parents and Community		
Draft, edit, and translate content of Parent/Family Handbook	HOS	11/21
Secure legal review of handbook	HOS	4/22
Board approval of handbook	Board	4/22
Print and distribute final copies to families at Family Orientation	OM	6/22-7/22
Communication		
Work with graphic designer to update website for approved school	HOS	11/21
Set up nonprofit mailing status with Post Office	HOS	11/21
Filing system for student academic, disciplinary, and health records	HOS	3/22
Define procedure for visitors entering the building	OM	4/22
Develop forms necessary to track and monitor visitors	HOS	4/22
Select provider for internet access	HOS	4/22
Set up Intranet	OM	4/22
Define how staff will communicate	HOS	6/22
Set up phone systems and answering services	OM	6/22
Purchasing		
Create a comprehensive purchasing list through December	HOS	4/22
Purchase classroom and office equipment and furniture	HOS	5/22-7/22
Lease postage meter	HOS	11/21
Purchase cleaning products and restroom supplies	OM	6/22
Purchase science class materials and PE equipment	OM	6/22
Purchase classroom library materials	HOS	3/22-6/22
Purchase classroom & office supplies & medical supplies/furniture	HOS	6/22
Purchase signage for building interior	OM	6/22
Contract Personnel		
Hire janitorial services; line up electrician, plumber and handyman	HOS	5/22-6/22
Line up related service providers	HOS	5/22-6/22
Technology		
Issue RFP for technology	HOS	11/21
Finalize plans for purchasing technology	HOS	1/22
Computers for students and teachers	HOS	5/22
Uniform		
Contract student uniforms	HOS	3/22-4/22

Attachment 12: Dissolution Plan¹

Innova Girls Academy Charter School (“Innova Girls Academy”) understands the significant adverse impact dissolution or closure of the school would have on a variety of stakeholders. In accordance with SED requirements, Innova Girls Academy has budgeted a \$20,000 set-aside each year of the first charter term to be maintained in escrow specifically for any dissolution of the charter. These funds will be set aside in perpetuity and will only be used in the event of dissolution, specifically to pay for legal and audit expenses associated with dissolution, along with any debts or unmet financial obligations. In the event of dissolution of Innova Girls Academy, the Board of Trustees and Head of School will follow a set of dissolution procedures in accordance with Education Law §2851(2)(t), 219, and 220, and the Closing Procedures specified by the State Education Department. Those procedures, as indicated by the New York State Education Department Closing Procedures Guide and Checklist,² are included below.

- **Within 24 hours of SED vote to close the school:** Establish Transition Team made up of SED staff member, Board Chair, Head of School, Operations Manager, one teacher, and one parent from the family advisory council. This team is responsible for ensuring the orderly closure of the school in accordance with the steps outlined in this Dissolution Plan. The Board Chair will solicit the assistance of external partners to fulfill all responsibilities associated with dissolution. The SED staff member and Board Chair will also create and distribute a press release that includes the following: history of the school; SED closure policies; reason(s) for school closure; outline of support for students, parents, and staff; and contact information for the SED and school media liaison.
- **Within 48 hours of SED vote to close the school:** Assign Transition Team action item responsibilities and set a calendar for meetings and dates of completion for each closure action item. The Transition Team will develop a Student Transition Plan that focuses on enrolling students in a new, appropriate school, and will include clear deadlines for key activities and will not be considered complete until every student engaging in transitional services has been enrolled in a new school. A School Closure Coordinator will also be established so that families have access to a direct line of support that can provide guidance through the transition. The SED staff member and Board Chair will also distribute an initial closure notification letter to faculty, staff, and parents that outlines the closure decision, the timeline for transition, and the help line and online information to address inquiries pertaining to records, enrollment, lottery procedures, names and locations of other charter schools.
- **Within 72 hours of SED vote to close the school:** SED staff member and Board Chair will send a closure letter to state and local agencies, including the local school district, which will include: notification materials distributed to parents, faculty, and staff; SED decision materials; a copy of any termination agreements (if applicable); and a copy of local public school districts. The Transition Team will also create talking points for parents, faculty,

¹ Developed from Primary Hall Charter School Dissolution Plan.

² *Closing Procedures Guide and Checklist for New York State Charter Schools Authorized by the Board of Regents*. New York State Education Department, 2012, www.p12.nysed.gov/psc/documents/nysed-charter-school-closing-procedures.pdf.

community members, and the press. The Head of School will secure all student records, and the Operations Manager will secure all financial records.

- **Within 1 week of SED vote to close the school:** Transition Team will create a parent contact list and faculty contact list, and provide copies of both to SED. The Transition Team will also convene a parent closure meeting as well as a faculty/staff meeting.
- **Ongoing activities after SED closure vote until end of classes as designated in SED resolution:**
 - Continue Instruction: The Head of School will ensure instruction continues at the school.
 - Board Communication: Board Chair will provide advance copies of all meeting agendas, minutes, financials, and all other documents outlined in the SED Closing Procedures guide.
 - Establish Use of Reserve Funds.
 - Maintain Location and Communication: Throughout the closing procedures, the school must remain in its current facility and maintain operational telephone service.
 - Maintain Insurance.
 - Report on Financial Condition: The school will submit to SED a current balance sheet, current income statement, grant reports, and month-to-month cash flow documents.
- **Within 10 days of SED vote to close the school:** The Board Chair will send a parent/guardian closure transition letter that provides detailed guidance regarding the transition plan, including but not limited to: date of last day of instruction, notification of mandatory enrollment under New York State law, contact and enrollment information of other schools, and information on obtaining student records pursuant to the New York State Freedom of Information Law. The Board Chair will also send a staff/faculty closure transition letter that outlines plans and timelines for staff. Both letters and any accompanying materials will be submitted to SED. The Board Chair will also ensure the school satisfies SED's statutory and regulatory obligation to ensure a smooth transition for students by notifying relevant agencies and organizational partners.
- **Within three weeks of SED vote to close the school:** The Operations Manager will formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. The Operations Manager will also formulate a list of all contractors with contracts in effect and notify them of the school closure and cessation of operations.
- **Within 30 days of SED vote to close the school:** The Board shall engage, by a vote of the Board, an independent auditor to conduct a final close-out audit of the school. The Board Chair will take the necessary steps to maintain 501(c)(3) status with the IRS. The Operations Manager will also solicit from each creditor a final accounting of the school's accrued and unpaid debt and negotiate a settlement of debts. This information will be provided to SED. The Operations Manager will also contact all debtors and demand payment, and submit this activity to SED. The Operations Manager will also perform a Uniform Commercial Code (UCC) search to determine if there are any perfected security

interests and to what assets security interests are attached. This activity will be provided to SED.

- **Within 45 days of SED vote:** The Board Chair and Operations Manager will establish an employee termination date and notify all employees, benefit providers, payroll processor, and vendors of pending termination. These activities will be provided to SED. The Operations Manager will create a fixed asset list segregating New York State and federal dollars, note source codes for funds and price for each purchase, and establish a fair market value for all fixed assets. These materials will be provided to SED. The Operations Manager will also develop a plan for the disposition of all assets, property, and inventory, including assets purchased with federal funds. The Board is required to petition the supreme court in the judicial district where the principal office of the corporation is located, directing the disposition of all property belonging to the school. This petition will be sent to SED and the New York State Attorney General at least 10 days prior to submission. The Operations Manager and SED staff member will ensure that the school prioritizes a payment strategy considering New York State and local requirements and will provide SED with a copy of all materials associated with this action.
- **One week after the last day of instruction:** The Head of School will ensure final report cards and student records are up to date and sent home to parents/guardians, and provided to SED. The Head of School will transfer all testing materials in accordance with New York State regulations regarding disposition of New York State Assessment materials. The Operations Manager will file Federal form 269 or 269a if the school was receiving funds directly from the U.S. Department of Education.
- **Within 30 days of the last day of instruction:** The Operations Manager will review, prepare, and make available itemized financial documents. The Head of School will generate a list of all payroll reports including taxes and retirement or adjustments on employee contracts, as well as employment verification reports, and provide these to each employee, as well as to SED. The Head of School and Transition Team will, in accordance with New York State statute, transfer all student records, including special education records, to the students' new school, new school district, and the Rochester City School District. The Board Chair and Head of School will ensure that written documentation of the transfer of records accompanies the transfer of all student materials. These materials will be provided to SED.
- **Within 45 days of the last day of instruction:** The Operations Manager will ensure that Federal Expenditure Reports and Annual Performance reports are completed and provided to SED.
- **Within 60 days of the last day of instruction:** The Operations Manager will ensure the final distribution of assets. The Board Chair will document the disposition and transfer of corporate records.

Within 120 days of the last day of instruction: The Board Chair and Operations Manager will submit a final closeout audit, which documents disposition of all liabilities. A copy will be provided to SED.

Attachment 13: Plan to Address English Language Learners/Multilingual Learners

Innova Girls Academy Charter School will comply with all applicable federal education law, including Title IV of the Civil Rights Act of 1964 and the Educational Opportunities Act of 1974. We will comply with the New York State Education Law 3204, Section 3, which protects the educational standards set for students speaking home languages other than English.

Identification and Programs. The Dean of Student Supports will administer and oversee the supervision of ELLs/MLLs programs and faculty, with support from the Head of School. Supervision of the ELLs/MLLs programming will include regular data analysis of the subgroup of students who are identified as ELLs/MLLs. Additionally, the Dean of Student Supports will be responsible for managing the ELL Specialist teachers starting in Year 2. In our first year of operation, the role of ELL Specialist and Dean of Students Supports will be split by one individual who will be a NYS certified teacher of English to Speakers of Other Languages (“ESOL”) pedagogue. After year 1, we will hire a full-time ELL Specialist. This role will be filled by an NYS certified ESOL teacher. The Dean of Student Supports will coordinate training for all staff members in best practices to support ELLs/MLLs. The Dean of Student Supports will be responsible for the coordination of services and administrative compliance. In alignment with our goal to have a student population that mirrors the population of the Rochester City School District, we anticipate that approximately 16% of our population will be identified as ELLs/MLLs.¹ After a student enrolls at Innova Girls Academy, if they have been previously enrolled in a public school, we will request student records from their last school. We will use any available Rochester City School District, or other district records, to determine if the student has been previously identified as an ELL/MLL. Upon completion of enrollment documents, the Head of School and Operations Manager will coordinate home visits for each of our newly enrolled students. At this home visit, the Innova Girls Academy staff member will provide the family with a Home Language Survey on which families will be able to indicate whether English or another language is spoken at home. Additionally, the home visit will allow for the staff member to assess current student proficiency in English through baseline literacy testing. All home visits will take place before August. This will allow us to plan for the needs of all incoming students and will provide ample time to put this plan into place during the Summer Institute. When we determine that a student’s home or preferred language is not English, we will administer the NYSITELL within the first 10 days of the school year to assess whether a student needs English language supports. A student will be identified as an ELL/MLL if they demonstrate proficiency at Entering, Emerging, Transitioning, or Expanding on the NYSITELL. After receiving the results of the NYSITELL, if a decision is made for a student to be newly classified as an ELL/MLL, the parents will be notified within 5 days. The school will meet with the family to review the supports that will be provided for the student along with a description of how these supports will help meet the needs of their student. This information will be provided for the family in their preferred home language. Within 10 days of receiving the results of the NYSITELL, students who qualify will be placed in the English as a New Language program and parents will be notified. The Dean of Student Supports will oversee this ELL/MLL Identification Process.

¹ <https://data.nysed.gov/enrollment.php?year=2019&instid=800000050065>.

Program. We have developed an English as a New Language (“ENL”) program that has been designed to ensure equitable access to all instruction and activities at Innova Girls Academy. Our English as a New Language Program will follow the best practices of the Sheltered Instruction Observation Protocol (“SIOP”) to ensure that students are able to stay immersed in the traditional classroom, but also have access to additional supports in each student’s home language to increase comprehension.² The two-teacher model will directly support this ENL program. With additional time for literacy instruction, ELLs/MLLs will have ample time allocated during their day to develop their reading, writing, and speaking skills in English. The ELL Specialist will push into classrooms during Reader’s + Writer’s Workshop to provide small group literacy instruction for ELLs/MLLs. With an anticipated 4 ELLs/MLLs per class of 26 students, the ELL Specialist will be able to work with students in groups of 4 which will allow for individualized instruction for literacy development. We will use a Structured English Immersion design to ensure that students are not separated from their peers and that high expectations for academic excellence are maintained. The ELL Specialist will work with all teachers in the school to provide suggestions for accommodations to support English development across content areas. If a student has an IEP, the Dean of Student Supports and ELL Specialist will coordinate to determine if the student has second language acquisition needs. If it is determined that the student may have second language acquisition needs, the NYSITELL will be administered. ELLs/MLLs who may also be students with disabilities or who enter with an IEP will have access to the same programs and services that are provided for non-ELL/MLL students with disabilities. Innova Girls Academy will follow all procedures for identification, evaluation, and placement for our ENL program with consideration for “the student’s need for special education programs and services to support the student’s participation and progress in English language arts instruction, [and] content area instruction in English, [as well as] ENL instruction.”³

Quality of Instruction. At Innova Girls Academy, we believe that all students are capable of academic excellence, regardless of disability or ELL/MLL status. As a school, we are responsible for providing the academic supports that will allow each child to flourish in an academic community with high expectations. We will hire, develop, and retain a teaching staff that understands their responsibility in educating all students, including ELLs/MLLs. We will develop a culture of sisterhood that is supportive for all students, where students collaborate and celebrate one another’s successes. Our curriculum will be aligned to the grade level appropriate NYS learning standards each year and we will uphold our key design element of sparking curiosity and creativity for all students. We have selected curriculums that include suggested accommodations that can be made for ELLs/MLLs. All students will be held to the metrics set out in our school goals (please see **I.A. Mission Statement, Objectives and Goals**) Our instructional approach to educating all students has in part been designed around ensuring that ELLs/MLLs have access to education that moves them towards English proficiency and content area mastery. Given the two-teacher model, students will have access to direct support within the traditional classroom. This will allow for students to remain in the less-restrictive setting with their peers, while also receive accommodations to support language development. Across all grades of the school, the ELL Specialist will push into classrooms to directly support Reader’s + Writer’s

² <http://www.cal.org/siop/about/>.

³ http://www.nysed.gov/common/nysed/files/154-3-guidance_final_2_16_18.pd-a.pdf.

Workshop. With small group instruction as a key element across all classrooms, students will receive individualized support that is driven by data analysis. The ELL Specialist will provide training to teachers across all content areas on the best practices in accommodating and modifying materials. All teachers will understand that it is their responsibility to deliver high-quality instruction to all students, regardless of ELLs/MLLs status. This will put the responsibility on teachers to ensure that work and instruction is accessible to all. Teachers will receive training on best practices and techniques that can be used in the classroom to support ELLs/MLLs. We will focus first on the importance of cultivating relationships and celebrating the opportunity for students to be learning a second (or third, fourth, etc.) language. All staff members share a common mindset of and remind students that the fact that they are becoming bi/multilingual is an exciting asset. We will seek to ensure that the curriculum and classroom environments honor and reflect the lives of our students. Teachers will incorporate language skill develop across the curriculum so that language skills are developed in content rich academic settings. Additionally, teachers will be encouraged to speak slowly and increase their wait time to ensure that all students have time to process questions and formulate responses. Finally, teachers will be instructed to increase the use of multiple modalities throughout their lessons. When teachers incorporate opportunities for writing, speaking, drawing, and listening in a class period, they are providing ELLs/MLLs students with more opportunities for active engagement.

Supporting ELLs/MLLs Subpopulations. With the oversight of our Dean of Student Supports, our ELL Specialist will prepare individualized plans to support each ELL/MLL. These plans will reflect the various subpopulations of ELLs/MLLs and include supports specific for students with Interrupted Formal Education, Long Term ELLs, Newcomers, ELLs with Disabilities, and Former ELLs. For example, for Newcomers and Students with Interrupted Formal Education, we will provide resources to assist in the transition into a US classroom. Following suggestions of researchers Spaulding, Carolino, and Amen, we will provide introductions to basic school activities and skills along with community resources for immigrant families.⁴ For Long Term ELLs, following the guidance of the Supporting Multilingual Learners/Long-Term English Language Learners in New York State document, we will use translanguaging strategies to “leverage student’s full linguistic repertoires” and we will “provide a text-rich environment with mentor text models.”⁵ To support students ELLs with disabilities, we will ensure that the ELL Specialist and SPED teachers work together to align the supports that are being provided across classrooms for students. To support Former ELLs, following the program requirements established by the Board of Regents in Part 154 of the Regulations of the Commissioner of Education, we will carefully continue to monitor student data to determine the most appropriate services.⁶ If a student is not making academic progress in their co-taught classrooms, they may receive pull-out instruction with additional modification in their Home Language to assist in language development. We will celebrate the many Home Languages that we anticipate students bringing into the classroom.

⁴ Spaulding, Shelley, Barbara Carolino, and Kali-Ahset Amen. "Immigrant Students and Secondary School Reform: Compendium Of Best Practices." *Council of Chief State School Officers* (2004).

⁵ <http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/topic-brief-long-term-ells-a.pdf>.

⁶ <http://www.nysed.gov/bilingual-ed/former-english-language-learnermultilingual-learner-services>.

Leveraging a Students’ Home Language. We will leverage students’ home language to advance their literacy development across content areas by looking for opportunities to translate key vocabulary words to increase depth of student understanding. Additionally, we will encourage at-home and independent reading to be done in a student’s home language. Once we know the home languages of our incoming student body each year, we will seek to incorporate books into the classroom libraries that reflect the languages represented in each class. All teachers will seek additional ways to incorporate a student’s home language through available educational technology. We will incorporate the “Preview, View, Review” strategy of Larry Ferlazzo, an educator and author of *The ESL/ELL Teacher’s Survival Guide*.⁷ In this strategy, teachers will introduce a topic and provide ELLs/MLLs with background information on this topic in their home language through online educational platforms. Students will have a chance to preview this content in their home language. Teachers will then teach the topic in English. Finally, students go back to their home language to review the content and develop questions that they may have to further their understanding. Our approach to the ENL program has been developed based on the successful programming of high-performing charter schools that demonstrate excellent growth and student achievement for ELL/MLL students such as Excel Academy in Boston, MA. At Excel Academy, the ENL Program is based on the Sheltered Instruction Observation Protocol. Additionally, we will seek to continually stay up to date on the best practices shared through educational research. We have budgeted approximately \$1,000 per staff member for professional development each year in years 1 and 2 and a total of \$20,000 for professional development in years 3-5. (see **Attachment 9**). This will include sending our Dean of Student Supports and ELL Specialist to training each year. We will audit our materials each year to ensure cultural relevance. Part of the Summer Institute will include training specifically on supporting ELLs/MLLs in all language domains: reading, writing, listening and speaking. This training will be developed and led each year by the Dean of Student Supports and the ELL Specialist. The training will be updated each in year in response to ELL/MLL performance data from the prior year, current trends, and research-based best practices in ELL/MLL instruction. Following the guidance of distinguished English as a second language teacher and blogger, Tan Huynh, we will emphasize the development of productive language skills like speaking and writing. Tan Huynh, suggests using sentence frames. For example, “when a science teacher wants ELLs to produce a hypothesis, they might offer the sentence, ‘If _____ was added, then _____ because _____.’ This sentence frame provides clues that empower ELLs to sound and think like scientists.”⁸

Support. We are committed to partnering with families. We believe that strong family partnerships will lead to increased student outcomes. This means that we must ensure that our communication with families is accessible and is in the family’s home language. Through the Home Language Survey, we will ask for a family’s preferred language. We will provide all communication home to each family in their preferred language. We will provide translated copies of important documents such as the Student and Family Handbook. We will also refer families to the English Language Learner/Multilingual Learner Parent Resources.⁹ The ELL Specialist will support in identifying the appropriate intervention and support services for each

⁷ Larry Ferlazzo, Teaching English Language Learners, https://www.aft.org/ae/fall2018/ferlazzo_sypnieski.

⁸ Tan Huynh: <https://www.empoweringells.com/>.

⁹ <http://www.nysed.gov/bilingual-ed/english-language-learnermultilingual-learner-parent-resources>.

ELL/MLL. If needed, a student may receive daily tailored intervention in addition to the literacy rotations during Reader's + Writer's Workshop. Students will also receive small group instruction in math during the Mathematician's Workshop. Materials for our interventions will be provided in the student's Home Language as needed. Additionally, teachers may utilize instructional videos and educational software in the student's home language. As a school, Innova Girls Academy is committed to ensuring the development of social emotional learning for all students. As described in **Section II.H. Culture**, we have a daily advisory period that will incorporate curriculum from a Social Emotional Learning Framework. We acknowledge that students within ELLs/MLLs subpopulations, such as but not limited to: Students with Interrupted Formal Education, Long Term ELLs, Newcomers, ELLs with Disabilities, Former ELLs, may experience greater social emotional needs compared to traditional education students. As such, we will ensure that advisors track regular check-ins with their ELLs/MLLs students. We will also maintain a full time Social Worker (1 in years 1-3, 2 in years 4-5) who will provide additional counseling to students. All students should feel supported in a culture of sisterhood that focuses on leadership development. We will utilize an online student data platform, such as SchoolRunner, that has an option to translate messages to families and student progress reports into the home language. We will contract to ensure that we have translation services available for families during our Family Conferences.

Professional Development and Teacher Certification. The ELL Specialist and Dean of Student Supports will have access to yearly professional development opportunities outside of the school to continue to increase their capacity to support ELLs/MLLs. Professional development will begin for the Dean of Students and ELL Specialist by studying the English as a New Language Program at Excel Academy in Boston. The Dean of Student Supports and ELL Specialist may attend SIOP Teacher Workshops.¹⁰ They may also attend trainings in-person and virtual trainings provided by reputable ESOL organizations such as the TESOL International Association¹¹ and the International Association of Teachers of English as a Foreign Language.¹² Additionally, all staff members at Innova Girls Academy will engage in professional development on the best practices of supporting ELLs/MLLs. As a school, we will work with local educational institutions such as the University of Rochester, St. John Fisher, and Nazareth College to scout and attract NYS ESOL certified teachers. Our opportunities for ongoing professional and leadership development will ensure that we retain top talent. Each day, teachers will have approximately 180 minutes of instructional preparation time. A portion of this time will be dedicated to collaboration with the ELL Specialist. The ELL Specialist will also attend grade level meetings to provide data review on the performance of ELLs/MLLs within each grade. The ELL Specialist will provide instructional pedagogy development specific to grade teams that demonstrate a need for additional support in providing high-quality access to all ELLs/MLLs. The Dean of Student Supports will provide feedback directly to teachers regarding their implementation of support for ELLs/MLLs. All instructional coaches, the Head of School and Deans of Curriculum and Instruction, will provide coaching around support all learners which includes ELLs/MLLs. A portion of the teacher evaluation will include each teacher's ability to support ELLs/MLLs. All information about

¹⁰ <http://www.cal.org/siop/services/>.

¹¹ <https://www.tesol.org/attend-and-learn/international-convention>.

¹² <https://www.iatefl.org/about>.

student's academic data will be housed in a central online data management system, such as SchoolRunner. This will allow all teachers to have access to data on the performance of ELLs/MLLs across content areas. In grade team level meetings, teachers will review the performance of subpopulations of ELLs/MLLs to determine the success of current programming and the additional supports that may be needed to increase academic outcomes for all ELLs/MLLs.

Data and Assessment. As a school, we will use the best practices developed and described in the Blueprint for English Language Learner/Multilingual Learner Success to assess whether the unique educational needs of ELLs/MLLs are being met. This will include: 1) using NYS assessments in conjunction with formative assessments, 2) using language proficiency data from the NYSESLAT and NYSITELL to understand where ELLs/MLLs are along the continuum of language development and how to provide appropriate scaffolds for them according to their proficiency level, 3) employing authentic assessments that require sophisticated uses of language embedded in authentic and rich content, 4) utilizing appropriate tools to assess the needs and progress of differently-abled ELLs/MLLs, 5) utilizing analytical rubrics that provide feedback on content knowledge and language development, 6) using home language assessments to inform instruction and demonstrate growth in bilingual education programs in which the home language is being used.¹³ As is true for all students, but particularly ELLs/MLLs, advisors will regularly monitor the progress of students. As grade teams, students within subgroups such as ELLs/MLLs will be tracked to ensure that academic growth and development is equivalent to general education students. We believe that all students can demonstrate academic excellence and we will provide students with the academic and social emotional supports to make this possible. On a daily basis, students will take an exit ticket in each class. Teachers will review the exit ticket data on daily basis and will use this data to place students into individualized, small instructional groups. Students will receive intervention based on this data through the small group instruction and through 1:1 conferencing with teachers. All student data will be tracked through an online data platform and will be accessible to all teachers and to the student's parents.

¹³ <http://www.nysed.gov/common/nysed/files/nys-blueprint-for-ell-success.pdf>.