

# International Charter School of Brockton Executive Summary

**Mission:** The mission of the International Charter School of Brockton is to provide students with the knowledge, skills, thinking ability and leadership qualities they will need to achieve college acceptance and succeed in life. We will accomplish this mission by providing any child who enrolls in our school – regardless of his or her background, socio-economic status, prior academic experience or other factors – with a world-class and proven college-preparatory public education in a student-centered setting that emphasizes community, civic responsibility and personal development, as well as academic rigor.

**General Overview:** International Charter School of Brockton will be a commonwealth charter public school of choice serving a diverse student population. We wish to open with grades K-5 and grow one grade per year until we are a K-12 school in year eight. For the initial charter, the plan is as follows:

School Year	Grade Levels	Total Student Enrollment
First Year	K-5	540
Second Year	K-6	636
Third Year	K-7	738
Fourth Year	K-8	840
Fifth Year	K-9	942

Consistent with state law, we will accept on a first-come-first-serve basis all students who apply; we will hold a public lottery if applications exceed available spaces. We will serve students with disabilities and English language learner (ELL) students consistent not only with state law but also with our philosophy that all children can learn and will be challenged to grow academically and personally while in our care.

We plan to retain the services of SABIS Educational Systems, which also manages highly successful charter public schools in Springfield and Holyoke. SABIS is a 126-year-old company with close to 80 public charter and private schools across the world, including 15 charter schools in six states.<sup>1</sup> SABIS-managed charter schools employ the exact same model used in its successful private schools worldwide.

The descriptions of the mission, educational philosophy, curriculum and instruction, assessment system, and school characteristics in this application purposefully mirror the descriptions included in the Commonwealth Charter Public School application for Lowell Collegiate Charter School, which was approved in February 2012 and is scheduled to open in Fall 2013 under the management of SABIS. SABIS currently manages two highly successful charter public schools in Springfield and Holyoke, Massachusetts, both of which are marked by strong academic achievement, robust waiting lists and dedicated teachers with tenures longer than typical at most charter schools. Our goal is to replicate an established and effective educational model in a community with similar characteristics and needs as those in which SABIS currently operates. As it does in other communities, SABIS will, as appropriate, adjust the model to meet local needs.

The SABIS school model is highly intentional, logical and purposeful; it is designed to focus all efforts and attention on maximizing each student's ability to master the knowledge and gain the personal skills necessary to win admission to college. Through the use of regular formative assessments and detailed data analysis, gaps in student learning are detected and addressed immediately so no student falls far behind. In addition, student leaders who assist their less-capable classmates in the course of daily learning are identified in each class. These student leaders are given the title Academic Prefect.

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<sup>1</sup> Nine charter schools are direct-managed and six are self-managed yet are using the SABIS educational program under a licensing agreement.

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In addition, teachers are freed to focus on what is most critical to student learning and success – to teach students. That’s accomplished by removing the numerous non-instructional duties that consume the off hours of the vast majority of teachers in American schools. Those other duties – test development and grading, parent meetings, lesson planning and curricula development – are performed either centrally by SABIS or by the school’s director and senior academic officer, known as the Academic Quality Controller (AQC). This approach addresses teacher burnout – a chronic problem faced by other charter schools. Effective teachers at SABIS-managed schools tend to stay longer; a more experienced, quality teaching staff leads to better instruction, stronger classroom management skills and, in the end, a better-educated student.

**Community Need and Support:** The essential purpose of the International Charter School of Brockton is to offer families and students a highly successful and proven college-preparatory K-12 program of choice in a community in which access to such options is extremely limited. By creating this school, we hope to strengthen the economic and social fabric of our community in the short-term and into the future. Currently, no Commonwealth charter schools exist in Brockton. There is significant opportunity for a rigorous college-preparatory charter school in a district performing in the lowest ten percent of the state.

SABIS manages schools in districts with similar characteristics and performance. These schools have generated significant and consistent community support and maintained full enrollment since opening.

**Founders Capacity:** The founding members of the board of trustees are an experienced, professional, highly qualified and diverse group of community and business leaders. The group includes members who are educators, financial experts, business owners, civic leaders and a board governance expert. The trustees are community residents who are as ethnically and culturally diverse as the community and students we expect to serve. This depth of cultural, civic, legal and financial expertise gives this founding group the capacity to effectively govern and oversee this school.

**Educational Program:** As mentioned above, our board wishes to contract for management and operational services with SABIS Educational Systems, Inc. Our school will fully implement the SABIS program, including its assessment system, instructional methods and school management model. The program is designed to challenge students to exceed state and federal performance standards; the curriculum is designed with the intention that all students obtain those skills necessary to be successful in higher education, work and society. The program provides a well-rounded, student-centered education with heavy emphasis on the core subjects of English and mathematics but also strong attention to science, world language, social studies, art, music, health, physical education and computing.

The program to be offered at our school is identical to the programs SABIS offers at its highly successful schools in the U.S. and at acclaimed private schools across the globe. SABIS manages schools in 15 countries, serving 60,000 students from pre-kindergarten through high school. The SABIS program was founded in an all-girls school in Lebanon in 1886 and has been refined over the past 126 years.

Our school’s program is based on the simple fact that college admission requires a student to have mastered particular knowledge and skills. The SABIS curriculum breaks down those items into concepts and places them in a logical sequence that governs the class day and year. The curriculum essentially “walks back” that sequence from the final day of 12<sup>th</sup> grade to kindergarten and creates academic programming for each subject in each grade and for each week of each school year. Weekly assessments indicate whether a student is mastering those concepts. If not, the student is given special help to close learning gaps. Conversely, students who can rapidly advance are allowed to do so.

The curriculum also provides many enrichment opportunities, including academic leagues, activities during the Student Life period and opportunities for advanced work. Also, critical to the school culture in each SABIS-managed school is the Student Life Organization, in which students learn leadership skills by taking responsibility for various aspects of student life, under the guidance of an administrator.