

PHASE I: Letter of Intent

Created Tuesday, February 10, 2015

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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 an Applicant Group or an Existing Education Corporation is submitting this Round 1 Letter of Intent.

Applicant Group LOI to establish a single, brand new charter school

Proposed Charter School Name

(Please write out the formal and full name for the school you proposed, and include the words "charter" and "school" in the proposed name(s)).

School Name	Bronx Charter School for Health Sciences
Grades Served (K-5, .6-8, 9-12, etc.) During Initial Term	6-12
Number of Students During Initial Term	96

Proposed or Current Board Chair and Public Contact information, 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	Ana Garcia	[REDACTED]	[REDACTED]
Public/Media Contact Person	Ana Garcia	718-828-9854	msafgarcia@yahoo.com

If available, please provide the URL to the website established for the proposed school or existing education corporation.

(No response)

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.

(See pages 45-46 of the application kit for definitions and guidance as only "substantial" partnerships should be listed here).

Proposed Management Company	N/A
Partner Organization 1	Mercy College
Partner Organization 2	YMCA of Greater New York

Lead Applicant(s) Signature and Date

Use your PC mouse or your mobile device stylist to sign your name below.

Lead or Co-Applicant listed in section c above.

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

The image shows three handwritten signatures in black ink. The first signature on the left is 'Ma J', with 'Ma' written in a cursive style and 'J' as a large, stylized letter. The second signature on the right is 'Anicia', written in a cursive script.

Date Signed (Lead or Co-Applicant)

2015/02/10

Thank you for completing this survey so that the Department may plan its review panel accordingly.

I. Applicant Group Information

- a. Applicant group members, initial proposed board of trustees, and any proposed school employees: See Table 1.
- b. Roles and Experience of Applicant Group Members: See Table 1.
- c. Public Contact: Ana F. Garcia, 718-828-9854, bronxcharterschoolforhs@outlook.com
- d. Application History: No Applicant Group member has previously applied to any charter entity to open Bronx Charter School for Health Sciences or any other charter school. *See Attachment 5(a): New Applicant and Prospective School Trustee Background Information.*

II. Proposed Charter School Information

- a. Proposed School Name: Bronx Charter School for Health Sciences (BCSHS)
- b. Proposed School Location: Bronx, New York City, CSD 10 or CSD 11. We will request to be sited in school district facilities; however, we also plan to work with community groups, including churches, real estate firms and other community-based organizations to explore locating BCSHS in private space.
- c. Planned grades and enrollment in each of the years of the proposed charter term:

Grade	2016-17	2017-18	2018-19	2019-20	2020-21
6	96	96	96	96	100
7		100	100	98	96
8			96	100	98
9				95	99
10					95
11					
12					
Total	96	196	292	389	488

**Table takes into account student attrition.*

- d. Proposed Management and/or Partner Organization(s): BCSHS will not be managed by a charter management organization. BCSHS is currently exploring partnerships with several health sciences and community-based organizations, including Mercy College, the YMCA of Greater New York located at 2 Castle Hill, Bronx, 10473, the Montefiore School of Nursing and Albert Einstein College of Medicine.
- e. Proposed School Mission: BCSHS will equip students with the knowledge and expertise to become leaders in the community through rigorous education in science, technology and mathematics, affording our diverse society a generational supply of excellence in the health industry, while nurturing the development of diligence, integrity and humility in the learning

community we serve. We will accomplish this mission by providing student-centered and skills-based instruction designed to develop our students into productive citizens.

- f. **School Overview:** BCSHS is a proposed 6-12 charter school that will be located in either Bronx CSD 10 or CSD 11. BCSHS will provide a fun-filled, student-centered and skills-based learning environment for our students. Our collaborative and foundation building approaches to instruction will ensure that students develop critical thinking skills crucial for succeeding in BCSHS's math, science and technology oriented academic program and in the health sciences field. Critical to the success of our academic model is adherence to three core values: High Achievement for All; Educational Equity; and Integrity, as more fully described below.

High Achievement for All

BCSHS is dedicated to teaching students to be involved, active learners who work hard, think critically and creatively, and communicate effectively. We emphasize high expectations for all students, and support them to reach their full potential in all aspects of achievement in order to prepare students for success in their lives.

Educational Equity

BCSHS is committed to identifying and eliminating barriers to educational achievement. To this end, we create policies and practices that are fair and just and provide educational opportunities that ensure that every student, regardless of race, color, religion, gender, sexual orientation, marital status, age, national origin, disability, or economic status, meets our standards for achievement, participation and growth.

Integrity

The BCSHS community is honest, ethical, and respectful to all, and we foster this trait in our students. Students develop a consistent strength to adhere to a code of moral reasoning in spite of the personal discomfort this might bring.

While BCSHS will have a health, science and technology focus, BCSHS will also devote significant instructional time to core academic subjects to ensure student mastery of NYS Common Core Learning Standards (CCLS). We will emphasize high expectations for all students and support each student so that each student will reach his or her full potential in all aspects of student achievement. BCSHS students will receive a hybrid curriculum in math, literacy, science and technology. Students will engage in project work and problem solving, with our teaching staff utilizing instructional models designed to teach based on students' best learning practices while also meeting each student's individual needs. The academic programs for BCSHS's middle school students will include literacy instruction in humanities geared at bringing them to reading levels which are appropriate for or above their grade levels. Targeted integrated instruction in mathematics, science and technology will ensure that students have on or above grade level skills in these topics and provide the foundations necessary for students to succeed at BCSHS's high school. In high school, BCSHS students will be exposed to rigorous Regents and college readiness preparatory work which is designed to enable students to complete Regents requirements. Students will also have the opportunity to take courses that prepare them to qualify for professional certifications in health professionals' fields such as nursing, paramedics and laboratory technology.

Several aspects of our school model will help us keep our promise to students that they will be successful. Students will attend BCSHS for an extended school day, from ___ to ___. In addition, the School will have small class sizes. Drama, art and theater will be built into the curriculum to foster students' creativity. Instructional goals will be tied into class fieldtrips to demonstrate to students how certain educational concepts being studied are utilized to fulfill the daily needs of society. In addition, to fulfill our mission to train students for leadership in a health sciences profession, we plan to implement a mentorship program whereby students receive guidance and support from professionals working in a variety of health and sciences industries. Students will also be given access to extracurricular programs geared towards developing career path goals in the health sciences field.

g. Target Population/Community Served: BCSHS will serve students in either Bronx CSD 10 or CSD 11. BCSHS's mission recognizes that we live in a diverse society and it is our goal to reflect this same diversity in our school community. We are interesting in opening BCSHS in CSD 10 or CSD 11 because each of these districts reflects the racial, economic and language diversity we seek. According to the 2012-13 New York State Education Department statistics, CSD 10 was comprised 18% Black, 68% Hispanic, 8% Asian/Native Hawaiian/Other Pacific Islander and 6% White students; 89% qualified for free- or reduced-priced lunch (FRL)¹; and 22% were English Language Learners (ELLs). In addition, 17% were designated as students with disabilities (SWD). According to the 2012-13 New York State Education Department statistics, CSD 11 was comprised of 43% Black, 42% Hispanic, 7% Asian/Native Hawaiian/Other Pacific Islander and 7% White students. 79% of students qualified for FRL, 10% of attendees were ELLs and 17% were designated as SWD. According to the 2013 Student Demographic Report from the New York City Department of Education Office of English Language Learners, the top five home languages for all students in CSD 10 in 2012 were Spanish (82.6%), Bengali (3.9%), Chinese (3.3%), Albanian (1.3%) and Arabic (0.9%), while the top 5 home languages for all students in CSD 11 in 2012 were Spanish (85.9%), Bengali (2.8%), Arabic (2.3%), French (2.2%), and Fulani (0.9%). Whether located in CSD 10 or CSD 11, BCSHS expects that its student population will reflect the diversity of the community school district in which it resides.

Both CSD 10 and CSD 11 are also in need of strong public school options as evidenced by student performance on the 2014 NYS ELA and math assessments². In District 10, on the ELA assessment, 17% of Grade 3-8 students met proficiency standards and there exists a significant achievement gap between the ELA performance of at-risk groups and their non-at-risk peers. Only 2% of ELLs met proficiency standards versus 21% of English proficient students; 3% of SWD versus 21% of general education students; 15% of FRL students versus 40% of non-FRL students; and 14% and 15% of black and Hispanic students, respectively, versus 39% and 40% of Asian and white students, respectively. In CSD 11, the achievement data sends a similar message. On the ELA assessment, 18% of Grade 3-8 students met proficiency standards. Only 2% of ELLs met proficiency standards versus 20% of English proficient students; 3% of SWD versus 22% of

¹ It should be noted that the current FRL data for CSD 10 and 11 is not a true representation of the average aggregate percentages of FRL students in the district. If a school elects to become an overall free lunch school, then they consider 100% of their students as eligible for free lunch, when in fact the actual percentage of FRL children may be lower.

² <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>

general education students; 17% of FRL students versus 30% of non-FRL students; and 16% of black and 15% of Hispanic students versus 37% of Asian/Other Pacific Islander and 32% of white students. The statistics from the 2014 NYS Math assessment demonstrate a similar achievement gap exists in this area—22% of all students met proficiency standards while the disaggregated data shows that only 7% of ELLs versus 26% of English proficient, 8% of SWD versus 27% of general education students, 21% of FRL students versus 42% of non-FRL students, and 18% of black, 20% of Hispanic, 50% of Asian/Other Pacific Islander and 43% of white students met proficiency standards in CSD 10. In CSD 11, 20% of all students met proficiency standards, while the disaggregated data shows that 7% of ELLs versus 21% of English proficient, 4% of SWD versus 24% of general education students, 19% of FRL students versus 29% of non-FRL students, and 15% of black, 16% of Hispanic, 49% of Asian/Other Pacific Islander and 36% of white students met proficiency standards in CSD 11. BCSHS is committed to closing these achievement gaps.

BCSHS would also serve as another quality choice for parents in areas that do not have a strong community charter school presence. In District 10, there are only five charter schools authorized to serve 6-12 students, two of which serve 6-8 students and the other three of which serve 9-12 students. Similarly, in District 11, there are currently only four charter schools that serve students in grades 6-12, two of which only serve students in grades 6-8.

h. Replication of High Quality School Models: Not Applicable

III. Enrollment and Retention of SWD, ELLs and FRL students.

BCSHS intends to engage in a focused effort to attract and recruit ELLs, SWD and FRL. In publicizing BCSHS to the community, we will highlight our ability to serve students in these populations and emphasize that one of our core values focuses on identifying and eliminating barriers to educational achievement. We will also highlight that students will meet our standards for achievement, participation and growth, regardless of background, through our use of individualized learning plans, mentoring and other programs and interventions targeted at meeting each student's individualized needs. To meet our enrollment targets, we plan to use a wide variety of community-based marketing strategies specifically designed to target ELLs, SWD and FRL. We will distribute school information to parents in the target district, actively market BCSHS in neighborhoods where a predominance of low-income/poverty-level families and non-English speaking/immigrant families reside. We will utilize the contacts of our founding members and other community leaders and supporters to reach their constituents. We plan to include all recruitment and application materials on our website in the dominant languages of the community and also offer translation services to parents. We may also place advertisements in local public outlets, including publications that are widely circulated to immigrant families, conduct targeted mailings, engage in neighborhood canvassing, post flyers, utilize social media, and distribute information to local groups and at community meetings. BCSHS will also hold one or more family/community information sessions where parents and community members can learn more about BCSHS, and specifically, about our academic program, school culture, intervention services and instructional specialists. We also intend to use an admission tracking software that tracks and follows up with parents, community leaders and students that have shown interest in the school program.

Once students are enrolled in BCSHS, it is critical that we create and maintain a learning environment where all students can succeed, regardless of background, and a school culture respectful of diversity. Students will receive necessary academic and non-academic supports to ensure that their socio-economic background does not hamper their success at BCSHS. Students will be encouraged to participate in extra-curricular activities, including a variety of sports programs. ELL students and students identified as requiring special education will benefit from the BCSHS's focus on individualized learning, as well as BCSHS's sensitive and supportive school staff. We will also have several educators on staff with strong backgrounds in special education so that students with IEPs and 504 plans will receive the specialized instruction and supports they need. In order to develop and maintain relationships with the parents of our students, we will use translators as needed to communicate to parents on the phone, in person and in written materials.

IV. Public Outreach and Community Support

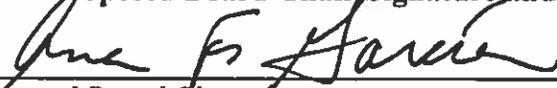
We have met with the leadership of local community-based organizations (CBOs), including Mercy College, YMCA Greater New York at 2 Castle Hill, Bronx, New York, Montefiore school of Nursing and Albert Einstein College of Medicine, and the Bronx Community Board 10 and 11. We shared information about BCSHS and also welcomed their feedback and their support for the opening of a charter school serving grades 6-12 in CSD 10 or CSD 11. As a charter school with a focus on health sciences, it was critical that we engaged medical institutions and education institutions with programs in the health sciences in thoughtful discussions about the school and potential support these institutions could lend. We solicited feedback from all of those who we met with and have discussed internally all of the suggestions and comments we received.

We have met with several elected officials representing CSD 10 and 11, including Andrew Cohen and Ydanis Rodriguez Council members of districts 11 and 10 respectfully.

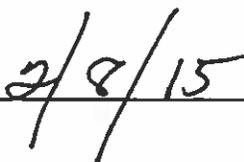
A summary of the analysis from the survey conducted among three hundred parents from CSD 10 and 11 indicates that parents are happy about the possibility of a 6-12 Charter school which prepares students for careers in the health education field and focuses on academic excellence and achievement. 90% of responding parents indicated interest in enlisting children in school, 80% of responding parents were ready to place students on waiting list for 2017/2018 academic year, while another 50% responded that they will enlist students on a waiting list for 2018/2019 academic year.

We will continue our outreach during the charter application preparation stage, after we submit our charter application and should our application be approved, once we are chartered. We are committed to engaging the community and involving the community in the school at all stages of its development.

V. Proposed Board Chair Signature and Date



Proposed Board Chair



Date

TABLE 1: APPLICANT GROUP INFORMATION							
*Minimum of 5 members must be designated as Trustees							
NAME OF APPLICANT GROUP MEMBER	EMAIL ADDRESS	CURRENT EMPLOYMENT	RELEVANT EXPERIENCE, SKILLS, AND ROLE ON APPLICANT GROUP (Key Words)	PROPOSED ROLE (if any) (Trustee, Employee, Consultant, or No Continuing Role)	PROPOSED POSITION ON THE BOARD (e.g., officer, trustee, or constituent representative)	LENGTH OF INITIAL TERM	VOTING MEMBER (YES OR NO)
Ms. Ana Garcia	[REDACTED]	Teacher, Antonia Pantoja Preparatory Academy(378 X08)	22 years experience as an educator , licensed administrator , more than 20 years experience as an educator, Literacy (ESL Teacher	Member, Board of Trustees	Chairperson -	2 years	Yes
Dr. Hagan Brown	[REDACTED]	Teacher, New york city public school, science teacher	20 years experience as a science educator , licensed administrator , biological scientist	Administrator	n/a	n/a	n/a
Ms Anita Chioke	[REDACTED]	Asistant Principal /Administrationfoundations Academy Brooklyn, NY	20 years experience as an educator with the New York Public School sytem has extensive experience as counsellor.	Member Board of Trustees	Board of Trustees	2 years	Yes
Osborne K Sam	[REDACTED]	Special Education teacher	2 years experience as Special Education teacher	Member Board of Trustees	Board of Trustees	2 years	Yes
Nana Atta Mensah	[REDACTED]	Para professional	Attendance Teacher License,6years experience as a paraprofessional	Member, Board Of Trustees	Board of Trustees	2 years	Yes
Nilka M. Rivera	[REDACTED]	Site Director/Camp Director YMCA of Greater NY	Attendance Teacher License,6yeaorganizing after school activity for schools/partnership with community organization specicalizes in after school activities	Member, Board of Trustees	Board of Trustees	2 years	Yes