

PHASE I: Letter of Intent

Created Tuesday, February 10, 2015

Page 1

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 | Eagle Vision Leadership Academy Charter School |
| Grades Served (K-5, .6-8, 9-12, etc.) During Initial Term | K-8 |
| Number of Students During Initial Term | 150 |

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 | Sherma Fleming | [REDACTED] | [REDACTED] |
| Public/Media Contact Person | Nicole Grant | 718-427-6191 | nickkig184@aol.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 |
| Partner Organization 1 |

Lead Applicant(s) Signature and Date

Use your PC mouse or your mobile device stylus 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).

A handwritten signature in black ink, appearing to read "S. K. [unclear]". The signature is written in a cursive style with a long horizontal stroke extending to the right.

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.

New York State Education Department
Charter School Office
80 Washington Avenue
Albany, NY 12234

February 10, 2015

To Whom It May Concern:

Please accept this letter as an indication that an application for a charter elementary school will be submitted by February 10, 2015. The following section of this letter provides pertinent details regarding the applicants and the proposed charter elementary school:

I. APPLICANT INFORMATION

A. **Lead Applicants:** Sherma Fleming, Doctoral Candidate; address: [REDACTED]

B. **Public Contact:** Nicole Grant is the Media Contact; address: 1704 Park Place, 1st Floor, Brooklyn, NY 11223; email: nickkig184@aol.com, phone number: (718) 427-6191.

C. **Applicant Planning Team/Advisory Board:** The Planning Team/Advisory Board includes the following educators, parents, and individuals with experience in administration, accounting, non-profit, social work, and community outreach in alphabetical order:

Kevin E. Boston-Hill, Planning Team. Mr. Boston-Hill has been an educator for almost 20 years. He is a Doctoral Candidate, holds an MS degree in Educational Administration and is currently a middle school principal;

Nadia Donaldson, Planning Team. Ms. Donaldson is a Community Coordinator and Supervisor in the Family Services Department of the New York City Housing Authority. She holds an MSW in Social Work;

Susan Harper, Planning Team. Ms. Harper, a Supervisor has ten years of Social Service experience working at CAMBA in homeless prevention. She holds an MA degree in Urban Policy and Public Administration;

Joyce Pessoa, Planning Team. Ms. Pessoa holds an MS degree in Special Education and has over 24 years of experience. She is currently employed at the Department of Education;

Jacquelyn Rollocks, Planning Team. Ms. Rollocks holds an MS degree in Education. She is a teacher with over 30 years of experience working with scholars who are high risk/learning disabled;

Joann Smith, Planning Team. Ms. Smith holds an MBA in Accounting and has over 15 years of accounting experience. She is currently employed as an Accounting Manager at the largest Inter Co. Broker Dealers;

Cheryl Springer, Planning Team. Ms. Springer possesses an MS degree in Special and General Education and is experienced in teaching grades K-6. She has served on the School Leadership Team (SLT) of her school.

D. Proposed Initial Board of Trustees Members:

Eric D. Garnes, Board Member. Dr. Garnes holds a Doctorate of Ministry degree and has been a pastor for over 20 years, including 16 years as the CEO of TOP Development Corporation;

Frederick Hinds, Board Member. Mr. Hinds is the founder and CEO of the E-Cube, a tutorial service located in Brooklyn. He holds a BA degree in Sociology/Urban Policy. He is employed as a Math teacher;

Deidra Hunt, Board Member. Ms. Hunt holds an MS degree in Early Childhood Education and has ten years of experience working with children. She is certified to teach from Birth to 2nd grade.

E. Replication or Network Information: N/A

F. Application History:

On January 1, 2011, Sherma Fleming submitted an application under the name of TOP Achievers Academy Charter School. During this time, the application was denied due to its “Prospectus Review – Summary Comments”, the NYSED stated various other concerns regarding the overall quality of the application.

On February 1, 2013, Eagle Vision Leadership Academy Charter School, formerly known as Eagle Vision Academy submitted an NYSED Letter of Intent to open a Charter School. The Letter of Intent was not accepted for Preliminary Review/Approval in Round 1 of the 2013 charter school application review cycle. The information provided in sub-sections IV (a) and IV (b) was found to be insufficient to gauge the extent of public outreach conducted to date to solicit community input regarding the proposed school and to determine whether interest in the proposed charter school will allow the school to reach its anticipated enrollment. In this Letter of Intent, that deficiency has been corrected. On February 3, 2014, Eagle Vision Leadership Academy Charter School, formerly known as Eagle Vision Academy Charter School submitted an NYSED Letter of Intent to open a Charter School. On February 20, 2014, we were informed via email that our Letter of Intent was not accepted for the Preliminary Review/Approval in Round 1 of the 2014 charter school application review. The information provided stated that Section II, F. School Overview did not provide sufficient information. Therefore, after further examination, the deficiencies in the Letter of Intent have been addressed and corrected.

II. Proposed Charter School Information

a. Proposed School Name: Eagle Vision Leadership Academy Charter School.

b. Proposed School Location: School District #18. EVLACS does not intend to request to be placed in school district facilities.

c. Planned grade and enrollment:

Year One: Grades K, 1 and 5. Two classes of 25 each. Total scholars: 150

Year Two: Grades K, 1, 2, 5 and 6. Two classes of 25 each. Total scholars: 250

Year Three: Grade K, 1, 2, 3, 5, 6 and 7. Two classes of 25 each. Total scholars: 350

Year Four: Grades K, 1, 2, 3, 4, 5, 6, 7 and 8. Two classes of 25 each. Total scholars: 450

Year Five and beyond: Grades K-8. Two classes of 25 each. Total scholars: 450

d. Proposed Management and/or Partner Organization: N/A

e. Proposed School Mission: The Mission of Eagle Vision Leadership Academy Charter School (EVLACS) is to promote an institution of learning to address the academic, social and emotional needs of all children.

f. School Overview: EVLACS strives to develop the entire child, academically, socially, and emotionally. Understanding our scholars come from diverse backgrounds, socioeconomic status, and have different educational needs, we aim to build a community of scholars that understand the importance of teamwork, community pride and acceptance of all. EVLACS will introduce and implement the Science, Technology, Engineering and Mathematics (S.T.E.M) Program curriculum to expose and prepare our scholars for society's changes and demands of a technological workforce.

g. School's Target Population: Eagle Vision Leadership Academy Charter School will target at-risk children in the Community School District 18. The district's population is 98% minority with Blacks composing 95% and Hispanics approximately 3%. Another unique factor of this population is approximately 75% of the general Black population consists of Caribbean Americans who are second and third generation Jamaicans, Trinidadians, Guyanese, and Haitians. These demographics, especially the Caribbean Diaspora, are underrepresented in colleges across the United States and it is the goal of EVLACS to create a unique cultural experience that embodies and celebrates many of the different cultural entities of the Caribbean and Hispanic populations.

The scholars of EVLACS will embrace their strengths and forge toward the challenge of mastering their weaknesses in an environment full of cooperative learning, project-based learning and cultural acceptance. After carefully researching what works in the educational environment to ensure scholars are successful, we examined the MacIver & MacIver (2009) Dropout Prevention Three-Tiered Model instrument that addresses the needs of the holistic student academically, socially and emotionally. This model provides strategies that are universal, school- or district-wide approaches designed to provide quality instruction that engages scholars in learning and promotes successful high school completion. Our three-tiered model addresses, but is not limited to, monitoring the academic, social, and emotional components of our scholars from entry to graduation.

Tier I: Academic Program & Literacy Development

Eagle Vision Leadership Academy Charter School's academic program will be instituted to be in compliance with the NYC Department of Education's 2014-2015 city-wide instructional expectations. The academic program of EVLACS will be driven by data.

In order to effectively cater to the individual needs of our scholars, EVLACS will establish an **Individual Learning Plan (ILP)** for all scholars. This plan identifies the strengths, challenges, and learning styles of all scholars. Short term and long term goals will then be established for each scholar. EVLACS will use the previous year's state test scores to develop Student Learning Objectives (SLOs) to determine how close to proficient the scholars are and continuously monitor their progress through progress reports and report cards every quarter, parent meetings and conferences, counseling meetings, etc. EVLACS will analyze multiple sources of student work to determine what scholars actually know.

EVLACS will work with the home and community to provide rich literacy environments that will encourage literacy awareness from an early age. EVLACS will utilize the Reading and Writer's workshop in order to promote literacy growth in the scholars. The workshop model allows teachers to differentiate and meet the needs of all scholars and will enhance the overall academic performance of the

scholars. EVLACS will assess the effect of instruction, so that informed adjustments can be made and provide professional development for the staff to strengthen and grow teaching practices.

Tier II: Social Development

Eagle Vision Leadership Academy Charter School will focus on character education as part of the whole child learning experience. A child's character development is crucial and is an essential component in his/her preparation for success in life. It helps solve behavioral problems, improve academic achievement and increase student attendance and involvement in school activities. When scholars feel safe, engaged and respected, they are able to focus on their academic goals. Our school will implement a curriculum that will be supported by the guidelines set forth by our State and Federal Education Departments. The curriculum will include monthly objectives using character education principles from researched projects. The New York Academy for Education at Sage College and the Characters Organization from Josephson Institute are examples of projects that will serve as an outline for our character curriculum, program planning, staff development and evaluation assessment tools. EVLACS is committed to the academic and social success of all of our scholars. Since there is a proven connection between the decline in inappropriate behavior and high attendance rates/low dropout rates among scholars who are in schools where a character education curriculum was implemented, our school will include within the character education program, an early detection assessment to help identify and intervene before there is a problem in their future academic life. The curriculum will insure a positive connection with our scholars, parents and community.

Tier III: Emotional Behavior

In addressing the emotional behavior of a student, the goals for Eagle Vision Leadership Academy Charter School scholars with Emotional Disturbance Behavior is to help foster their self-esteem by providing a nurturing environment and promoting positive interpersonal relationships with their peers, faculty and staff. Also, EVLACS wants to help our scholars become academically sound and achieve success and prepare them to move through each grade with the expectation to transition to high school, post-secondary education, and/or the work force. Moreover, the services provided to our scholars will ensure that their input is considered regarding the different decisions to be made concerning their well-being. EVLACS will conduct behavioral assessment, develop behavior plans, provide school-based counseling and consultation, and provide positive behavior support systems to identify what triggers the behavioral problems and set a direction for change. EVLACS will focus on the learning capacity, intellectual responses or other health factors that are causing the student to get frustrated, distracted, or to give up. At EVLACS, self-esteem plays a major role in the scholars' behavior. EVLACS understands that scholars need to feel good about themselves and that they should be able to make sound judgments in any situation they may face. EVLACS intends to collaborate with area hospitals such as Brookdale & Downstate Hospital to assist in providing a Psychologist or Psychiatrist on-site and off-site counseling for scholars who display Emotional Disturbance Behavior. The mental health specialist will serve as an additional support to assist the guidance counselor in this area.

III. Enrollment and Retention of Students with Disabilities, English Language Learners, and students eligible for free and reduced price lunch program.

Eagle Vision Leadership Academy Charter School's recruitment process will include: distribution of flyers and brochures, posted flyers and notices in Brooklyn-based newspaper ads, public libraries, communities of faith, community centers, and apartment complexes; presentations at day care centers,

after-school programs and youth centers, as well as NYC Charter School Fairs. All materials will be presented in English, Spanish and French (Creole) to ensure that all families in the district are properly informed.

Additionally, to attract special needs' scholars, we will design marketing materials that target scholars with special needs and highlight the number of special education teachers. We will also distribute marketing materials that contain a description of the special education services that the charter school will provide directly (inclusion model, etc.) and those that will be provided by the student's district of residence or other provider. Our school will designate one individual to oversee the provision of special education programs and services.

Scholars with special needs and English Language Learners (ELLs) will receive pull-out and/or push-in services as their IEPs dictate. ELL scholars will be administered the NYSITELL exam to determine their level of English proficiency upon entering the school and will take the NYSESLAT to determine proficiency as measured by New York State. All class assessments will be modified appropriately. Classwork will be appropriately differentiated using programs such as Achieve 3000, Wilson Reading System, or comparable programs. Additionally, struggling scholars (Title I) will be afforded access to Academic Intervention Services (AIS) and Response to Intervention (RTI) tier I and tier 2 before any referrals to the Committee on Special Education (CSE) are made.

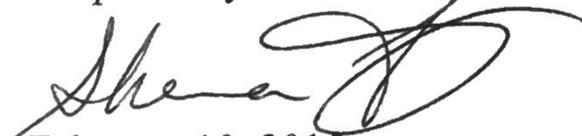
IV. Public Outreach and Community Support

In compliance with Education Law §2852(9-a)(b)(ii), the Eagle Vision Leadership Academy Charter School had been presented to the residents and community of District 17 through public forums with an attendance of over 225 people, which included members of the Community Board 17 Education Committee as well as concerned parents and community stakeholders. The school overview, Mission and benefits for community were shared. Those events, along with vigorous networking and outreach to date, have resulted in the collection of 242 signed letters of support from parents, 940 signatures of support from district residents, 51 signatures of support from District business owners and also 18 signatures of support from church pastors. In addition, the planning team attended a meeting with the Chancellor Carmen Farina regarding opening community schools which included new and proposed charter schools in the five boroughs.

We have received a letter of endorsement and partnership from CAMBA, Inc. CAMBA intends to partner with EVLACS to provide staff and parents information about our services so parents can be enrolled in services they need and qualify for. These services include but are not limited to: Legal Services, Housing Services, Education and Youth Development and HIV/AIDS Services. Letters of endorsement have also been received from educational support organizations, Education through Adventure, LLC and Young Faces Smiling, Inc. We are also in the process of building awareness through our EVLACS website and social media outlets.

V. Lead Applicant Signature and Date Signed:

Respectfully Submitted,



February 10, 2015

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