

PHASE I: Letter of Intent

Created Sunday, January 25, 2015

Updated Sunday, February 08, 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	Long Island Charter School
Grades Served (K-5, .6-8, 9-12, etc.) During Initial Term	K-6
Number of Students During Initial Term	624

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	Donna Ciampa	[REDACTED]	[REDACTED]
Public/Media Contact Person	Arthur Abbate	800-659-0652	longislandcharterschool@gmail.com

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

www.longislandcharterschool.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.

(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
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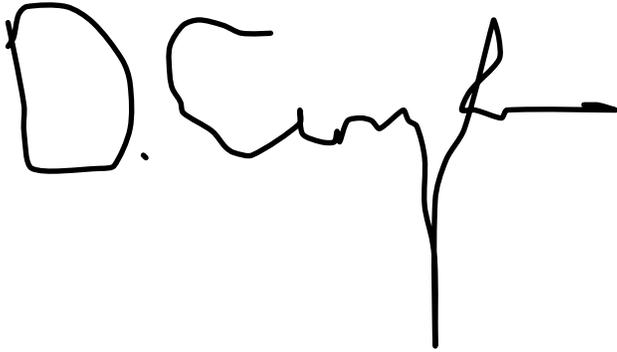
Partner Organization 1	N/A
Partner Organization 2	N/A

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 "D. [unclear]". The signature is stylized with a large initial "D" and a long, sweeping horizontal stroke at the end.

Date Signed (Lead or Co-Applicant)

2015/02/07

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

Proposed Name: Long Island Charter School (L.I.C.S.)

Proposed Location: On New York Institute of Technology’s campus in Central Islip, New York.

Grade	Ages	2016-17	2017-18	2018-19	2019-20	2020-21
K	5	96	96	96	96	96
1	6	72	96	96	96	96
2	7	72	72	96	96	96
3	8		72	72	96	96
4	9			72	72	96
5	10				72	72
6	11					72
Totals		240	336	432	528	624

Mission Statement: The Long Island Charter School (L.I.C.S.) recognizes and values the strengths, backgrounds and experiences of all of our students. Our objective is to create independent learners and thinkers, individuals of sound character, morals and principals. We are committed to equipping each child with the necessary tools to enter and become successful in the global economy.

School Overview: The Long Island Charter School (L.I.C.S.) will be built on instructional best practices which have been supported by research. The school leaders have made a conscience decision about our location based on our mission. We have made decisions for our infrastructure and program based on research conducted by the *International Center for Leadership in Education* which focuses on *Rigor, Relevance and Relationships* for all students (2013). L.I.C.S. will use the *Rigor and Relevance Framework Model* and support it with the State Common Core Standards. Staples of our program to prepare our children include:

English and Math Literacy: Reading research notes that in order for students to be successful in school they must be fluent readers by the third grade. According to the Florida Center for Reading Research (2007), “The focus of instruction in grades K-2 is on knowledge and strategies that help students become accurate readers and the shift away from this type of instruction begins in grades three and after for most students” (p.5). Based on this, our core goal will be to ensure that all students are able to read fluently by third grade so they are able to read to learn, and access rigorous instructional material. L.I.C.S. will also focus on math literacy to ensure our students gain proficiency in mathematics which will also serve as the foundation they will need in science, technology and engineering.

S.T.E.M.: Research shows that a third of all students will lose interest in science by fourth grade (Murphy, 2011). In order for our students to gain the functional and technical skills needed to compete in the global economy upon graduation from high school, L.I.C.S. will begin teaching S.T.E.M. instruction in kindergarten; nine years before “traditional models.” This introduction will take place through project based learning activities with the goal of creating collaborative and independent learners that have the ability to solve higher order thinking problems necessary for 21st Century Learning skills. The classrooms will be equipped with

multiple resources which includes: the FOSS curriculum kits (Delta Education), movable furniture, collaborative spaces, independent work areas and inquiry and support centers.

Cross Content Instruction: As evidenced by the most recent research conducted by the International Center for Leadership in Education (2014) our students will not only receive daily instruction that prepares them for the *Knowledge Taxonomy*, they will be held responsible for consistently performing within the *Application Model of Instruction*. This application model of instruction will support students' knowledge and give them transferable skills that they will use across content areas.

Looping and Double Periods in English and Math: To focus on rigor and relationships in the classroom, all of our English and math teachers will remain with their students for two years. To support the concrete acquisition of knowledge, all students will be scheduled for double periods of instruction for these content areas.

Building Master Teachers: Teachers will receive differentiated professional development in areas needed to gain mastery or based on their identified areas of need. Two periods a day for all educators will be allocated for collaborative planning time, targeted professional development and teacher mentorship. Teachers will be immersed in professional development in areas of pedagogy, special education, models of co-teaching, cultural competency, English Language Learners success and principles of Universal Design for Learning. The instructional leadership team will assess the needs of the teaching staff and design appropriate professional development plans that will support the needs of our diverse population.

Karate: L.I.C.S. will utilize Shaolin Karate in partnership with our physical education program. L.I.C.S. students will not only benefit from the physical fitness training karate provides but the practice of martial arts has been proven to foster respect, self-discipline, self-confidence and self-defense. Shaolin Karate is an exercise program that trains the mind, body and spirit to work as one and requires great concentration. This will afford our children extensive practice of the same focusing skills required to achieve success in the classroom.

Exclusion of Technology in the Classroom: L.I.C.S. is determined to have students master the strategies that are necessary to learn. Due to the needs of the students that we will serve, we have decided to take a more traditional approach to learning, which will exclude the use of technology in Math and English in grades K-3. While we are aware that technology is valuable in education, we do not believe that this introduction should precede the mastery of the foundational knowledge necessary for our students. We believe that, "Technology has transformed how children play and interact. It has transformed the workplace they will enter, but it has not transformed how we educate them" (Daggett, 2014).

Parent Partnership: L.I.C.S. is committed to building a community of learners. While we are aware that we have influence over the child's academic day, we are well aware that we will need our families' support to make our goals a reality. The students, families and school personnel of L.I.C.S. will work through a collaborative partnership which will be built on mutual respect, honesty, communications, trust and loyalty since we all hold the mutual goal of achieving academic and personal achievement for each child. L.I.C.S. will give our parents a number of ways to be a part of our school community beyond the basic PTA structure. We are aware of our families needs and availability based on external factors and therefore at the very least, we will work with our parents on ways to send their children to school prepared to learn. On a larger scale we will provide resources to students and their families, which will help alleviate obstacles and support the development of each child intellectually, socially, physically and emotionally.

School Wide Positive Behavioral Supports Structured Around Restorative Practices:

McCold and Watchel (2003) described four general approaches to school discipline—neglectful, permissive, punitive, and restorative. Restorative discipline combines strict control and strong support of children and approaches wrongdoing in a way that is not punitive, neglectful, or permissive. L.I.C.S. believes that stability and attendance are crucial for success. Daily, we partner with our students to have them take pride in themselves and the school community. Our students will be rewarded and for positive behaviors. When students display behaviors that are not aligned to our student code of conduct, we will have them engaged in Restorative Practices verses out of school suspensions. Our restorative justice program will include circles, peer juries, mediation and conferencing. Accountability will be defined as students' understanding the impact of their actions, taking responsibility for their choices and being a part of the discussion of how harm to the community can be repaired (Ashley, 2009).

Target Population: L.I.C.S. will target all students of the Central Islip, Bay Shore and Brentwood communities however; our primary goal is to service the underserved students in these communities. Our mission is to attract and retain low income families within our school. We will provide extraordinary educational opportunities not only to those who are from low socioeconomic families but to English Language Learners, unaccompanied minors, students of color, students with disabilities and students who need emotional and social supports.

Recruitment of Those Identified in the School's Mission: Once L.I.C.S. is approved, the founding team will use a number of strategies to recruit families which include but are not limited to: mailing materials to all resident's homes in English and Spanish; partnering with local community organizations; partnering with local non-profit organizations; attending community events; communicating with local libraries and faith based organizations; reaching out to all pre-kindergarten programs, early intervention programs and other early child care providers; partnering with Long Island advocacy groups that are looking for strong instructional placements for special education and English Language Learners; contacting local Parent Teacher Organizations/Associations and Special Education Parent Teacher Organizations/Associations; partnering with the Islip Town Branch of the NAACP; partnering with the Town of Islip Community Development Agency; partnering with the Supports to Encourage Low Income Families (SELF) in Bay Shore; partnering with the Hispanic Counseling Center in Bay Shore; outreach to Local Homeschool.com members. L.I.C.S. will admit students regardless of race, creed, ethnicity, disability, or socioeconomic background. In addition, we will adhere to all charter school laws. Students will be admitted through a lottery process.

Recruitment of Students with Disabilities: L.I.C.S. team will contact and work with local pre-kindergarten, nursery schools and early intervention programs to recruit students with disabilities. Our outreach activities will include school tours of our inclusive models of instruction, presentations on our teaching strategies, distribution of informational packets to support parents with the decisions they should consider when choosing a school. The goal of the parent meetings will enable families to gain more information of how L.I.C.S. can meet their child(ren's) educational and social emotional needs.

Recruitment of English Language Learners: L.I.C.S. recognizes the importance of culture and how it impacts our interactions with families who are not native speakers. L.I.C.S. will employ a full time bilingual parent member to allow parents greater access to translation services. In addition, L.I.C.S. will contact and work with local agencies, churches and

community centers to recruit families of non native speakers. Activities include school tours of our inclusive model, presentations, distribution of informational packets and parent meetings, all in their native language. These activities will enable families access to all information about how L.I.C.S. can meet their child(ren's) educational and social emotional needs. All school forms including the enrollment application and information packet will be provided in the family's native language. Ongoing professional development will be provided to teachers on research based practices in language acquisition and learning. Parent supports and resource services will also be offered to parents from diverse backgrounds.

Recruitment of Students Who Are Eligible Applicants For the Free and Reduced Price Lunch Program: L.I.C.S. will focus on areas in the communities where families earn less than the average household income and those who fall significantly below the poverty line; we will welcome families who have temporary hardships and permanent ones. In addition, L.I.C.S. will recruit in school communities where such students are identified as underperforming based on the school district's report cards. We will rely not only on our outreach but the support of community based organization as well.

Retention of Those Identified in the School's Mission: Our students will remain enrolled based on the instructional program that we will offer. Our students, teachers and families will work as partners to build our school and school community. As a result all will have a vested interest in its success and will work together to support it. We will hold monthly school meetings to present news, new programs and events, while allowing members of the community to be a part of important discussions and decision making.

Retention of Students with Disabilities: L.I.C.S. will provide inclusive models of special education instruction. Each classroom will be lead by two teachers; a certified special education teacher and a certified additional educator. We will offer resource room instruction through push in and pull out models to ensure students will receive a quality education in the least restrictive environment. Related services will also follow a push in model wherever appropriate to ensure the students receive the maximum time in the classroom. The school psychologist will serve as a liaison between the sending school districts and parents to support ongoing communication and appropriate decision making. All students, regardless of special education services, will participate in the general education curriculum and our innovative school programs. All staff will receive ongoing professional development on research based practices that work with students with disabilities. Families will also receive support in the form of parent training to ensure that the successful strategies that are being used in schools are generalized at home.

Retention of English Language Learners: L.I.C.S. will provide all models of ENL services as outlined in Part 154 of the Commissioner's Regulations. Where appropriate, the delivery models will be done in an integrated setting to ensure each ENL student is afforded maximum time in the classroom with their peers. A bilingual parent member will be the liaison between the school and families to ensure all communications, school correspondence, special events and announcements are translated. The parent member will attend all meetings and school events and serve as a permanent support for parents. Through our instructional program we will not only prepare students for proficiency on the NYSESLAT exam, We will prepare them to master their new language which will build their comfort level and acquisition to the overall school culture.

Retention of Students Who are Eligible Applicants For the Free and Reduced Price Lunch Program: All students will participate in the rigorous and innovative programs that L.I.C.S. has to offer. Supports for students include RTI models, AIS push in services, extended day and a

homework help program. On going professional development will be provided to teachers on closing the achievement gap as well as interventions on how to effectively work with students who have the external stressors that are associated with poverty. Our Executive Director of Pupil Personnel Services will invest all of his resources in ensuring the success of students who fall in this sub-group. In addition, targeted, individualized resources will be provided to all families through our Parent Center. These services include referrals to partners at Family Service League, Operation Heat, local food pantries, financial planning seminars, and SSI workshops to name a few. More importantly parents and students will know that they are accepted and welcomed to come as they are without judgement.

Public Outreach and Community Support New York State Senator Thomas Croci; Islip Town Councilman Steven Flotteron; Senator Phil Boyle; Councilman John Cochrane; East Islip Chamber of Commerce have been contacted and are supporting the approval of the L.I.C.S. Dr. Albert Inserra, President of Dowling is supporting the approval of L.I.C.S. and welcomes a partnership in the areas of teacher preparation, recruitment and retainment.

We have distributed paper surveys to community members at: Malls; Public Libraries; Local Laundromats; Beauty Salons and Barber Shops; based on the responses that we received via Survey Monkey and Polleverywhere.com, 85.3% of the parents were willing to send their child (ren) to a charter school; community outreach done via www.localsaver.com; delivering 2000 “about us” brochures to homes; we have launched an informational website at www.longislandcharterschool.org an 800 phone number; radio advertisements; hosted a Community Forum in Bay Shore.

The L.I.C.S. Board members conducted an analysis of the school districts’ data to determine if there was a need for a school that focuses on the needs of students that fell into the NYSED subgroups. Based on the New York State’s 2012 school report card we identified a definite need. When looking at the grade span from third to fifth grade in all three school districts, the following are the highest passing rates recorded by the State for the subgroups (note: these are not averages, they are the absolute highest scores):

3 rd grade ELA	ENL 8%	SE 6%	Black 18%	Low SES 16%
4 th grade ELA	ENL 3%	SE 5%	Black 20%	Low SES 18%
5 th grade ELA	ENL 6%	SE 2%	Black 16%	Low SES 15%
3 rd grade Math	ENL 7%	SE 7%	Black 15%	Low SES 17%
4 th grade Math	ENL 6%	SE 7%	Black 16%	Low SES 20%
5 th grade Math	ENL 21%	SE 3%	Black 12%	Low SES 13%

Based on the board’s knowledge of the communities we will serve, we are confident that the families will welcome another option for free education for their children. However, we are aware, based on our follow up conversations with community members who responded “No” that we will need to do extensive work with explaining what a charter school is and its benefits. Some of the responses we were presented with were: “It is a private school” Ms. Percs; “It’s basically like a private school” Ms. Lovey; “It is a new private school.” Ms. Gloria; “A charter school is a semi private school.” Ms. Chinn; “I have heard of them in the news but not exactly sure what makes them so different”. Ms. Loy “It only serves delinquent kids that could not pass high school.” Ms. Sharell. “I believe it’s a school for gifted children” Ms. Kerr.

*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 None Continuing Role)	PROPOSED POSITION ON THE BOARD (e.g., officer, trustee, or constituent representative)	LENGTH OF INITIAL TERM	VOTING MEMBER (YES OR NO)
Dr. Malasia Thompson		Director of Special Education	Teacher, Literacy Coach,	Founder and C.E.O.	Member	5 years	No
Dr. Thomas Patrizio		School Psychologist	School Psychologist,	Executive Director of Pupil	Member	5 years	No
Mr. Arthur Abbate		Director of Labor Relations	Director of Labor	Director of Business	Member	5 years	No
Mr. Ravi Seeram		Assistant Director of Special	Teacher's Assistant,	Founding Principal	Member	5 years	No
Ms. Eileen Draghi		Senior Clerk Typist	Secretary, Paraprofessional	Community Coordinator	Member	5 years	Yes
Dr. Donna Ciampa		Associate Dean for Academic	Vice President, Periodic	Trustee	President	3 years	Yes
Dr. Hector Sepulveda		Associate Dean for Academic	Human Resource	Trustee	Vice President	3 years	Yes
Ms. Jacqueline Hart		Vice President of Operations	Vice President and School	Trustee	Secretary	3 years	Yes
Ms. Mary Gravina		Vice President of Counseling	Vice President, Clinical	Trustee	Member	3 years	Yes
Ms. Josepha Malvoisin		Legal Services Professional	Writer, Legal Intern, Legal	Trustee	Member	3 years	Yes