

# Letter of Intent: Contact Information Form

Created Monday, July 07, 2014

## Page 1

All applicants seeking to establish a charter school authorized by the Board of Regents to open in 2014 must submit a Letter of Intent to Apply, which requires completion of this contact form, and an upload of your 5 page Letter of Intent to Apply as outlined in the 2014 RFP and Application Kit. Please submit these tasks by 3:00 PM on February 3, 2014. Applicants who do not submit a complete Letter of Intent to Apply by the 3:00 PM deadline will not be permitted to submit a Full Application.

### a. 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).

G.O.A.L. ACADEMY CHARTER SCHOOL

### b. Preferred school location.

Select the preferred geographical area on the left and then select the preferred school district or community school district on the right.

NYC CSD-Bronx: CSD 8

Select a second geographical area on left and then select the school district or community school district on right.

NYC CSD-Bronx: CSD 7

If necessary, select a third geographical area on left and then select the school district or community school district on right.

NYC CSD-Bronx: CSD 10

### c. Applicant(s) information, including mailing address, phone number, and email address, and information establishing that the applicant(s) is a parent, teacher, school administrator or community resident.

(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	Street Address, City, State, Zip
Lead Applicant	PAUL MODELL	917-691-5114	p.modell@optonline.net	[REDACTED]
Co-Applicant	HAROLD GOLUBTCHIK	[REDACTED]	[REDACTED]	[REDACTED]

As the Lead Applicant(s), I (we) can best be described as a:

(Multiple responses permitted)

- Current or former Teacher
- Current or former School Administrator

d. Contact Person: please provide a phone number and/or email address to which public inquires about the proposed charter school may be addressed.

	First and Last Name	Best Phone Number (###-###-####)	Email Address	URL (type web address or the word "none")
Media Contact	Paul Modell	917-691-5114	p.modell@optonline.net	none

e. Planned grades and enrollment in each year of the proposed charter term.

	Ages (or age ranges)	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
K	5-6	60	80	80	80	80
1st	6-7	60	80	80	80	80
2nd	7-8	0	60	80	80	80
3rd	8-9	0	0	60	60	80
4th	9-10	0	0	60	60	60
5th	10-11	0	0	0	0	60
6th	0	0	0	0	0	0
7th	0	0	0	0	0	0
8th	0	0	0	0	0	0
9th	0	0	0	0	0	0
10th	0	0	0	0	0	0
11th	0	0	0	0	0	0
12th	0	0	0	0	0	0
Ungraded	0	0	0	0	0	0
Total		120	220	360	360	440

f. 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 40 of the application kit for definitions and guidance as only "substantial" partnerships should be listed here).

Proposed Management Company	NONE
Partner Organization 1	NONE
Partner Organization 2	NONE

Lead Applicant(s) Signature and Date

You have the option of adding your signature(s) as the Lead Applicant or Co-Lead Applicants directly on the bottom of your Letter of Intent before you scan and upload it into the portal.

OR you may sign below using the mouse on your PC or stylus on your mobile device to sign your name.

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).

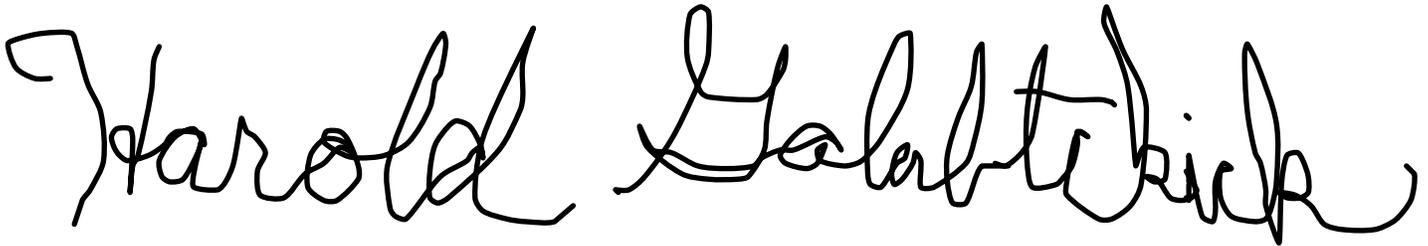
A handwritten signature in black ink that reads "Paul Modell". The signature is written in a cursive style with a large, sweeping initial 'P'.

Date Signed (Lead or Co-Applicant)

2014/07/06

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 that reads "Harold Galatovich". The signature is written in a cursive style with a large, sweeping initial 'H'.

Date Signed (Co-Applicant)

2014/07/06

Thank you for completing the Contact Form which will be duplicative of some information contained in your letter of intent. Having information in this form allows the Department to merge applicant contact information into our existing data system. Please proceed to upload your signed and dated 5 page Letter of Intent to Apply.

## Letter of Intent to Open A Charter School

### **I. Applicant Information:**

Harold Golubtchik, Ed., D-

[REDACTED]

Principal, NYC Elementary Schools  
Principal, NYC Special Education Schools  
NYS Permanent Certification, Administration and Supervision  
NYC Teacher of Common Branches

Paul Modell

[REDACTED]

NYS Certified Licensed Teacher Common Branches (N-6) Permanent

### **b. Media Contact:**

Paul Modell-

[REDACTED]

(917) 691-5114  
p.modell@optonline.net

### **c. Applicant Founding Group:**

Harold Golubtchik Ed. D.-

Head of School

- ✦ Assistant Professor, Brooklyn College, Department of Educational Leadership
- ✦ Adjunct Professor, College of St. Rose. Taught courses leading to NYS Certification in Administration and Supervision
- ✦ Teaching Fellows Mentor, Brooklyn College. Mentoring newly assigned teachers selected as Teaching Fellows in elementary and middle schools throughout NYC
- ✦ Principal, Lillian Rashkis High School, NYC DOE, Citywide Programs. Special initiatives included successful inclusion programs with general education high schools, a school wide behavior/academic plan, an exemplary staff development plan, community service projects and job training modules. Received NYC DOE Principal's Award for effective school leaders
- ✦ District Educational Administrator, Chancellor's Office of School Improvement and Monitoring
- ✦ Principal, PS 150, NYC DOE (K-6). Initiatives included balanced literacy program, innovative mainstreaming model, school-based management proposal, and a school-wide academic/discipline model
- ✦ Coordinator of staff development, Teach for America
- ✦ Associate Director, Special Educator Support Program, a staff development project in collaboration with NYSED, NYC DOE, and UFT
- ✦ Teacher Consultant in Special Education Support Program
- ✦ Unit Administrator responsible for twelve classes of emotionally handicapped students. Duties included curriculum planning, crisis intervention, mainstreaming, staff development and parent workshops
- ✦ Teacher, common branches, NYC DOE grades 4,5, and 6

Paul Modell-

Director of Curriculum and Instruction

- ñ NYS Teacher License: Common Branches
- ✦ MS Touro College, 2002, Dean's List
- ✦ BA Elementary Education and American History, Queens College, Dean's List
- ✦ Member of The Reading Reform Foundation, Certified Spalding Teacher (multisensory techniques & methods), Orton-Gillingham Dyslexic Society (trained and certified)
- ✦ Director of Curriculum and Pedagogy, Prime Movers Academy, a nonprofit elementary in the South Bronx. Reported to the Executive Director and supported many of the vital functions of Prime Movers Academy including execution and administration of matriculated and auxiliary programs and operations, and coordination of all curriculum related recruiting
- ✦ Staff Developer, Prime Movers Academy--Liaison between Instructors and Principal to support teachers in meeting educational goals

for their students

- ✧ Coordinator, NYSED (Reading First) Language Arts Elementary
- ✧ Public School Teacher 7 years

**Proposed members of the school’s initial board of trustees :**

**Juana Reina** is the Vice President of Student Affairs at the City College of New York. Juana has more than 30 years of progressively responsible experience in higher education administration.

**Matthew Garth** VP, Finance for the ALCOA—Matthew was selected as one of the top 20 ALCOA leaders for the ALCOA Executive Development Program in 2010. He is currently VP of Finance for ALCOA’S Global Packaging, which is a role where he develops and leads finance, strategy, and operating initiatives for ALCOA’s \$4 billion Global Packaging business

**Nicole Connell-Clarke**, Branch Manager, Capital One Bank--Nicole has distinguished herself as a leader who motivates her staff through activity-based coaching and performance development, trains staff on system upgrades and has maximized new business opportunities and strengthened customer service. Nicole’s own children attend charter schools in the Bronx and believes that public educational schools of choice is the solution to enable students to be prepared with the knowledge and confidence to face countless challenges throughout life.

**Dr. Jay S. Sweifach**, tenured Professor, Wurzweiler School of Social Work Yeshiva University—Dr. “Jay” has helped create formal mentoring relationships within educational settings at Yeshiva University and is our anchor for aiding G.O.A.L. to fulfill the relationship between a solid education and its impact on society, as well as the effects that a stellar education yields not only on our students, but for the community-at-large.

**Robert Tils**—Robert has been practicing law for over 25 years and is interested in being part of a school that as a matter of justice will offer students and parents a choice in their education and to help expand opportunity for children who must attend their local public school simply because of their zip code and/or geographic location.

**e. Replication or Network Information:** N/A

**f. Application History:** We submitted a letter of intent during the following rounds but have yet to submit a full application: January 2012; August 2012; September 2013; January 2014.

**II. Proposed Charter School Information**

**a. Proposed school name:** Get Out And Learn Academy Charter School (G.O.A.L.)

**b. Proposed school location:** Community School District 8 – Bronx, New York City

**c. Planned grades and enrollment :**

Grade	2015-16	2016-17	2017-18	2018-19	2019-20
Kindergarten	60	80	80	80	80
1st grade	60	60	80	80	80
2nd grade	0	60	60	80	80
3rd grade	0	0	60	60	80
4th grade	0	0	0	60	60
5th grade	0	0	0	0	60
Total enrolled	120	200	280	360	440

**d. Proposed Management:** N/A

**e. Proposed school mission:** G.O.A.L. is fully committed to the crucial task of preparing all of our children to become independent, self-directed, active learners and individuals with the skills and character to become the thinkers, creators, producers, problem solvers and risk takers of the future. Through a safe, rigorous, structured, and supportive environment, employing a multisensory curriculum, we will prepare our students to achieve mastery and proficiency of Common Core Learning Standards and New York State Learning Standards.

**f. School overview:** Get Out And Learn is a call to action and an imperative to the community to seek out opportunities to maximize the academic potential of children. The founders of G.O.A.L. will create an elementary charter school in the Throgs Neck/Pelham Bay section of the Bronx, an area that currently has none. This project is driven by the observed general decline in educational excellence in the public schools in that geographic area and a growing inclination of parents to seek alternatives to the status quo for their children. We seek to offer a solid educational choice to parents beyond the traditional district schools by providing a top-quality private school education, but at a public school price.

**g. School’s target population:** The school’s target population will be the families of the East Bronx, particularly those in the Throgs Neck/Pelham Bay neighborhood and which has a large population of ELLs, immigrants, students with disabilities (SWDs), at-risk students, as well as a large economically disadvantaged population (as defined by qualification for the Federal meals program). The school’s target population will

mirror the demographics of this neighborhood in District 8. To support enrolling this demographic, G.O.A.L. will have an admissions preference policy for children living in the surrounding areas of the East Bronx as well as an admissions preference policy for the siblings of current students.

**Key Design Elements:**

**2) Small Class Size:** Each class at G.O.A.L. will be limited to 20 students. Small class size is a crucial component in G.O.A.L.’s educational philosophy and its successful execution. This small size will provide more individualized instruction as well as support more focused staff development that will have a positive impact on student achievement. Small classes will permit the school leaders to closely monitor and support the educational process. It will enable our teachers to provide effective instruction to all students including those who are struggling, English Language Learners, (ELL), and students in need of special education services.

**2) Multisensory Method of Instruction**

<p>Key benefits of the multisensory approach are:</p> <ul style="list-style-type: none"> <li>⤴ Increased learner engagement</li> <li>⤴ Generating a greater capacity for learning</li> <li>⤴ Encouraging a greater knowledge transfer</li> <li>⤴ Improved attitudes towards learning</li> <li>⤴ Greater student achievement</li> </ul>	<p>Multisensory education also addresses and benefits students with:</p> <ul style="list-style-type: none"> <li>⤴ Specific Learning Difficulties (including dyslexia)</li> <li>⤴ Emotional and Behavioral Difficulties</li> <li>⤴ Autistic Spectrum Disorders</li> <li>⤴ Attention Deficit and Hyperactivity Disorder</li> </ul>
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**III. Enrollment and retention of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program.**

**a. Those identified in the school’s mission:** G.O.A.L. will target students who are living in CSD 8. G.O.A.L.’s outreach and recruitment plan will focus on partnerships and referrals with the District, including its family advocacy programs and social/service agencies that serve the diverse population of the area. It is expected that since the nearly 40% of the population served by the family advocacy programs/social service agencies are immigrants, nearly 20% are families with students with disabilities, etc.; and nearly 79% of the student population is eligible for free or reduced price lunch, we expect to recruit a student population that reflects this.

This will result in the enrollment of SWDs, English Language Learners, and eligible applicants for the free and reduced price lunch program at rates comparable or higher than the local traditional public schools that serve the area. G.O.A.L. will work with parents and community members to target students, providing them with workshops on public school choice and what that means for them. To support these goals, we will conduct outreach as described below to recruit students in district 8.

G.O.A.L.’s enrollment will be determined by lottery, and the school will heavily recruit for ELL students, those with disabilities, and those eligible for the free and reduced price lunch program. Our goal is to exceed District 8 enrollment and retention targets for these students.

By using lottery preferences, G.O.A.L. plans to enroll special student populations in proportions that reflect their representation in the district and will meet or exceed enrollment and retention requirements for students.

We’ve presented to directors of numerous Head Start programs, Day Care Centers, and Pre-K establishments. Additional outreach has continued with parent presentations and meetings at houses of worship in the community.

Following charter approval, we will also distribute bilingual notices and recruit door-to-door and at community centers, to mail G.O.A.L. information to CSD 8 families.

Our outreach program will extend to all district elementary school programs as well. Based on our assessment of community interest we have no doubt we will be able to reach our anticipated enrollment.

Founders and volunteers are performing a widespread outreach campaign to disseminate information about G.O.A.L.’s programs to attract students of all abilities and needs akin to its mission.

**b. Students with disabilities:** During our information sessions, G.O.A.L. will ensure that we not only advocate for but also recruit parents to enroll their students who have an Individualized Education Program (IEP) to the school. We will recruit at daycare centers, such as These Our Treasures Daycare (T.O.T.S.) which specializes in Early Intervention programs for young children with disabilities, as well as community centers such as the Rose F. Kennedy Center, and hospitals such as Albert Einstein College of Medicine in conjunction with the Consumer, Parent, and Professional Partnership University Center For Excellence. This is in addition to the efforts we will take to recruit students from CSD 8. During each of these efforts we will share our program to serve SWD and express our eagerness to work with these students.

**c. English language learners:** As the target population, we will do extensive outreach to families in the community who speak a language other than English as their native language. Information will be provided both English and Spanish. We will target local places of worship, community centers, and recreational centers, such as the Fulton Avenue Day Care Center, Inc., and the Bronxdale Tenants League Day Care Center, Inc. which cater to non-English speaking communities located in CSD 8 to ensure that parents and caretakers understand that the mission of the school is to serve students who are learning the English language.

**d. Students eligible for free and reduced price lunch:** Nearly 79% of the student population in CSD 8 is eligible for free or reduced priced lunch. We intend on communicating the mission of the school to these families through our information sessions, distributing flyers, and by visiting tenant associations in the New York City Housing Authority (NYCHA) and NYC Administration for Children’s Services (ACS).

**Retention--Strategies to retain students:**

**a. Those identified in school’s mission:** Through the key design elements, students will achieve success at G.O.A.L. All learners, including ELL, immigrant, students with disabilities, at-risk students, and underserved, economically disadvantaged population of the district (as defined by qualification for the Federal meals program), are those students who are identified in our mission. The curriculum will be relevant and experiential in nature, allowing for each student to truly own their learning.

**b. Students with disabilities:** Students with disabilities will have an inclusive support structure that allows them to take risks while learning. Teachers collaborate to ensure that lessons are differentiated and meet the needs of all students. IEPs will be closely monitored to ensure annual goal achievement and student learning.

- ⤴ Studies from the National Institute of Child Health and Human Development have shown that for students who have difficulty learning how to read, such as those with learning disabilities (LD) or dyslexia, implementing a multisensory approach to learning is the most effective teaching method. Our teachers will use specialized multisensory techniques--ones incorporating visual, auditory, kinesthetic, and tactile senses--for teaching reading, writing, and math. A multisensory teaching approach automatically differentiates and individualizes instruction in its lessons thereby allowing the student to effectively retain information by connecting to his or her specific learning style strength.
- ⤴ G.O.A.L. will provide access to rigorous training and support to general classroom teachers to identify, evaluate, and support all children with disabilities who need special education and related services. G.O.A.L. will provide effective instruction and curricula for all students from teachers about the needs of students with disabilities, being consistently informed of their needs and actively implement any necessary modifications or accommodations in their classes.
- ⤴ G.O.A.L. will engage in early intervention. G.O.A.L. will use an extensive Response to Intervention process to ascertain early identification and ensure the needs of all struggling students are met. Students will receive increasingly intensive intervention as soon as learning deficits are demonstrated.
- ⤴ G.O.A.L. will utilize non-biased assessment instruments for RTI monitoring to measure student growth and determine the need for continuation or intensification of services.
- ⤴ G.O.A.L. will provide more intensive instruction in Tier 2 which will help result in fewer students moving into special education.
- ⤴ G.O.A.L. will provide space and develop a schedule that allows student to receive needed services outside of the classroom while minimizing disruption to their regular instruction.
- ⤴ G.O.A.L. will effectively coordinate evaluation, placement, as well as direct, contracted and district services through a productive relationship with the schools Committee on Special Education (CSE).

**c. English language learners:** Students will have ample language support in and out of the classroom through the use of our multisensory language instruction approach as well as consistent communication with families.

At G.O.A.L., we will employ Sheltered Instruction–The SIOP Model.

This instructional framework that helps teachers scaffold content and language learning for ELLs, suggests possible first steps in implementing some components of this framework, includes the use of scaffolding content and language learning for ELLs to effectively build upon and leverage a student’s current knowledge base. Sheltered instruction is a teaching style founded on the concept of providing meaningful instruction in the content areas (social studies, math, science) for ELL students towards higher academic achievement while they achieve English fluency.

It further allows for the content to be equal to that of native English speakers while improving a student’s grasp of the English language. Teachers will provide varied methods of instruction that allow students to create meaning of multifaceted content in classroom discussions, activities, reading, and writing.

In keeping with multisensory education as well as the goal of: “get out and learn,” SIOP engages students with:

<ul style="list-style-type: none"> <li>⤴ Physical involvement with language</li> <li>⤴ The use of multiple mediums to present information</li> <li>⤴ Opportunities to demonstrate language comprehension through physical expression</li> </ul>	<ul style="list-style-type: none"> <li>⤴ A low-stress environment for language performance</li> <li>⤴ Success can be independent of language performance</li> <li>⤴ A large amount of interactions with other student</li> </ul>
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**d. Students eligible for free and reduced price lunch:** G.O.A.L. will not only have a sound relevant and experiential curriculum and support for all students, but we will also have a program (Dina Dinosaur) that teaches students Social Skills, and Problem Solving to create reflective, self-aware young leaders in our community. This will help develop character and infuse a life-long passion for learning in and out of school. In addition, the use of flexible ability-based grouping, differentiated instruction, and individualized instruction will enable every student to have the appropriate level of challenge and resulting success.

**IV. Public Outreach and Community Support:**

**a.** Presently, there are no viable tuition-free elementary educational alternatives to local Public Schools in the Throgs Neck/Pelham Bay area. Many of the parents in this community are disillusioned and frustrated by the local school district’s inability to provide a first-rate public school education for their children. District 8’s ranking is 28<sup>th</sup> out of 32 school districts in NYC and the District has been designated as a district In Need of Improvement (<http://schools.nyc.gov/daa/SchoolReports>).

Since 2012, a total of 9 public meetings have been held in the Throgs Neck Public Library; the most recent meetings occurred in May & June of 2014. In addition to public meetings, G.O.A.L. has initiated various presentations of other outreach during this period., such as public informational sessions Head Start programs, pre-K programs, as well as various day care centers in the Throgs Neck/Pelham bay area. During

these meetings, we addressed and surveyed community members and attendees, noting and addressing their concerns and ultimately receiving support for G.O.A.L. Parents and community members overwhelmingly cited the lack of viable educational options in the Throgs Neck/Pelham Bay neighborhood. Additionally, parents and community members expressed their desire for schools that focus on student success by providing effective rigorous academics. We now have approximately 200 signatures as evidence supporting G.O.A.L. and the need for our school. Our community and parent participants agree that a school focused on small-class size and multisensory education with an emphasis on serving ELLs, SWDS, students eligible for RFPL is needed, and we are committed to filling that need. Together with the community, we will ensure that all of our students meet our high expectations & become successful achievers in their scholastic pursuits. We are continuing to reach out to parents and gather signatures. We are receiving enthusiastic support from parents and the community which welcomes this undertaking and believe this is crucial for the future success of their children.

G.O.A.L. continues to build on existing community relationships that board members have established. These include clergy, elected officials, nonprofit leaders, directors of preschools and Head Start programs, and other stakeholders who serve a non-English speaking and/or economically disadvantaged and/or SWD constituency. We have recruited community liaisons to help us lead and coordinate several local community meetings and 'open houses' in community centers (e.g., the local NYC Public Library in the area) within the catchment area to share information about G.O.A.L. and recruit additional families to show their support for the school in this community. Because English is a second language to many in our target population, all G.O.A.L. materials have been translated into both Spanish and English to ensure that all members of the community were aware of the option we are proposing.

G.O.A.L. will also continue to conduct community informational meetings, establish a school website, solicit the assistance of respected official and informal community leaders, and develop parent leaders to expand support for the school's vision and mission.

b. Since May 2012 G.O.A.L. the founding group has undertaken community outreach to promote awareness of G.O.A.L. Collaboration with other community leaders and stakeholders resulted in many community events that were not only held at the Throgs Neck Public Library, but at community centers, Day Care centers, and community Pre-K establishments. These public outreach events permitted discussion of our educational program, grades to be served, target population, and the proposed location of the school. Informational flyers were passed out in English and Spanish and a Q and A session revealed much support for our school.

Events have taken place and meetings have been facilitated that have included distributing information about the school, which in turn has gained support for the school. Founders have met with almost 30 community organizations, newspapers, and stakeholders to keep them apprised of G.O.A.L.'s charter proposal. We have collected approximately 200 signatures from community members in support of G.O.A.L. coming to Throgs Neck/Pelham Bay. Those community members who we've been in contact with see G.O.A.L. as an important and vital educational option for the community. The areas of the program that community participants responded to most positively were the multisensory approach to education because it takes into account that all learners learn in their own unique way and at their own pace. Participants stated that they favored this due to the fact that multisensory education respects all learners as individuals with their own learning style, and multisensory education reaches all learners as a result of this approach. Additionally, small-class size received a positive response as well. Participants stated that the overcrowding of schools in Throgs Neck/Pelham Bay compromises both safety, educational quality, and achievement. Participants were very pleased to know that G.O.A.L. will emphasize small-class size to educate its students. The one overwhelming comment that we got from our efforts was "what has taken so long for a charter school to want to come to our area?". We have taken this particular question to heart. Parents have vocalized their need for more educational choices due to overcrowding and performance of available schools in the district and their comments during our outreach reveals not only their strong support, but encouragement for establishing G.O.A.L.

Our outreach will continue throughout the application process--4 more parent meetings at the local public library, Head Start Programs, day care centers, pre-K programs, are planned in July and August 2014, as well as door-to-door canvassing to garner support to fulfill G.O.A.L.'s mission to provide a top-quality education and public school choice for children and parents in the Throgs Neck/Pelham Bay community. English/Spanish flyers will continue being distributed. A G.O.A.L. website is also being launched in August, 2014.

At our Head Start, day care center, and Throgs Neck Public Library presentations, parents have continued to emphasize the need for the choices that G.O.A.L. intends to offer students and families, including home visits, to keep everyone focused on education. The home visits came from outreach and were added based on outreach and the success and practices of numerous other successful charter schools in New York City.

Parents have stated that the local public schools offered so little support and are seriously overcrowded, that many parents send their children both in and out of district to Catholic schools, where high expectations, rigor, and supports are in place, such as those proposed for G.O.A.L. Many CSD 8 parents provided their names, phone numbers, their kids' ages, and addresses to receive further information; others volunteered to distribute G.O.A.L. flyers, citing their frustration at the lack of high-quality educational opportunities. These same parents have expressed an intent to assist with further community outreach once the proposed charter is awarded.

We strongly believe that G.O.A.L. will meet and exceed its anticipated enrollment due to the current limited level of educational options in Throgs Neck/ Pelham Bay, as well as the unique educational approach of multisensory education and small-class size as an academic community solution.

The tremendous momentum and eagerness from parents in the community have inspired us to persevere and open a charter school of this nature. Solid enthusiasm continues with support from community leaders, educators, and parents.

We also know that according to a survey done of residents of the five boroughs by the NYC Center for Charter Schools, Bronx residents are the most favorable to charter schools. For the 2013-14 school year, 23,038 Bronx residents applied for but did not receive a seat in any charter school lottery. Of those in the Bronx who applied, 4,899 live in CSD 8. Those students who were accepted into charter schools from CSD 8 only amounted to 633. The 633 students who were accepted had to attend charter schools in the South Bronx which is approximately 5 city miles away. None of the students in the Throgs Neck/Pelham Bay area of the East Bronx could attend a high-quality charter school in their own area simply because there are none. The neighborhood where we propose to launch G.O.A.L. is especially in need of good educational options.