August 15, 2012

Cliff Chuang, Director
NYSED Charter School Office
89 Washington Avenue, Room 471 EBA
Albany, New York 12234

Dear Mr. Chuang:

This letter comes as official notice of my intent to apply for a NYSED Charter School to be located in Community School District 18.

I. Applicant Information

a. **Lead Applicant: Rachael Dure** [redacted] anchorofhopeSTEM@gmail.com Parent/Community resident.
b. **Media Contact: Rachael Dure -** anchorofhopeSTEM@gmail.com
c. **Applicant Founding Group**

- Rachael Dure – Ms. Dure is a youth educator and trainer. Ms. Dure is a highly organized leader with a strong sense of responsibility, focusing on detail, incorporating the goals of the team.
- Denise Gibbs – With over 30 years of demonstrated success in the field of education as a Teacher, Guidance Counselor and Administrator, Ms. Gibbs is currently Assistant Superintendent for Pupil Personnel Services in Long Island.
- Jeremiah Sumter – Mr. Sumter has worked as a Math Teacher, Assistant Principal and is presently the Coordinator of student safety and student support services at the Roosevelt UFSD Central office. (Engineering background prior to 18+ years in Education).
- Sharon James – Ms. James has 17 years experience at St. Joseph College as an instructor and Preceptor in the School of Professional and Graduate Studies. She also brings 17 years of city government experience.
- Amalia Hope – Ms. Hope has taught Science and Math in parochial schools. She has been a Teacher for the past five years, prior to that she worked in the banking/mortgage field.
- Yvette Garnes –Ms. Garnes is the Technology Training Specialist at St. Joseph College a position she has held for over 14 years. She teaches the faculty how to integrate technology into the curriculum.
- Judith DeFour-Howard – Ms. DeFour-Howard has been a Math teacher for over 15 years with both domestic and foreign experiences. She has also served as student advisor for 14 years in middle and high school.
- Mercedes Avalon – Ms. Avalon has over 15 years experience in the business world as a customer service manager.
- Pauline Ward – Ms. Ward is an Accountant and Financial Planner with over 5 years experience.

- Gary Richardson – Mr. Richardson has over 20 years experience as a non-profit manager. He has managed budgets of over 4 million dollars.
- Bryan Rowe – Mr. Rowe is a technology training specialist

d. Proposed Founding Board of Trustees

Rachael Dure
Jeremiah Sumter
Amalia Hope
Gary Richardson
Pauline Ward
Sharon James
Judith DeFour-Howard

e. Replication or network information: This is one of two applications being submitted to SED.

f. Application History: In 2011, an unaccepted Prospectus was submitted by several members of this planning team to SED for the establishment of Anchor Academy Charter School for Boys. Despite the similarity in name, the current application is of a new model. We also submitted a letter of intent for round 2 this year that was accepted, however on July 31, when we were submitting our application, we were locked out before we finished submitting the budget section of the application.

II. Proposed Charter School Information

a. Proposed School Name - Anchor of Hope STEM Charter School

b. Proposed School Location – Community School District 18 Brooklyn (Canarsie)

c. Planned Grades and Enrollment: Anchor of Hope STEM will serve students in Grades 6 – 8. We will open with 125 students in 6th grade and increase by 125 students each year until we reach full enrollment of 375 students.

	Projected Enrollment Table				
Grades	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**
6th	**125**	**125**	**125**	**125**	**125**
7th		**125**	**125**	**125**	**125**
8th			**125**	**125**	**125**
Totals	**125**	**250**	**375**	**375**	**375**

d. Management/Partnership Organization

Farmingdale State College has agreed to partner with us in the development of the school.

e. Proposed School Mission

Through the development of a strong, collaborative network of students, parents, educators, community members, agencies and organizations, the AHSCS will provide intellectual, inclusive, interactive classrooms which will nurture students

from all socio-economic backgrounds while providing a rigorous curriculum, aligned with SED's Common Core State Standards (CCSS), CTE/CDOS and STEM curriculum. With daily exposure to real world experiences, AHSCS students will graduate as critical thinkers, anxious and well prepared to succeed in their next educational challenge.

f. School Overview

With a focus on the STEM curriculum, a typical student's day will be saturated with data-driven instruction. Lesson plans will be developed based upon diagnostic, interim, benchmark and summative assessments. Teacher friendly software programs will assist in developing reports for data analysis so that trained teachers will be able to prepare lessons appropriate for students with varying skill sets. Professional development and job-embedded training will support teachers as they provide instruction through ability grouping and differentiated instruction. Project-based and practical learning will occur in an interdisciplinary approach yielding projects, portfolios, recitations and other scholastic activities which inherently align with the SED's, CCSS, CTE/CDOS and the STEM content areas.

Three prime values which will lead our students to victory are vision, vocabulary and vocation.

Vision: All persons within our collaborative network will understand the school's mission and the way in which we plan to accomplish the mission. Recognizing that the teaching and learning environment is no longer suitable in a lecture format with "chalk and talk", but that students will play an active role in learning and teaching, while teachers will balance between teaching, learning, coaching and facilitating, the entire network will keep the vision in the forefront of their minds, which will serve as a constant reinforcement to the students. Visitors will see teachers and students actively teaching and learning together.

Vocabulary: With only 29% of the targeted population being proficient in ELA, AH STEM CS will offer evidence based ELA Program with concentration in reading and reading comprehension. Believing that English Language Arts is key to education, the AHSCS will have a prime focus on language by increasing all students' vocabulary. Additionally, the words that the network uses will have to support the vision/mission at all times. Students will use words, which show acceptance of all cultures, good character, dignity, civility and higher order thinking.

All adults be it faculty or visitors will be encouraged to use vocabulary words which support the school's mission and process. Words that embrace students' individuality as learners and as people are warranted.

Vocation: With a true focus on preparation for college and careers all learners will take a career interest inventory so that we may formalize their aspirations early in their educational lives. Too often, young people do not see the relevance in formal education. The Career Interest and Aspiration (CIA) process will help students to visualize their goals, and to keep that vision at the forefront of their

minds. Thus, referring to students as Nurse Shamika, Doctor John or Chemist Dominique will not be foreign to educators at AHSCS. Additionally, a component of students' lives will be spent on job sites; shadowing workers, learning about related topics in the field, skills, and volunteering. It is the contention of the AHSCS network that students learn better when they and their parents have a full understanding of, exposure to and can visualize the relationship between their education, and their lifelong goals.

g. **Target Population**
Anchor of Hope STEM will be located in Community School District 18 in Brooklyn. As a public school, we will accept all New York City students; however, there will be preference to students who reside in Community School District 18. This district covers the communities of Canarsie, and East Flatbush. The community is made up of 90% African/Caribbean Americans, with a large percentage being immigrants from Jamaica, Guyana, Trinidad and Haiti. According to the 2010-2011 District Report Card: 76% of the students are eligible for Free and Reduced Lunch, ELL- 7%, Special Education- 13%, and the performance data reveals 29% of the students are proficient in ELA and 45% in Math. This data demonstrates a severe need for a high performing charter school, with a strong instructional emphasis on ELA and Math.

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.

AHSCS will consider all types of students including students with disabilities (SWDs) and English Language Learners (ELLs) by providing special accommodations for any student who needs it (extended time, reiteration of instruction, modified lessons and so forth).

Strategies: Attract/Recruit/ Retain: Built into the very fiber of AHSCS School's special features will be systems that will attract, recruit and lead to the retention of students and parents/caregivers in CSD 18.

- Meals/snacks will be offered before, during and after-school in order to support working parents and lower income producing households.
- Extended day activities will provide additional academic instruction which will be individualistic in nature. All students will be serviced according to their Individual Lifelong Learning Plan (ILLP) and addressed frequently according to their Career Interests and Aspirations (CIAs).
- As the neighboring schools are low performing and overcrowded, class sizes will be relatively smaller and the curriculum will be infused with remediation, re-teaching, as well as enrichment for advanced students.
- Family Connection – students and families (parents and siblings) will be given the opportunity to learn together, For example: ELL students will be offered instruction in ELA along with their family members, technology, fitness/nutrition lessons will be offered to students and their families and tutoring for students will

be available simultaneously; as well as, an opportunity for parents to progress monitor their children and review their ILLPs.

- Professional Development will be provided for faculty, staff, and parents in terms of working with Students with Disabilities, English Language Learners and other students at home and in school. Training all on how to adapt expectations, instructions and activities to students' individuality.
- The very nature of the practical experiences, particularly the work site visits will be made available to all students and will actually expand the quality of life for all, particularly SWDs and ELLs.
- Often times, schools only report the negatives to parents. There will be ongoing communication with parents, from formal meetings to good news notes sent home reporting students' positive behavior or achievement; and additionally, there will be an open door policy for parents to participate in the Extended Program. No parent will feel excluded from their child's education, and all parents will have at minimum, monthly contact. Parents will be included in Professional Development for the faculty; extended day instruction for students (Reading, ELA, Technology, Math, etc.); and parent/family-centered activities will be the focal point of the Family-Connection.
- Although SWDs and ELLs will be serviced, as much as possible in the mainstream, the Home Language Questionnaire, LAB R, and full psycho educational evaluations will be administered respectively based upon SED and IDEA regulations. Annual reviews of students' needs will be held and knowledgeable personnel will be hired in order to provide instruction and support for all students in the AHSCS.

IV. Public Outreach and Community Support

In our effort to notify the community of the proposed charter school and to solicit input, comments and ideas, we have done the following:

- Meetings with elected officials - We met with the following: State Senator Kevin Parker, Senator John Sampson, Assembly Member Nick Perry, Council Member Jumanee Williams, Ms. Sharif Fraser, District Manager of Community Board 17, Male District Leaders in the 58th District Mr. Wayman Carey and Female District Leader for the 42nd District Ms. Rodneyse Bichotte.
- Community Information Sessions: We held three (3) Community Information Forums, set up a Facebook account, set up a telephone hotline, and established an E-mail account for further community comments.

Rachael Dure

Rachael Dure
Lead Applicant

8/15/12
Date