

Letter of Intent: Applicant and Media Contact Form

Created Tuesday, January 29, 2013
Updated Thursday, January 31, 2013

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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 applicant and media contact form, and an upload of your 5 page Letter of Intent to Apply as outlined on pages 14 of the 2013 RFP and Application Kit. Please submit these tasks by 5:00 PM on February 1, 2013. Applicants who do not submit a complete Letter of Intent to Apply by this 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).

WHEDco Bard Academy Charter School

Whether submitting an application in Round 1 or Round 2, all new charter school applicants seeking public space in New York City must fill out a "Request for DOE Space" by January 31, 2013. The Request Form can be found at <https://docs.google.com/spreadsheet/viewform?formkey=dHNTYVFueWd4RWhmLW5CNHBqV>

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 7

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

None

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

None

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	Ric Campbell, Ed.D.	[REDACTED]	[REDACTED]	[REDACTED]
Co-Applicant	Davon Russell	718-839-1118	drussell@whedco.org	[REDACTED]

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

(Multiple responses permitted)

- Current or former Teacher

d. Media Contact: 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	Davon Russell	718-839-1118	drussell@whedco.org	None

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

	Ages (or age ranges)	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
K	0	0	0	0	0	0
1st	0	0	0	0	0	0
2nd	0	0	0	0	0	0
3rd	0	0	0	0	0	0
4th	0	0	0	0	0	0
5th	0	0	0	0	0	0
6th	10-12	60	80	80	80	80
7th	11-13	60	60	80	80	80
8th	12-14	0	60	60	80	80
9th	13-15	0	0	60	60	80
10th	14-16	0	0	0	60	60
11th	15-17	0	0	0	0	60
12th	0	0	0	0	0	0
Ungraded	0	0	0	0	0	0
Total		120	200	280	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 36-39 of the application kit for definitions and guidance as only "significant" partnerships should be listed here).

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. Proposed Management Company	None
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. Partner Organization 1	Bard College Masters of Arts in Teaching (MAT) Program
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. Partner Organization 2	Women's Housing and Economic Development Corporation (WHEDco)

Thank you for completing the Applicant and Media 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: The WHEDco Bard Academy Charter School

I. Applicant Information

a. Lead Applicants:

(1) Ric Campbell, Ed.D. [REDACTED]

(2) Davon Russell, [REDACTED] Phone: 718-839-1118; drussell@whedco.org

b. Media Contact: Davon Russell; Phone: 718-839-1118; drussell@whedco.org

c. Members of Founding Group

Name	Relevant Experience	Applicant Founding Group	Board Member
Nancy Biberman, Esq.	Founder and President of WHEDco. Expertise in law, administration and real estate/facilities development	Yes	Yes
Ric Campbell, Ed.D.	Dean of Teacher Education at Bard College. Expertise in school administration, teacher development and teaching	Yes	Yes
Davon Russell	EVP of WHEDco. Expertise in administration, fundraising, community/family engagement	Yes	Yes
Valerie Capers, Ed.D.	Professor Emeritus, CUNY and professional jazz pianist and composer. Expertise in teaching, music and arts education and community engagement.	Yes	Yes
Maryann Hedaa	Founder and Managing Director of Hunts Point Alliance for Children and Trustee, Brilla College Prep Charter School. Expertise in student recruitment and school governance	Yes	Yes
Deborah Taylor	Parent. Experience in parent engagement and school improvement planning.	Yes	Yes
Harvey Newman	Senior Fellow, Center for Educational Innovation—Public Education Association (CEI-PEA). Expertise in charter school law, governance and parent engagement	Yes	Yes
Elise DeBoard	Teacher, International Community High School (ICHS). Expertise in curriculum design and ELL instruction.	Yes	No
Stephanie Lane	Teacher, ICHS. Expertise in curriculum design and literacy instruction	Yes	No
Kristin Erat	Principal, PS 449. Expertise in family engagement and school leadership.	Yes	No
Eric Nadelstern	Director of Principals' Institute and Professor of Practice in Educational Leadership at Teachers College, Columbia University. Expertise in school leadership.	Yes	No
Karen Zorn	President of Longy School of Music of Bard College. Expertise in music education, administration and financial management	Yes	No
Gloria Villatoro	Parent. Experience in parent engagement and advocacy.	Yes	No
Paula Torres	Parent. Experience in parent engagement.	Yes	No

- d. The WHEDco Bard Academy Charter School (the Academy) is not a replication of an existing school, nor is it intended to be part of a network. Two members of the applicant group sit on the boards of other charter schools. Maryann Hedaa currently sits on the board of the Brilla College Prep Charter School. Harvey Newman currently sits on the board of the John V. Lindsay Wildcat Academy Charter School and the Hellenic Classical Charter School (HCCS). Mr. Newman is also the Chairperson of HCCS' Education Committee. The applicant group is not submitting any other charter applications during this round.
- e. An application to establish the Academy was submitted to the New York State Education Department (SED) in Round 1 of the 2012 RFP process in February 2012. The application was withdrawn for review and reconsideration by the applicant team. The application was revised and re-submitted in Round 2 of the 2012 RFP process and was withdrawn. In 2005, Ric Campbell, on behalf of the Bard Masters of Arts in Teaching (MAT) program, submitted an unsuccessful application to the SUNY Charter Schools Institute for the proposed Hudson Community Charter School. Members of the applicant team have submitted successful charter school applications in New York State and California. Maryann Hedaa was a member of the Applicant Team of the Brilla College Prep Charter School, which was approved by SED in 2012. Ric Campbell, on behalf of the Bard MAT Program, submitted a successful charter application to the Kern County School District in Bakersfield, California in 2008 to establish the Paramount Bard Academy, which opened in 2009. Harvey Newman has served on the Applicant Team of HCCS, which was approved by SED in 2004 and renewed for a five-year term in 2009.

II. The Proposed Charter School Information

- a. The WHEDco Bard Academy Charter School
- b. The Academy will be located in a facility in CSD 7 in the Melrose section of the South Bronx. The Academy does not intend to be sited in school district facilities.
- c. The following table reflects the Academy's enrollment plan:

Year/Grade	6	7	8	9	10	11	12	Total
2014-15	60	60	0	0	0	0	0	120
2015-16	80	60	60	0	0	0	0	200
2016-17	80	80	60	60	0	0	0	280
2017-18	80	80	80	60	60	0	0	360
2018-19	80	80	80	80	60	60	0	440

- d. The Academy will not be associated with any Management Organization. Its partners will be WHEDco, a not-for-profit organization, and the Bard College MAT Program.
- e. The WHEDco Bard Academy Charter School (the Academy) will provide a rigorous and comprehensive liberal arts education to students in the South Bronx through a challenging, New York State Common Core standards-aligned curriculum. The Academy will establish a learning environment that emphasizes differentiation and personalization of instruction and a student-centered and fully inclusive approach to teaching and learning. Students will graduate from the Academy prepared for success in college and for active and thoughtful citizenship.
- f. The Academy is designed to provide a challenging college preparatory liberal arts program to all students. At its foundation are: 1) a student-centered approach to teaching and learning; 2) a belief that literacy is the basis of all learning and a commitment to literacy instruction across the curriculum; and 3) a belief that learning emerges from authentic work and a commitment to project-based instruction and assessments that include portfolios and exhibitions. The Academy will benefit from the experience and commitment of its partner, the Bard College

MAT program to establish an effective Professional Development School (PDS), in which Bard College MAT program graduate faculty and graduate students work with the Academy's leadership and teachers to provide comprehensive professional development and instructional support. Key elements of the school design include:

- *Small school culture and extended day/year*—The Academy will have a maximum enrollment of 440 students during the charter term, and average class sizes will be 20 students. Also, extended school days and years will provide opportunities for increased instruction and the offering of a variety of academic supports.
- *Differentiated and personalized instruction*—The Academy will differentiate instruction to address student needs and learning styles identified through analysis of a variety of data. Through ongoing assessment and cooperative review of data in professional learning communities (PLCs), the Academy will establish a school-wide data culture in which all teachers are trained and empowered to use data effectively in designing and implementing standards-aligned instructional units.
- *Use of research-based, standards-aligned curricula and instructional strategies*—The Academy will use a variety of strategies and tools to design curricula, to establish rigorous Student Learning Objectives (SLOs) in all subjects and to ensure alignment with NYS Common Core learning standards. Also, the school will use proven, research-based instructional strategies and practices, including practices to support literacy instruction developed by Bard College's Institute for Writing and Thinking and frameworks from the Teachers College-Columbia University Reading and Writing Project and the Strategic Literacy Initiative at WestEd.
- *Comprehensive advisory and classroom supports*—The Academy will have daily advisory group meetings, in which Academy faculty members will take responsibility for the academic success of groups of 10-12 students—i.e. monitoring their progress, offering support, providing advocacy and supporting effective school-home connections. Also, the PDS model will ensure increased instructional supports in the classroom with the use of resident MAT program graduate students to tutor students and provide meaningful assistance to Academy faculty.
- *Comprehensive college preparation and opportunities for early college*—The Academy will prepare students for entry into and success in college—by providing both a strong educational foundation and ongoing support and assistance in researching, selecting and applying for college. The Academy will also provide opportunities for students to take credit-bearing college courses while in high school as dual enrollment courses satisfying high school and college requirements.
- *Commitment to a liberal arts tradition, including music and art as critical subjects*—Recognizing that involvement in the arts among at-risk students is closely linked to a variety of positive academic and civic outcomes, the Academy will leverage its relationship with Bard College to provide a strong music and visual arts program. Each student will take art and music classes and will learn to play an instrument.
- *Parent and family support*—The Academy will work with its partner, WHEDco, to provide a variety of family supports. WHEDco's social workers and school counselors will provide ongoing support to students and parents, including individual and family mental health counseling and financial assistance counseling to help address WBA student and family social, emotional and academic needs and to help maintain a healthy and sustainable home environment for effective learning.

- g. The Academy will serve middle and high school-aged youth in the severely economically disadvantaged Melrose community of the South Bronx. The South Bronx is the nation's poorest Congressional district, with 38% of residents and, worse, 49% of children living below the poverty level. Melrose is one of the most diverse and economically disadvantaged communities in the country. According to the Census Bureau's American Community Survey, the Melrose-Morrisania section of the South Bronx is the most impoverished community in New York City, with an annual median income of only \$8,694. Fifty-eight percent of residents are Latino and 45% are African American. The most common language spoken in Melrose is Spanish, spoken by 74.7% of households. ***There is a clear need to improve educational outcomes in Melrose***—according to the Community Educational Index (based on U.S. Census Socioeconomic Status data), only 28% of adult residents graduated high school and 23% of adult residents did not attend high school at all. Only 7% of adult residents have a college bachelor's degree.

The Academy will be located in CSD 7. The school expects that most of its students will reside in CSD 7, a CSD that has a student population that is disproportionately at-risk, economically disadvantaged and ELL. In CSD 7, 98% of students are minority (69% Latino and 29% African American) and 89% of students are eligible for free or reduced lunch. The district failed to make AYP in ELA and math at the elementary/middle, secondary and graduation rate levels in 2010-11. For students in CSD 7, opportunities to attend high performing middle/high schools are extremely limited, as reflected by NYS assessment data and NYS Regents assessment data. In 2011-12, only 21% of the CSD's 6th graders, 23% of 7th graders and 18% of 8th graders scored at "proficient" (i.e. Level 3) or better on the state ELA assessment. Only 36% of the CSD's 6th graders, 35% of 7th graders and 33% of 8th graders scored at "proficient" or better on the state math assessment. In 2010-11, only 66% of the CSD's students taking the Regents English exam scored at 65 or better. Even fewer students scored 65 or better on Regents math exams—i.e. 48% on the Integrated Algebra exam, 39% on the Geometry exam and 30% on the Algebra 2/Trigonometry exam.

III. Enrollment and retention of students with disabilities (SWDs), ELLs and students who are eligible for free/reduced lunch

a. Recruitment of students identified in the mission statement, SWDs, ELLs and disadvantaged students

The Academy will implement a proactive and targeted initiative each year to attract, recruit and enroll students from throughout CSD 7 and Melrose, including ELLs, SWDs and students eligible for free/reduced lunch. In so doing, the Academy will leverage the experience of institutional partner WHEDco in community outreach and recruitment in the communities of the South Bronx. WHEDco has established early childhood and youth development programs that recruited and enrolled SWDs, ELLs and economically disadvantaged families. WHEDco programs serve 35,000 people each year, including a 13-year old nationally-accredited 104-child Head Start Center that has an annual waiting list in excess of 200, as well as after school, summer camp and teen programs serving over 1,000 annually.

The Academy will recruit actively throughout Melrose and the South Bronx in multiple languages, using city-wide newspapers and local press, flyers, storefront posters, public service announcements and presentations at tenant associations, community boards and to elected officials, churches and merchant associations. The Academy will leverage WHEDco's relationships with other community-based organizations and communities of faith serving youth and families in CSD 7. The Academy will also utilize online resources to support its outreach and recruitment efforts, including a school website, e-blasts, e-newsletter, and social media.

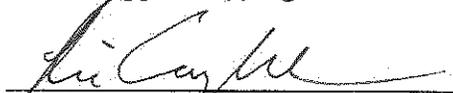
b. Retention of students identified in the mission statement, SWDs, ELLs and disadvantaged students

At the heart of the Academy's retention strategy is: (1) the establishment of a welcoming, inclusive and supportive learning environment; and (2) the ongoing implementation of an academic program that emphasizes strong teacher-student relationships and differentiated instruction addressing individual student needs. From small class sizes to family engagement, from advisory groups to extensive guided practice, from project based learning to basic skills development, the Academy will create an environment that respects and addresses individual student needs and learning styles and supports student success. For SWDs, the Academy will have a Special Education Coordinator and Special Education teachers starting in its first year, who will work with students, families and the regional CSE to ensure that each student's academic needs and IEP requirements are met. For ELL students, the school will provide intensive instructional support to all students identified as ELL, and it will implement research-based academic programs for ELL students including initiatives adapted from practices of the International Network for Public Schools. In partnership with WHEDco, the Academy will provide a full range of family supports, thereby ensuring strong school-home connections and helping parents understand the school program and support their children's learning. The Academy will also support students and families in selecting and applying successfully to colleges. Student success and family satisfaction will result in high rates of student retention.

IV. Public Outreach and Community Support

WHEDco began outreach in 2010 by completing a school needs survey of over 500 people in Community District 3, in which CSD 7 is located, where the proposed school will be located, showing that 62% of households have children under 18, compared to the Bronx average of 41%. Youth education was one of the highest needs identified. Since June 2011, WHEDco has made presentations about the Academy to the Community Board and local elected officials, hosted more than 12 free community events (concerts, roundtable discussions, tenant meetings) and engaged more than 1,000 parents, children and seniors. In early 2012, 318 community members from CSD 7 and Bronx-wide were surveyed, with 95% of respondents affirming a need for a high performing public charter middle and high school with an arts component in the Bronx. Eighty-five percent (85%) reported knowing a young person who would benefit from the Academy. Also in 2012, WHEDco conducted three school visioning focus groups with parents of 5th and 6th graders. In August 2012, WHEDco and Bard MAT held a public meeting and presentation at Community District 3 and met with CSD 7 superintendent Yolanda Torres. Additional meetings and public events have been scheduled, including a presentation and public meeting at the Community Education Council 7 in February 2013 and additional public focus groups in March 2013.

V. Lead Applicant(s) Signature and Date Signed


Rie Campbell, Ed.D.

31-1-13
Date


Davon Russell

1-31-13
Date