

Letter of Intent: Contact Information Form

Created Saturday, July 05, 2014

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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 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).

Rockaway Community 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-Queens: CSD 27

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

NYC CSD-Queens: CSD 29

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

NYC CSD-Queens: CSD 28

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	Dennie Wilson	347-860-4090	Dmjlw17@yahoo.com	

Co-Applicant Francis Lewis

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

(Multiple responses permitted)

- Current or former Teacher

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	Dennie Wilson	347-860-4090	Dmjw17@yahoo.com	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
6th	11-12	125	125	125	125	125
7th	12-13	0	125	125	125	125
8th	13-14	0	0	125	125	125
Total		125	250	375	375	375

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 stylist 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).

Denrie Wilson

Date Signed (Lead or Co-Applicant)

2014/07/05

Co-Applicant listed in section c above

(Internet Explorer may not support this feature. Open the portal using Google Chrome, Firefox, or Safari).

Frankie Lewis

Date Signed (Co-Applicant)

2014/07/05

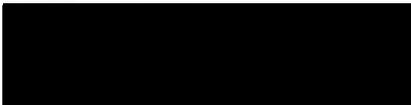
Thank you for completing the Contact Form which will be duplicative of some information contained in your letter of intent. Having information in this form allows the Department to merge applicant contact information into our existing data system. Please proceed to upload your signed and dated 5 page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

ROCKAWAY COMMUNITY CHARTER SCHOOL (RCCS)

LETTER OF INTENT TO APPLY

1. APPLICANTS INFORMATION

a. Lead Applicants Information

Dennie Wilson 	Francis Lewis 
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b. **MEDIA CONTACT: Dennie Wilson: 347-860-4090 Dmjw17@Yahoo.com**

c. Applicant Founding Group

The founding group consists of a diverse background of professionals in the disciplines of education, law, diplomacy, real estate, accounting, engineering, social work, school safety, fund development and philanthropy, charter school startup and operating experience.

Mr. Dennie Wilson (*lead applicant and board member*) currently works as a Teacher/ Administrator. He is an experienced educator with the NYCDOE and has a graduate degree in Education and another in Administration and Leadership, SBL and SDL certifications, and brings to RCCS his depth of knowledge of middle school operations where he taught for eleven years. Mr. Wilson has an extensive background in real estate management, served on community board 17 for over 10 years and currently serves on the board of trustees for Spartan Medical College. He is a former Permanent Representative to the United Nations and Consul General to the United States.

Mr. Francis Lewis (*lead applicant and board member*) has a graduate degree in Business Economics, and another in Science Education, SBL and SDL certifications. He is currently employed as an educator with NYCDOE. Mr. Lewis has experience in accounting, curriculum development for middle and high schools, and worked on school budgets. Mr. Lewis served as a member of the Baldwin Educational Assembly and as Secretary to the Budget and Finance Committee for eight years.

Dr. Owen Brown (*board member*) grew up in Far Rockaway and does have a natural connection with the district. He currently serves as the Deputy Chairperson and Associate Professor in the Department of Social & Behavioral Sciences at Medgar Evers College (CUNY). Since joining CUNY, Dr. Brown has successfully written grants totaling over 7 million dollars. Dr. Brown brings to the founding group his wide array of experiences in education, business and fundraising.

Mr. Lilbert Ephraim (*board member*) is an educator with a Master's of Science degree in Special Education. He brings to the applicant team his expertise in designing curriculum to meet the needs of Special Education students, creating and implementing Individual Education Plans, mentoring new teachers in lesson planning, classroom management and conflict resolution.

Ms. Rosetta Williams (*consultant*) is the parent of two school-aged children in CSD27, and is the sole proprietor for Queens Parent Consulting and Advocacy. She has successfully worked with the Construction Authority, elected officials, the UFT, CSA, and parents at-large to secure a \$43 million dollar six story addition to PS/MS 42Q. She also served as a district (CSD27) and citywide parent leader. She brings to the team, the ability to engage all stakeholders in education, especially in increasing parent involvement.

Mr. Dirk Tillotson (Esq. and *Advisor*). Founded the New York Charter School Incubator (NYCSI). Dirk will be instrumental in building the capacity in RCCS founding group through coaching, training, peer support, and networking in order to cooperatively develop a high quality and sustainable charter school focused on continual improvement. NYCSI has supported 17 successful independent charter school applicants and over 30 existing schools.

Ms. Alicea Flynn (*Board member*) is a community leader born and raised in Far Rockaway. Alicea is a nurse practitioner, and current Chair Person for DPAC and Title I Program for CSD27. Alicea brings to the team her ability to educate and involve parents in their children's education.

d. The initial board of trustees includes 5 of the founding members (1-5 below) to insure fidelity and alignment with the original vision of RCCS. 1. **Mr. Dennie Wilson**, 2. **Mr. Francis Lewis**, 3. **Dr. Owen Brown**, 4. **Mr. Lilbert Ephraim**, 5. **Ms. Alicea Flynn**. Also included are **Mr. Thomas E. Russack** (engineer), **Dr. Edward Williams** (President of EPHRONT Veteran Services, and local chapter leader for the NAACP), **Ms. Eva Duzant** (community leader, owner of Edwards Associate, an accounting firm), and **Dr. Rao Addagada** (retired Chief Surgeon at Wyckoff Hospital, owner and founder of Spartan Medical College).

e. RCCS is not a replication of another school, and not part of a network. None of the applicant team members are currently on the board of trustees for an existing charter school. The applicant team is not submitting other applications during this round.

f. The applicant team has previously applied through the NYCDOE in 2010 under the name 'Community Charter School for Success' and again to NYSED in 2012, and 2013. Applications were not approved in all cases. Our 2014 application for Rockaway Community Charter School was withdrawn while we attended to the recommendations made by your team of reviewers.

II. PROPOSED CHARTER SCHOOL INFORMATION

a. Proposed School Name: Rockaway Community Charter School (R.C.C.S.)

b. Proposed School Location: Community School District 27 (CSD 27), Queens. The applicant team intends to request space from the NYC DoE.

c. Planned grades and enrollment in each year of the proposed charter term are as follows:

Grades	Ages	Number of Students				
		Year 1 2015-2016	Year 2 2016-2017	Year 3 2017-2018	Year 4 2018-2019	Year 5 2019-2020
6	11-12	125	125	125	125	125
7	12-13		125	125	125	125
8	13-14			125	125	125
Total Students		125	250	375	375	375
Classes Per Grade		5	5	5	5	5
Average Number of Students Per Class		25	25	25	25	25

We acknowledge we may have attrition; however, RCCS will aggressively replace any students lost through attrition. This operation will take place over the life of the charter for each grade.

d. Proposed Management and/or Partner Organization

RCCS currently has no proposed Management/ or Partner Organization. We will however, work with Community Based Organizations (CBOs) as well as colleges that will provide various forms of support, both academic and otherwise. We have engaged The New York Charter Schools Incubator (NYCSI) to assist in implementing our charter school application and in developing a high quality planning team, to assist in developing and implementing effective practices in instruction, finance and operations, compliance and governance, to provide reflective feedback to the lead founder and board on school operations and performance, assisting the school in developing and implementing improvement plans where appropriate and to put in place on-going compliance and performance management tools and processes to achieve the stated student achievement goals and meet charter renewal requirements.

e. Proposed School Mission: The Rockaway Community Charter School (RCCS) utilizes the STEM framework in preparing every student for the world of the future. All students will receive the necessary support and encouragement to meet high academic standards, lead ethical lives, and demonstrate responsible citizenship. Collaboratively, students, families and staff will work together as a learning community to establish the parameters needed to bring each student to his/her full potential by establishing the expectation of "Excellence Is The Only Option."

f. Proposed School Overview: Rockaway Community Charter School, along with educational professionals, will promote excellence through academic rigor and high expectations, by implementing a first class STEM (Science, Technology, Engineering, and Math) curriculum for middle schools that will fully prepare students for a seamless transition into high school. STEM is an educational program that is student centered, motivating, challenging, academically rigorous, and supports the Next Generation Science Standards and the Common Core State Standards. STEM provides hands-on, project based learning experiences in which students use 21st century skills collaboratively to solve real world problems. Students will be provided with opportunities to gain the high academic standards required for high school and a changing global society. RCCS strives to deliver quality instruction to a diverse community and recognizes that every individual comes with unique talents and learning styles. Our teaching strategy will include differentiated instruction, which is an approach to teaching and learning that gives students multiple options for taking in information and making sense of ideas. In addition, RCCS will incorporate project-based learning, which is a student-centered and teacher-guided approach that engages students in investigating real world questions that they choose within a broad thematic framework. These strategies will be beneficial in addressing the needs of ELLs, SWDs and Title I students. Our educational program utilizes various forms of assessments and benchmarks (e.g. standards based rubrics, teachers' designed assessment, STEM formative and summative assessments, Full Option Science System (FOSS), IMPACT Math, Terra Nova, and NYSESLAT, to assess student achievement and growth. Students will receive all mandated accommodations to enable them to meet and exceed State Standards. Rockaway Community Charter School's design includes the following **key elements:**

STEM (Science, Technology, Engineering, and Math): STEM is a framework or focus for curriculum and all aspects of our educational plan will be fully integrated within this framework. As a result, students will gain the necessary problem-solving skills guided by NYS Common Core Learning Standards and New York State Educational Standards. The STEM Academy team of veteran educators will work directly with RCCS staff and students. Hands-on activities and educational plans to move both students and educators forward in their STEM learning journey will be utilized. Training sessions will show instructors what to do, how to prepare, and how to encourage and involve others. Instructor coaching allows the mentor to enter the instructor's environment where they will work together to create solutions to actual and real issues. Coaches for instructors will role model problem solving and lesson planning, invite cross-curricular staff involvement, and recommend methods of celebrating students' learning experiences with the community. This coaching program will leave both staff and students excited and energized to use the new tools,

materials, and processes monitored by The STEM Academy Coaching Staff. The STEM Academy is an IRS-approved 501(c)3 nonprofit. Its mission is to prepare all k-12 students to be competent, capable citizens in a technology dependent society through comprehensive student assessment including traditional tests; project based learning presentations and portfolios. RCCS has contracted STEM academy to provide a curriculum, required materials, training and monitoring. The STEM Academy is known throughout the USA for its positive outcome on K-12 education.

Teacher Professional Development: Professional development is critical in developing qualified STEM Academy instructors. Certified STEM Academy trainers will deliver quality professional development and training for all RCCS instructors, counselors, administrators and ancillary school staff. Industry certification is also available for instructors to bolster their credentials. The STEM Academy certification programs will provide RCCS with a proven methodology for effective measurement of program, instructor and student industry competencies. The STEM Academy is committed to continuous support of its experienced and initial instructors. First and second year teachers are encouraged to monitor and contribute to web based forums that serve as a repository for frequent questions and strategies for instruction. All STEM Academy instructors and counselors have access to ongoing training sessions throughout the year that occur at local, regional and national locations. Online webinars and training sessions are also available for STEM Academy instructors. Help desks have been specifically designed so that instructors quickly have even their simplest questions answered. Local consultants and development team experts from the STEM Academy are available to RCCS instructors as mentors or to assist on site as needed. RCCS instructor training begins during the summer of 2015, well before school commences. Teachers will also receive training in differentiated instruction, SIOP model for ELLs, classroom management and curriculum development. Teachers will have common planning time during each day.

Longer school-day and school-year: Supplementing the school day with more opportunities for learning will enhance the educational performance of all students. The school day at RCCS begins at 7:30 am and officially ends at 4:30 pm. However, the school day will be extended to provide tutoring and enrichment activities from 4:30 pm to 6:00 pm. During the extended day session, students will have opportunities to apply real world math, science, and technology concepts while participating in STEM clubs. STEM Academy curriculum can meet the needs of a longer school day and school year through its course and unit flexibility. Students will learn critical thinking, team-building and presentation skills. The school year is extended to 185 instructional days instead of 181 days in most public schools. Annually, a summer program will be offered for academic development and academic enrichment. Subject area specialists and intervention specialists (i.e. ESL teacher, reading specialist and/or special education teacher) will provide instruction. Longer school day and year, will provide valuable time to improve the academic achievement of all students. The goal is obtaining excellence as indicated in our mission.

Smaller class size: RCCS class size will consist of 25 students as opposed to 28-35 in most public schools. Studies have shown that the learning gains students made in smaller classes also resulted in fewer disciplinary issues for all students, especially minority students. For teachers, smaller classes offer the opportunity to spend less time enforcing discipline and more time guiding students' individual learning. Students will work in small collaborative groups when completing STEM project based learning (PBL).

Extensive use of technology: Each class will be equipped with computers, which will support the instructional program. RCCS technological tools will include, but not be limited to, interactive white boards, iPads, mobile computer labs, and other devices and educational software such as Brain Pro (an online reading comprehension program) and Intelligent Math Tutor (an educational software for grades 6-12 math), to prepare students to construct their knowledge base. RCCS will utilize the International Society for Technology in Education as a resource that will show teachers how technology can be weaved into our curriculum. Our user-friendly management software (Datacation) allows students, parents, teachers, and administrators to monitor each student's academic progress. Experts in the field of technology, math and science will provide professional development. The STEM Academy Learning Management System (LMS) makes course content accessible to students anywhere there is a secure Internet connection and captures student outcomes for all participants. Course content can be delivered in the classroom using web-enabled handheld devices including tablets and smartphones. Project-based activities would be completed within the school environment and would offer participants the opportunity for collaboration on case studies. The STEM practices, strategies, and programming can improve student achievement, close achievement gaps, decrease dropout rates, increase graduation rates, or improve teacher and principal effectiveness. This evidence can be provided through the combined use of the STEM Academy LMS data and reports and individual LEA (Local Educational Agency) data systems and reports.

60-minute instructional period: Students will receive 60 minutes of instruction for all disciplines each day, which allow greater flexibility for instruction. Teachers have the opportunity to use teaching strategies (e.g. cooperative learning, exploration through STEM, concept attainment, inquiry, case study, role-playing, and simulations).

Student support: RCCS will support social and emotional development for all students through the guidance and counseling program. Our program of guidance and counseling provides adolescent students with a range of academic and non-academic (physical, social, and emotional) supports and encourages broader college and career readiness. The goal is to motivate and empower students, and ensure that they have multiple opportunities to lead and succeed. Guidance counselors and the social worker will work in concert to provide support and guidance to students and their families. Additional support services will be provided through the Committee for Special Education (CSE). The school will also implement the required sections of the Dignity For All Students Act. All STEM instructors and counselors will have access to student data, and will be provided with

ongoing STEM training sessions throughout the year. The goal is to give each student, all opportunities possible to achieve excellence.

Parent involvement: Education impacts the student and the student's parents/guardians. Conversely, parents/guardians impact each child's educational progress. RCCS recognizes the value of parents/guardians and extended family and will work to actively involve them in their child's learning experience. In compliance with Education Law 2851(2) (c), RCCS will be a school in which the voices of families are valued and have an impact on the policies of the school. RCCS's counselors and social worker will be knowledgeable about the community resources available to help parents. Parents will be provided with opportunities to be involved in the Parent Teacher Association (PTA). The school building will be used to host activities aimed at empowering parents, in partnerships with financial institutions, community based organizations, and elected officials. The parent coordinator will help parents navigate their students' middle school experience. The STEM curriculum has built in assessments to determine what educational objectives a student knows, what performance standards a student has shown, to evaluating the effectiveness of RCCS and its teachers. Parents, as part of our learning community will have access to this data. Students at RCCS will celebrate their STEM learning experiences with their parents and the community at large.

Summer Middle School STEM Experience Once the admission process is complete, entering students will be encouraged to attend our Summer Middle School STEM Orientation. During this one-week orientation, students will be introduced to the STEM curriculum, become familiar with school expectations, mission and policies. Students will be provided with an overview of the expectations of a student in RCCS, and how they will progress toward transitioning to the seventh grade.

Data Driven Instruction and Assessment: RCCS instructional framework includes the regular and coordinated use of diagnostic formative and summative assessment data to understand the content and skills students have mastered and help with instructional placement. Assessment begins during the summer of 2015, before school begins. Students take the Terra Nova reading, comprehension, writing and math diagnostic assessments to determine their baseline performance levels. By starting with student diagnostics, teachers will be able to accurately determine student need. Teachers will be prepared from the very first day of school with support plans and student groupings. These assessments also allow administrators to establish measurable goals for teachers, and to provide professional development to those teachers, to ensure that they are supported in meeting their goals. Administrators will provide checks and balances for assessment via frequent instructional walkthroughs and frequent feedback to teachers. Additionally, administrators will analyze data and make appropriate adjustments to the instructional program. The STEM Academy's formative and summative assessments are embedded and tied to the specific content of each of the units offered in the coursework. Further, the content and instructional objectives for each unit are written in operational terms that specify the exact skill that is measured. STEM Academy assessments are delivered in multiple formats to make certain that a student has the ability to express their knowledge of the content being tested. The STEM Academy electronic assessment system collects demographic information about who is engaging in the work and taking the tests to provide data for future reports on the efficacy of the STEM Academy curriculum. This electronic assessment system is easy to use and allows for scoring the assessment automatically. Results of the students work is "real-time" meaning that results are immediately available to students and instructors. Course outcomes and national standards met through course formative and summative assessments are automatically populated to a student's individual portfolio as evidence of their personalized achievements. This information can suggest areas for remediation or enrichment for individual or groups of students. These assessments that are conducted throughout a course ensure that teachers can engage in real time "re-teaching" of concepts as needed.

g. Target population and the Community: The target student population of RCCS is projected to reflect the ethnic, economic, and language diversity of the Far Rockaway community. The demographic profile of CD 27 is 49% African American, 22.9% Latino, 21.9% White Non - Hispanics, 1.6% Asian, and 4% of the population is classified as other. Community District 27 is composed of immigrant groups from foreign countries such as Jamaica, Guyana, El Salvador, Dominican Republic, Haiti, Guatemala, Trinidad & Tobago, Poland, Russia, and the Ukraine. 24.4% of CD 27 population is foreign born. The median household income is \$27,820 and 26% of the population lives below the Federal poverty Guideline (*U.S. Department of Education National Center for Education Statistics, 2005*). RCCS is designed to meet the needs of ELL's, Students with disabilities, Special Education students, and those who are eligible applicants for the free and reduced price lunch program. We expect to serve a representative population of the community school district. When we looked at the data for MS053 for example, the ELA scores in 2012-2013 indicate 14.8% of 6th grade students, 18.0% of 7th grade and 12.4% of 8th grade students are achieving proficiency at level 3 or 4, and less than 1% of the student population in any grade in the school is achieving at level 4. Similarly, 2012-2013 math scores indicate that 19% of grade 6 students, 14.4% of 7th grade, and 13.5% of 8th grade students are achieving proficiency at levels 3 or 4. The above statistics indicate a need for better choices for middle school students on the Rockaway Peninsula.

III. Enrollment and retention of students with disabilities, English language Learners, and students who are eligible applicants for free and reduced price lunch program.

Strategies to attract and recruit students: The founding team has met with Tenant Associations, elected officials, parent organizations, and other community stakeholders in Far Rockaway to disseminate information about its educational programs and progress toward meeting its educational goals. Once the charter is granted, the parent coordinator, parent volunteers and staff members will initiate ongoing recruitment campaigns, targeting subway stations, community centers, churches, barbershops/beauty salons, public and private housing complexes. Information will also be available on our website once established. Any child who is qualified under the laws of this state for admission to a public school is qualified for admission to

RCCS. RCCS shall enroll each eligible student who submits a timely application, unless the number of applications exceeds the capacity of the grade level. In this case, a lottery system will determine applicants selected. Before school begins during the summer of 2015, RCCS will embark upon a pre-transition outreach to feeder schools. RCCS student support services described under key elements, our rigorous STEM focused, standards-based instruction that utilizes differentiated instruction and project-based learning, our ability to encourage awareness and appreciation for a culturally diverse environment are all factors that enhance our recruitment and retention strategy. Enrollment applications and recruitment materials will be done in multiple languages and will show that we welcome students with disabilities; Ells and those who qualify for free and reduced priced lunch. Specific strategies to attract and recruit students with disabilities, Ells, and students who are eligible for free and reduced priced lunch are detailed in our full application.

Retention: RCCS will provide a highly qualified staff that is trained in utilizing STEM curriculum. RCCS will also provide a comprehensive educational program that is organized, inclusive, and differentiated to meet the needs of all students. Each student will receive baseline assessments upon entering RCCS, along with ongoing summative and formative assessments to measure progress in core subjects and to provide academic intervention and modifications to the instructional program as deemed necessary. RCCS will establish a positive school culture that embraces and respect student's diversity. Parents will be kept abreast of student progress regularly throughout the school year via quarterly progress reports as well as quarterly teacher conferences. RCCS will monitor all special education students to ensure they are receiving all accommodations as outlined in their IEPs. RCCS will monitor ELL students to ensure that they are receiving the appropriate support and resources. In addition, our bilingual, culturally competent staff, our ability to maintain board oversight on enrollment and retention in line with targets, a responsive, engaging program, national science competition, are all factors that will allow RCCS to retain all its students each year.

IV. Public Outreach and Community Support

a. Public Outreach: The founding team recognizes the unique strengths and resources that families and community partners can bring to the school and have worked to actively involve family members, and community organizations. Beginning 2009 to present, the Applicant team has met with almost 15 community organizations, newspapers and stakeholders to inform and solicit input from the community (CSD27). We've had several conversations with the Superintendent of District 27 and made presentations to the Community Education Council, to CBO's, local public school officials and met with Legislative officials from the district. We have solicited and considered community feedback regarding our school design through surveys from forum attendees. RCCS will be able to fill its 125 classroom seats the first year because public school officials and members from the Community District Education Council 27 (CDEC) informed us there is a dire need for a STEM school in the district as it will be the first kind and the responses from parents, community leaders and stake holder have been positive. At the May 2014 meeting with the District Parent Advisory Committee (DPAC) representing 49 Parent Teacher Associations in District 27, parents stressed that the need for a quality program such as the STEM was long overdue. They stated that the public schools offered very little support to high quality educational opportunities. Those in attendance have expressed an interest to assist with the community outreach once the charter is awarded. Senators, legislative leaders, Community leaders, parents, stakeholders have provided letters of support as well as hundreds of signatures in support of this venture. With the STEM initiative as our major focus, the founding team has had discussions with the Honorable Dr. Una Clarke, Madison Square Boys & Girls Club of Far Rockaway, Caribbean American Chamber of Commerce and Industry (CACCI), the Honorable Dr. Lamuel Stanislaus, Dr. Roy London of Universal Emergency Care Training, Far Rockaway Tenants Association, and Title I District Parent Advisory Committee (DPAC). DPAC represents 40 Title I schools from one of the largest school districts. On May 3rd, 2011, April 9th 2012 and May 12th 2014, RCCS made presentations to District 27 President's Advisory Council as noted on their agenda. On Monday April 28, 2014, at a quarterly Parent Advisory/PTA meeting, Applicant team presented our STEM educational model at a public hearing before the members of the CDEC, the District Superintendent Michele Lloyd-Bey, as well as members of the Far Rockaway community. The key applicants along with the planning team have compiled a schedule of events and continue to speak with community groups on Far Rockaway in continuation of our outreach. Because of the founding team's efforts in making presentations at community centers, tenant association meetings, meetings of the Chancellor's Parent Advisory Council (CPAC), one on one with parents on the streets, and talking to key community leaders, the aforementioned individuals and organizations have agreed to endorse our effort to establish a charter school in the Far Rockaway Community. The above strategies allowed the founding members to reach families that are traditionally less informed about educational choice options.

b. During our meetings with CPAC, DPAC, and with various community organizations, parents have specifically requested a desire for an alternative middle school that focuses on **science, technology, engineering and math**, while addressing the needs of Ell's, students with special needs, and those who qualify for free and reduced priced lunch. The STEM component and the extended day are direct results of community input. As of June 2014 we have obtained approximately two hundred and fifty signatures from parents who support our mission to provide a rigorous curriculum to their students.

V. Lead Applicants Signatures and date Signed:

Dennie Wilson *Dennie Wilson* Date 7/6/14
Francis Lewis *Francis Lewis* Date 7/6/14