



PHASE I: Letter of Intent

Last updated: 06/28/2016

Basic Contact and Application Information

Page 1

Applicant groups and Existing Education Corporations interested in submitting an application to establish Regents-authorized charter schools are asked to complete this brief information sheet. The Department will use this information to plan and coordinate peer review panels with appropriate expertise to evaluate all application materials.

Please indicate whether an Applicant Group (operates no charter schools to date) or an Existing Education Corporation (operates a least one charter school) is submitting this Round 1 Letter of Intent.

Applicant Group LOI to establish a single, new charter school

Proposed Charter School Name

(Please write out the full name for the proposed charter school, and include the words "charter" and "school" in the proposed name(s)).

School Name	Circle Academy Charter School
Grades Served (K-5, .6-8, 9-12, etc.) During Initial Term	K-5
Max Number of Students During Initial Term	512

Proposed or Current Board Chair and Public Contact information, including mailing address, phone number, and email address.

(The entire chart may not be visible on your screen. Use the "tab" key to move from column to column. The first column will remain static as you do so).

	First and Last Name	Best Phone Number (###-###-####)	Email Address
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Proposed/Current Board Chair	Richard Bernstein	[REDACTED]	[REDACTED]
Public/Media Contact Person	Michelle Pascucci	[REDACTED]	[REDACTED]

List of Key Design Elements

(Integral to the school model, these elements should be reflected throughout the application)

1	<ul style="list-style-type: none"> • A student centered approach that incorporates blended learning and personalizes instruction for each student. Instruction will be tailored to address students’ academic strengths and areas of challenge, as well as their interests, learning styles and aspirations. This commitment to personalization will enable the school to identify student needs quickly and accurately and to respond with appropriate strategies and interventions.
2	<ul style="list-style-type: none"> • An emphasis on literacy and writing across all content areas. Research tells us that a focus at the elementary level on foundational reading, when expanded to include engaging learning experiences connected to informational texts, vocabulary and writing for content-specific purposes builds background knowledge and skills in each discipline. CACS students will develop the foundational literacy skills necessary to access learning in all disciplines. Also, to prepare students for success in 21st Century careers, CACS will focus on building students’ digital literacy skills at all grade levels.
3	<ul style="list-style-type: none"> • A robust school-wide data culture. CACS’ educators will analyze and use data to personalize instruction and help students make progress towards meeting academic objectives. CACS’ comprehensive assessment program will provide teachers with a rich array of student data. Teachers will work individually and in professional learning communities (PLCs) to analyze data and to create, deliver, reflect on and improve lessons and learning experiences that address individual student needs.
4	<ul style="list-style-type: none"> • A culture of professional collaboration and growth sustained by extensive professional development and use of PLCs and a school schedule for teachers that includes daily 90 minute periods for collaborative planning and professional development. Professional growth will also be supported by a teacher evaluation system that uses multiple measures to identify areas of strength and challenge in each teacher’s professional practice and by professional development aligned to each

	teacher's professional growth objectives.
5	<ul style="list-style-type: none"> • A student population that reflects the diversity of the community. CACS has established a 25% recruitment target for students with disabilities (SWDs), which will exceed CSD 27's average SWD percentage. CACS will target its outreach efforts to "feeder" pre-schools that enroll large numbers of SWDs and leverage the experience and relationships of Applicant Group members who have worked extensively with CSD 27 pre-schools. CACS will also enroll English language learners (ELLs) at percentages that are comparable to or greater than those of CSD 27 and will tailor its outreach initiatives to ensure that ELL students are recruited to enroll in the school.
6	<ul style="list-style-type: none"> • A commitment to helping students develop effective thinking, learning and study skills through the integration of "Habits of Mind (HOM)." With online training delivered by HOM co-creator Dr. Bena Kalick and direct support from other experts, CACS will use HOM to help students develop social-emotional resiliency and other critical "life skills."
7	<ul style="list-style-type: none"> • A cooperative, safe, healthy, equitable and supportive school culture in which all adults in the school model the behavior and attitudes expected of students, and in which all students, teachers and administrators contribute to maintaining a positive school climate.
8	(No response)
9	(No response)
10	(No response)

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

<http://circleacademycharter.org/>

Proposed Management and/or Partner Organization(s), such as a charter or educational management company or a university, academic program partner, or whole school change partner.

(Refer to the application kit for definitions and guidance as only "substantial" partnerships should be listed here).

Proposed Management Company	NA
Partner Organization 1	NA
Partner Organization 2	NA

Proposed Board Chair Signature

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

A handwritten signature in black ink on a light gray background. The signature appears to read "Ron Bent". The letters are stylized and connected, with a prominent "B" and "T".

Date

2016/06/28

Thank you for completing this form.

I. Applicant Group Information:

- a. **Applicant Group names, contact information and employment**—See attached Table 1.
- b. **Each member’s role, experience, skills and qualifications**—See attached Table 1.
- c. **Public contact:** Michelle Pascucci [REDACTED]
- d. **Application History:** An application was submitted to the NYS Education Department (SED) during the initial 2014 application cycle and was withdrawn to respond to concerns raised during its capacity interview—e.g. to better describe the use of blended learning, provide more supportive research, outline a board succession plan and discuss further CACS’ Principal selection process. The group submitted a Letter of Intent (LOI) to SED in July 2014 and was not asked to submit an application because additional evidence of community outreach was needed. Our extensive community outreach is described in this LOI and in Table 2. Proposed Board member Pauline Frank helped found the Staten Island Community Charter School, which was approved by the NYC Department of Education (DOE) in 2009. Proposed Board member Cliff Schneider, Esq. is a Founding Trustee of La Cima Charter School, which received a full renewal in May 2016.

II. Proposed Charter School Information

- a. **Proposed school name:** Circle Academy Charter School (CACS)
- b. **Proposed school location:** Woodhaven, Queens (CSD 27). CACS is requesting co-location in a NYC Department of Education (DOE) facility. If no suitable DOE space is available, CACS will locate in a private facility. To this end, it has identified an appropriate private facility in Woodhaven.
- c. **Planned grades and enrollment in each of the years of the proposed charter term:** During the initial charter term, CACS will enroll students in grades K-5.

Grades	2017-18	2018-19	2019-20	2020-21	2021-22
K	88	88	88	88	88
1	72	88	88	88	88
2		72	88	88	88
3			72	88	88
4				72	88
5					72
Total	160	248	336	424	512

- d. **Proposed management and/or partner organization(s):** NA
- e. **Proposed school mission:** *CACS will offer a well-rounded academic program where each student thrives as a reflective and creative learner and critical thinker. Using a rigorous NYS Common Core Learning Standards (CCLS)-aligned curriculum, an extended year and personalized instructional strategies, CACS will help students build the skills, knowledge and dispositions necessary for success in school and in life. All students will develop a passion for learning and achieve at least proficiency in all subjects in a school culture that emphasizes accountability, continuous improvement and collaboration.*
- f. **School overview:** CACS will provide a challenging NYS CCLS-aligned academic program that prepares students for success in high school, college and life. CACS will be a K-5 school in its initial charter term and will expand to K-8 in its second charter term. The CACS Applicant Group believes that the most important factors in fostering student academic growth are: a) high-quality instruction; b) effective planning and collaboration among educators; c) personalization of instruction based on ongoing identification of student needs; and d) a commitment to effective data use and continuous professional growth. CACS will hire, develop and support effective teachers through ongoing teacher recruitment and

induction initiatives, targeted professional development and a school schedule that provides for daily professional development and collaborative planning, data analysis, curriculum development and/or lesson study. Among the key design elements of CACS are:

- ***A student centered approach*** that incorporates blended learning and personalizes instruction for each student. Instruction will be tailored to address students’ academic strengths and areas of challenge, as well as their interests, learning styles and aspirations. This commitment to personalization will enable the school to identify student needs quickly and accurately and to respond with appropriate strategies and interventions.
 - ***An emphasis on literacy and writing across all content areas.*** Research tells us that a focus at the elementary level on foundational reading, when expanded to include engaging learning experiences connected to informational texts, vocabulary and writing for content-specific purposes builds background knowledge and skills in each discipline.¹ CACS students will develop the foundational literacy skills necessary to access learning in all disciplines. Also, to prepare students for success in 21st Century careers, CACS will focus on building students’ digital literacy skills at all grade levels.
 - ***A robust school-wide data culture.*** CACS’ educators will analyze and use data to personalize instruction and help students make progress towards meeting academic objectives. CACS’ comprehensive assessment program will provide teachers with a rich array of student data. Teachers will work individually and in professional learning communities (PLCs) to analyze data and to create, deliver, reflect on and improve lessons and learning experiences that address individual student needs.
 - ***A culture of professional collaboration and growth*** sustained by extensive professional development and use of PLCs and a school schedule for teachers that includes daily 90 minute periods for collaborative planning and professional development. Professional growth will also be supported by a teacher evaluation system that uses multiple measures to identify areas of strength and challenge in each teacher’s professional practice and by professional development aligned to each teacher’s professional growth objectives.
 - ***A student population that reflects the diversity of the community.*** CACS has established a 25% recruitment target for students with disabilities (SWDs), which will exceed CSD 27’s average SWD percentage. CACS will target its outreach efforts to “feeder” pre-schools that enroll large numbers of SWDs and leverage the experience and relationships of Applicant Group members who have worked extensively with CSD 27 pre-schools. CACS will also enroll English language learners (ELLs) at percentages that are comparable to or greater than those of CSD 27 and will tailor its outreach initiatives to ensure that ELL students are recruited to enroll in the school.
 - ***A commitment to helping students develop effective thinking, learning and study skills through the integration of “Habits of Mind (HOM).”*** With online training delivered by HOM co-creator Dr. Bena Kalick and direct support from other experts, CACS will use HOM to help students develop social-emotional resiliency and other critical “life skills.”
 - ***A cooperative, safe, healthy, equitable and supportive school culture*** in which all adults in the school model the behavior and attitudes expected of students, and in which all students, teachers and administrators contribute to maintaining a positive school climate.
- g. **Target population/community:** While CACS will be located in the Woodhaven section of

¹ *Engineering Solutions to the National Crisis in Literacy: How to Make Good on the Promise of the Common Core State Standards.* Alliance for Excellent Education. Washington D.C. 2011

CSD 27, it expects to serve a student population that is reflective of the entire district. More than 75% of students in CSD 27 are “economically disadvantaged” according to the NYS report card. CSD 27’s children have struggled academically, as well. In 2015, only 30% of students were proficient on the NYS ELA assessment and only 34% were proficient in math. In addition, the district has troubling performance gaps among key demographic subgroups. For instance, the percentages of SWDs proficient on the 2015 ELA exam was only 7%—i.e. 29 points lower than General Education Students—and the gap in math was 28 points. The percentages of CSD 27’s LEP students proficient on the 2015 ELA exam was only 3%—i.e. 29 points lower than English Proficient students—and the gap in math was 26 points.

CACS expects to enroll a student population that is at least equal to CSD 27 regarding percentages of ELLs and that exceeds the district regarding SWDs. Families in CSD 27 have demonstrated a strong desire for more charter school seats, as evidenced in part by the more than 1,000 families that applied this year to Challenge Preparatory Charter School,² one of only two currently-operating charter schools in CSD 27. CACS will provide CSD 27 families with a high-quality alternative to the district’s underperforming public schools.

h. **Replication of high quality school models:** NA

III. Enrollment and retention of SWDs, ELLs, and students who are eligible for FRL

CACS will work aggressively to attract, recruit and retain *all* students, and particularly ELLs, SWDs and those eligible for FRL. Outreach to families of prospective students will emphasize the personalized attention and instruction their students will receive at CACS and the extensive supports and interventions the school will use to ensure that no child “falls through the cracks.”

Recruitment of Targeted Population: CACS intends to enroll students from Woodhaven and throughout CSD 27. CACS’ recruitment plan will be an extension of its current community outreach efforts, which include presentations at community meetings, visits and outreach to potential “feeder” preschools, advertisements and other media, brochures and fliers, coordination with community-based organizations (CBOs), open house events and “word of mouth.” CACS will host family information sessions throughout Woodhaven, including sessions conducted in collaboration with houses of worship, CBOs and/or early childhood centers to ensure broad and diverse participation. Recruitment materials and presentations will emphasize how the school’s academic model will help students grow academically and build foundations for future success.

Recruitment of ELLs, FRL students and SWDs:

To ensure that CACS enrolls significant numbers of ELLs and FRL students, its outreach and recruitment plan will target those Woodhaven and CSD 27 neighborhoods where a predominance of low-income/poverty-level families and non-English speaking families reside. CACS will focus its outreach on economically disadvantaged sections of Woodhaven. CACS will also target its recruitment to include neighborhoods in which large numbers of families speaking languages other than English reside. In the last 20 years, Woodhaven has transformed from a largely Italian and Irish neighborhood into one in which 41% of residents are Latino, 22% are Pacific Islander immigrants (Indian and Pakistani) and 19% are Asian. CACS will work closely with community leaders, clergy, community-based organizations and businesses serving immigrants and language minority residents, as well as with CSD 27 preschools that enroll large numbers of ELLs, to recruit ELL students. CACS will also utilize Spanish language and other targeted media and will make its recruitment and application materials available in Spanish and other languages.

CACS will have a lottery preference for SWDs. CACS will also recruit SWDs through

² <http://www.challengeprepcharter.org.schools.bz/News>

outreach and collaboration with CSD 27 preschools and Head Start programs with significant SWD enrollment and with clergy, elected officials, nonprofit administrators, government agencies and others who serve SWDs and their families. CACS will leverage the experience and contacts of the CACS' Trustees and Applicant Group, several of whom have worked extensively with pre-schools and special education programs in and near CSD 27. Presentations will be held at CSD 27 preschools for families of children with disabilities to build awareness about the school and to showcase how the school's personalized learning approach, inclusive school culture and extensive intervention services will address the needs of their children.

Retention of Targeted Population: CACS will retain students by fostering student success and maintaining high levels of parent satisfaction. CACS' instructional program, supported by a strong Response to Intervention (RtI) process that identifies struggling students through data and classroom observations and establishes appropriate interventions, will ensure that the academic needs of each child are addressed. CACS' collaborative school culture and integration of HOM will promote student development of skills, habits and dispositions that support their growth and success. CACS will communicate frequently with parents about the progress of their children and will solicit their input, feedback and voluntary participation regarding school matters.

Retention of SWDs, ELLs and FRL students: CACS' personalized school model will support academic success for and retention of SWDs, ELLs and FRL students. Research tells us that personalized and blended learning practices have been effective in helping SWDs, ELLs and disadvantaged students succeed in school.³ CACS will support FRL students with Title I-supported specialists who will provide push-in and pull-out support in reading. ELL Specialists will provide classroom teachers with strategies to support instruction to ELLs, including sheltered instruction and providing direct push-in and pull-out support. In addition, CACS' RtI will identify specific ELL student needs and provide targeted interventions to address them.

For SWDs, up to two classrooms in each grade will be ICT classrooms. CACS will have a Special Education (SPED) Coordinator and, in addition to the SPED teachers who teach in ICT classrooms, two SPED teachers (1 in each grade span K-2 and 3-5) to provide SPED Support Services (SETSS) in a push-in or pull-out setting to SWDs mandated to receive SETSS who may not be assigned to ICT classrooms. CACS will also contract with outside providers for related services not provided by the school's staff.

IV. Public Outreach and Community Support:

A. Public Outreach: CACS has engaged in extensive outreach, as detailed in Table 2. CACS' outreach initiatives began more than two years ago and have included public presentations, advertisements and other media, meetings with parents and community leaders, distribution of flyers, a school website, social media and targeted outreach to parents and community residents at potential "feeder preschools." Among CACS' outreach efforts were:

- **Presentations at Public Meetings**—CACS representatives made presentations at CSD 27's Community Education Council (CEC), Community Board 9, the Woodhaven Residents' Block Association and other public meetings. Most of these presentations included opportunities for audience members to ask questions and provide feedback.

³ See Bateman, Ashley et al, *Supporting Special-Needs Students with Personalized Blended Learning* - <http://lexingtoninstitute.org/supporting-special-needs-students-with-personalized-blended-learning/#sthash.iOzpAtLC.dpuf>; See also Kelso, K. (2010). *Educational technologies for English language learners: English as a second language*; Center for Digital Education Strategy Paper; Retrieved from www.centerdigitaled.com

- Advertisements and Media—CACS ran advertisements in several community newspapers including the Queens Chronicle and the Queens Tribune. CACS representatives also appeared on the Project Woodhaven radio program and gave media interviews.
 - Meetings with Parents/Community Leaders—CACS representatives met with parents at faith-based and not-for-profit organizations in CSD 27. They also met with community leaders including NYS Senator Joseph Addabbo, the CEO of New York Families for Autistic Children and the President of the Woodhaven Residents’ Block Association. Also, CACS intends to conduct a series of parent focus groups in July and August 2016.
 - Distribution of Flyers—More than 15,000 flyers and information packets have been distributed since 2013 at churches, public meetings, pre-schools and elsewhere.
 - Website and Social Media—CACS’ website (<http://circleacademycharter.org/>) is designed to provide information and news about the school and to enable visitors to leave comments and feedback. Information about CACS’ developments, along with surveys, have been accessible online via the website and CACS’ Facebook page.
 - Meetings at Pre-schools—CACS representatives informed parents and educators at CSD 27 pre-schools including Parson’s Preschool which enrolls 240 students, all of whom are SWDs.
- B. Family/Community Support:** There is substantial evidence of family and community support, including survey data, social media, response to public events and community leaders’ support.
- Survey Responses—More than 500 people responded to CACS surveys--nearly 80% were CSD 27 residents (with an additional 6% saying they didn’t know) and nearly 75% were parents of school-age children. More than 85% of respondents were interested in enrolling their children in CACS and disappointed in their community’s schools.
 - Social Media—CACS’ Facebook page has attracted 65,748 people (unique users) and 235,836 total impressions since it was created in 2013. During June 2016 alone, 10,781 persons were reached, with 207 persons posting comments or “liking” posts. Visits and “likes” have typically increased following presentations, media appearances and news articles, thus indicating that when people first heard about CACS they went to Facebook to learn more. Also notable is that the Facebook posts that reached the greatest number of people tended to be posts that described key elements of the school design such as HOM and the school’s student-centered approach. This indicates that visitors to CACS’ Facebook page have been actively interested in learning about the school’s philosophy and programs.
 - Response to Public Events—Applicant Group members have enjoyed positive receptions by participants in meetings, town halls and other events where they have presented. CACS has also generated substantial interest in dozens of events focused solely on the school, such as church-sponsored and pre-school-sponsored events for parents. As shown in Table 2, parent meetings at several houses of worship averaged between 40 and 75 families or more. School. Survey responses at each event evidenced interest in and support of CACS.
 - Feedback from Community Leaders—Letters of support from community leaders and “influencers”, including pastors and faith-based leaders, elected officials and educators, will be included in the CACS application.

V. Proposed Board Chair Signature and Date


 Richard Bernstein, Proposed President of the Board

6/28/2016
 Date

TABLE 1: APPLICANT GROUP INFORMATION								
*Minimum of 5 members must be designated as Trustees								
APPLICANT GROUP MEMBER NAME	PHONE NUMBER	EMAIL ADDRESS	CURRENT EMPLOYMENT	RELEVANT EXPERIENCE, SKILLS, AND ROLE ON APPLICANT GROUP (Key Words)	PROPOSED ROLE (if any) (Trustee, Employee, Consultant, or None)	PROPOSED POSITION ON THE BOARD (e.g., officer, trustee, or constituent representative)	LENGTH OF INITIAL TERM	VOTING MEMBER (YES OR NO)
Richard Bernstein	[REDACTED]	[REDACTED]	CEO, E-Rate Consulting, LLC	Former Principal of a Private K-12 school. Expertise in Project-based Learning, Grant Development and Educational Technology. Educational and Not-for-Profit Organization Administration	Trustee	President	3 years	Yes
Bonnie Fire, Esq.	[REDACTED]	[REDACTED]	General Counsel, Kingspoint Heights, LLC	Law, Real Estate	Trustee	Member, Finance Committee	2 years	Yes
Dean S. Tischfeld	[REDACTED]	[REDACTED]	Consultant, The Alliance Group	Finance, Strategic Planning, Not-for-profit Management	Trustee	Treasurer and Chair, Finance Committee	2 years	Yes
Cliff Schneider, Esq.	[REDACTED]	[REDACTED]	Managing Partner, Cohen Schneider & O'Neill	Law, Charter School Law (counsels charter schools and was contributing editor to the 2007 Charter School Law Deskbook published by LexisNexis), Charter School Governance (Founding Board Member of La Cima Charter School in Brooklyn, NY), Real Estate, Contracts and Transactional Law, and Organizational Development and Management.	Trustee	Member, Finance Committee	2 years	Yes
Joseph Tulloch	[REDACTED]	[REDACTED]	Business Associate, Investment Banking COO Bank of America Merrill Lynch	Finance, Real Estate, Financial and Strategic Planning	Trustee	Member, Finance Committee	3 years	Yes
Nicole Morris	[REDACTED]	[REDACTED]	Speech-language Pathologist, New York City Department of Education	Special Education	Trustee	Secretary and Member, Academic Accountability Committee	2 years	Yes
Pauline Frank	[REDACTED]	[REDACTED]	Site-based Specialist for the Partnership for Innovation in Compensation for Charter Schools at the Center for Educational Innovation (CEI)	Consultant and Professional Development Provider to Charter Schools, Charter School Administration (formerly Founding Principal of a NYC Charter School), Educational Administration (formerly Principal at a traditional NYC Public School); Education (Formerly a teacher at a NYC DOE public school)	Trustee	Chair, Academic Accountability Committee	3 years	Yes
Michelle M. Pascucci	[REDACTED]	[REDACTED]	Fiscal Manager, Psychotherapeutic Evaluational Programs, Inc.	Parent, Resident of CSD 27, Financial Management and Administration for Not-for-Profit Organizations	Trustee	Vice President and Member, Academic Accountability Committee	2 years	Yes
David Esfhani	[REDACTED]	[REDACTED]	Executive Director and Chief Financial Officer of the North Side School (a network pre-schools in Queens) and President/Lead Consultant of Next Step Services	Real Estate, Technology Integration, Experience and Relationships with Pre-schools in CSD 27 (i.e. potential "feeder" schools)	Advisor	Non-voting member, Finance Committee	NA	No

Table 2: Public Outreach Information

Circle Academy Charter School

Dates of Outreach (month/date/year)	Description of Outreach	Location of Outreach	Target Stakeholder Group	Feedback Obtained	Action Taken on Feedback	Number of Attendees
06/23/2016	Queens Chronicle Newspaper Ad – Full Page Color	Queens Chronicle 62-33 Woodhaven Boulevard P.O. Box 74-7769 Rego Park, NY 11374-7769 http://www.qchron.com/digital_edit ion/	South Queens Community Members & Families	Several requests to be placed on the first lottery list.	Did an updated parent information packet that contained information about the lottery process.	160,000 Circulation
06/20/2016	New York Families for Autistic Children, Inc. – Andrew Bauman – Chief Executive Officer	PS/MS 146Q Howard Beach, NY & 164-14 Crossbay Blvd., Howard Beach, NY 11414	Special needs scholars/families	Mr. Baumann raised questions about the specific plans for services autistic children.	Reviewed the special education sections of the full application. Setup a follow-up meeting with Mr. Bauman to seek his organization’s suggestions and input.	2
06/20/16	NYC DOE CSD 27 Community Education Council	PS/MS 146Q Howard Beach, NY	CSD 27 Parents, leadership, elected officials present, etc.	Following presentation CEC President Joshua Hirschman asked about the schools facilities plans.	Updated website concerning CACS facility plans.	10 CEC members, CSD 27 Superintendent Mary Barton, CEC rep. Hazel Wellington, Assemblyman Philip Goldfeder, NYS Senator Joseph Addabbo plus 75 parents, school representatives.

Table 2: Public Outreach Information

Circle Academy Charter School

06/20/16	NYS Senator Joseph Addabbo Meeting	PS/MS 146Q Howard Beach, NY	Woodhaven Elected Official for NYS	Applicant group members updated the Senator on CACS asked for his continued interest in the school.	Contacted the Senators office for a face-to-face follow-up meeting per the Senator's suggestion.	4
06/16/2016	Woodhaven Residents' Block Association Town Meeting	American Legion Hall Post 118 - 89-02 91st Street, Woodhaven, NY	Woodhaven residents, parents, elected officials.	Positive responses from the members of the association to continue the efforts of the school following the presentation about CACS.	Follow-up with officers for suggestions on ways we can continue to reach Woodhaven residents. Follow-up meeting with Martin Colberg.	Approximately 75 in attendance.
06/16/2016	Queens Chronicle Newspaper Ad – Full Page Color	Queens Chronicle 62-33 Woodhaven Boulevard P.O. Box 74-7769 Rego Park, NY 11374-7769 http://www.qchron.com/digital_edition/	South Queens Community Members & Families	Several requests to be placed on the first lottery list.	Did an updated parent information packet that contained information about the lottery process.	160,000 Circulation
06/16/2016	Queens Tribune Newspaper Ad – Full Page Color	Queens Tribune 150-50 14th Road, Whitestone, NY 11357	South Queens Community Members and Families	Phone calls in response to the ad about the school plans and when the school would open.	Created a word track for those answering the phone about where the school was in its plans	147,000 Circulation

Table 2: Public Outreach Information

Circle Academy Charter School

					and potential approval.	
06/16/2016	Queens Chronicle Newspaper News Article	Queens Chronicle 62-33 Woodhaven Boulevard P.O. Box 74-7769 Rego Park, NY 11374-7769 http://www.qchron.com/editions/south/circle-academy-looks-to-open-its-doors-soon/article_dcbf4e46-d8e3-5353-8fd6-63f0f0732bae.html	South Queens Community Members & Families	No direct responses to the news article.	Call to writer to correct a couple of items he reported in error. i.e. authorizer, etc.	160,000 Circulation
06/14/2016	Queens Community Board 9 June Monthly Meeting	Majestic Marquise 88-03 101 Ave., Ozone Park, NY 11416	Queens CB9 Members, elected officials, residents and parents.	Distributed draft of Letter of Intent for feedback and response in the public forum section of the meeting.	Seth Welins, Chair of the Education and Youth Services requested a meeting in the August 2016 meeting of the Committee. Date TBD by Committee.	Approximately 100 members and spectators present.
05/19/2016	Woodhaven Residents' Block	Emanuel United Church of Christ	Woodhaven residents, parents,	Distributed CACS flyers and talked	Arranged with Ed Wendell to be on	Approximately 75 members, visitors

Table 2: Public Outreach Information

Circle Academy Charter School

	Association Town Hall	93-12 91st Avenue, Woodhaven, NY	elected officials.	to members before and after the meeting. Meet briefly with NYS Assemblyman Philip Goldfeder prior to the start of the meeting.	his radio program to update his audience.	and elected officials.
02/26/2016	Radio Free Woodhaven Radio Show hosted by Ed Wendell interview of CACS – call in show.	Project Woodhaven http://www.blogtalkradio.com/project-woodhaven/2016/02/27/radio-free-woodhaven	Talk show radio program with a target audience of Woodhaven residents.	NYS Assemblyman Mike Miller discussed charter schools at 26:30 point in the recording following the CACS interview.	Sent a response to clarify lottery process and special needs questions to NYS Assemblyman Mike Miller’s comments.	Radio Free Woodhaven Radio Show has an audience of between 500-1000 for each program.
01/18/2016	Martin Luther King Day	91 st & Jamaica Ave., Woodhaven, NY 11421	Woodhaven residents/parents	Distributed flyers and surveys.	Many questions about when the school will open. Need to make sure that people know the school is still in application status.	890
01/16/16	Martin Colberg – Woodhaven Residents Block Association	84-20 Jamaica Ave., Woodhaven, NY 11421	Community Leader	Continue Circle’s community outreach and presence.	Keep going back to the main community groups they need to see Circle on a	2

Table 2: Public Outreach Information

Circle Academy Charter School

5

					regular basis.	
11/21/2015	Woodhaven Residents' Block Association Town Hall	American Legion Hall Post 118 - 89-02 91st Street, Woodhaven, NY	Woodhaven residents, parents, elected officials.	Co-location raised and discussed.	Important that the community understand that the facility plan has changed due to NYS law change.	Approximately 65 in attendance.
10/18/2015	New Jerusalem Baptist Church	122-05 Smith St., Jamaica, NY 11434	Community Residents/Parents	Strong support/Letter of support from Pastor Dr. Calvin Rice	Will use the support letter for the full application.	460
09/19/2015	Woodhaven Residents' Block Association Town Hall	Emanuel United Church of Christ (93-12 91st Avenue, Woodhaven, NY	Woodhaven residents, parents, elected officials.	Distributed CACS flyers and talked to members before and after the meeting.	Continue to be present at community meetings to keep the proposed school before the community.	Approximately 55 members, visitors and elected officials.
09/12/2015	Parsons Preschool	84-60 Parsons Blvd. Jamaica, NY 11432	Residents/Parents	Information packets responses	Tabulated survey responses	168 families
05/01/2015	North Side School	85-27 91 st St., Woodhaven, NY	Residents/Parents	Information packets responses	Tabulated survey responses	144 families
04/28/2015	Holy Cross Roman Catholic Church	61-21 56 th Rd., Maspeth, NY 11378	Residents/Parents	Information packets responses	Tabulated survey responses	10 families
04/23/2015	Trinity Lutheran Church	6370 Dry Harbor Rd., Flushing, NY 11379	Residents/Parents	Information packets responses	Tabulated survey responses	10 families

Table 2: Public Outreach Information

Circle Academy Charter School

04/23/2015	Saint Luke's Episcopal Church	85 Greenway St., Forest Hills, NY 11375	Residents/Parents	Information packets responses	Tabulated survey responses	10 families
04/17/2015	Radio Free Woodhaven Radio Show hosted by Ed Wendell interview of CACS – call in show.	Project Woodhaven http://www.blogtalkradio.com/project-woodhaven	Talk show radio program with a target audience of Woodhaven residents.	NYS Senator Joseph Addabbo was on following the CACS interview expressed positive response to the interview and charter schools in general	Followed up with Ed Wendell about any suggestions he had about the school. He indicated that he would suggest we meet all elected officials individually.	Radio Free Woodhaven Radio Show has an audience of between 500-1000 for each program.
04/13/2015	All Nations Baptist Church	86-76 80 th St., Woodhaven, NY	Residents/Parents	Information packets responses	Tabulated survey responses	40 families
04/06/2015	Ozone Park Church of the Nazarene	128-03 Foch Blvd., South Ozone Park, NY 11420	Residents/Parents	Information packets responses	Tabulated survey responses	10 families
04/06/2015	Cornerstone Baptist Church	574 Madison St. Brooklyn, NY 11221	Residents/Parents	Information packets responses	Tabulated survey responses	25 families
04/06/2015	St. Barbara's Roman Catholic Church	138 Bleecker St. Brooklyn, NY 11221	Residents/Parents	Information packets responses	Tabulated survey responses	25 families
04/06/2015	St. Marin of Tours RC Church	1288 Hancock St. Brooklyn, NY 11221	Residents/Parents	Information packets responses	Tabulated survey responses	50 families
03/25/2015	Our Lady of Sorrows Church	10411 37 th Ave. Corona, NY	Residents/Parents	Information packets responses	Tabulated survey responses	10 families
03/25/2015	St. Matthias Roman Catholic	58-15 Catalpa Ave., Ridgewood,	Residents/Parents	Information packets responses	Tabulated survey responses	15 families

Table 2: Public Outreach Information

Circle Academy Charter School

7

	Church	NY 11385				
03/24/2015	Mount Olivet Gospel Church	33-27 97 th St. Corona, NY 11368	Residents/Parents	Information packets responses	Tabulated survey responses	15 families
03/18/2015	First Presbyterian Church of Forest Hills	70-35 112 th St., Forest Hills, NY 11375	Residents/Parents	Information packets responses	Tabulated survey responses	30 families
03/18/2015	Our Lady Queen of Martyrs Church	72-55 Austin St. Forest Hills, NY 11375	Residents/Parents	Information packets responses	Tabulated survey responses	25 families
03/16/2015	Queens Morning Star Foursquare Church	91-13 87 th , Woodhaven, NY 11421	Residents/Parents	Information packets responses	Tabulated survey responses	12 families
03/13/2015	Emmanuel Full Gospel	13317 101 st Ave., Jamaica, NY 11416	Residents/Parents	Information packets responses	Tabulated survey responses	12 families
03/13/2015	St. Benedict Joseph Labre Church	94-40 118 th St., South Richmond Hill, NY 11419	Residents/Parents	Information packets responses	Tabulated survey responses	50 families
03/13/2015	Faith Assembly	12013 101 st Ave., Jamaica, NY 11416	Residents/Parents	Information packets responses	Tabulated survey responses	75 families
03/13/2015	Kew Gardens Synagogue	82-17 Lefferts Blvd., Kew Gardens, NY 11415			Not in favor of charter schools. Declined.	
03/13/2015	Nachman Isaac	8507 124 th St., Jamica, NY 11416	Residents/Parents	Information packets responses	Tabulated survey responses	25 families
03/12/2015	Grace Lutheran Church	103-15 Union Turnpike, Forest	Residents/Parents	Information packets responses	Tabulated survey responses	15 families

Table 2: Public Outreach Information

Circle Academy Charter School

		Hills, NY 11375				
03/12/2015	Greater Brightlight Baptist	1320 Sutler Ave. Brooklyn, NY 11208	Residents/Parents	Information packets responses	Tabulated survey responses	25 families
03/11/2015	St. Rita's Roman Catholic	275 Shepard Ave. Brooklyn, NY	Residents/Parents	Information packets responses	Tabulated survey responses	50 families
03/11/2015	Saint Teresa of Avila Roman Catholic Church	109-26 130 th South Ozone Park, NY 11420	Residents/Parents	Information packets responses	Tabulated survey responses	50 families
03/11/2015	Glen Morris Presbyterian	120-18 107 th Ave. South Richmond Hill, NY 11419	Residents/Parents	Information packets responses	Tabulated survey responses	10 families
03/11/2015	Redeemer Lutheran School	6926 Cooper Ave. Glendale, NY 11385	Residents/Parents	Information packets responses	Tabulated survey responses	200 families
03/11/2015	Calvary Bible Church	7415 Myrtle Ave. Glendale, NY 11385			Not in favor of a charter school	
03/11/2015	Waldvogel Gordon	7857 83 rd St Glendale, NY 11385	Residents/Parents	Information packets responses	Tabulated survey responses	8 families
03/11/2015	Jehovah's Witnesses Glendale	8701 Myrtle Ave Glendale, NY 11385	Residents/Parents	Information packets responses	Tabulated survey responses	75 families
03/11/2015	Jamiah Islamic Center	89-50 Woodhaven Blvd, Woodhaven, NY			Did not want to assist.	
03/09/2015	Community Bible Evangelical Church	102 16 th , Richmond Hill, NY 11418	Residents/Parents	Information packets responses	Tabulated survey responses	20 families

Table 2: Public Outreach Information

Circle Academy Charter School

9

03/06/2015	All Saints Episcopal Church	85-45 96th St Woodhaven, NY	Residents/Parents	Information packets responses	Tabulated survey responses	30 families
03/06/2015	Alliance Christian Temple	87-35 78 th St Woodhaven, NY			Not in favor of a charter school.	
03/06/2015	Lutheran Church of Saint John	88-24 Mytle Jamaica, NY	Residents/Parents	Information packets responses	Tabulated survey responses	10 families
02/27/2015	Baby Steps Daycare	99-06 Metropolitan Ave Forest Hills, NY 11375	Pre-school parents	Information packets responses	Tabulated survey responses	32 families
02/25/2015	Kids Power	7314 Yellowstone Blvd Flushing, NY 11375	Pre-school parents	Information packets responses	Tabulated survey responses	10 families
02/25/2015	A To Z Learning Center	12321 Jamaica Ave Richmond Hill, NY 11418	Pre-school parents	Information packets responses	Tabulated survey responses	82 families
02/25/2015	Karen Kids Day Care	101-21 77th St Ozone Park, NY 11416	Pre-school parents	Information packets responses	Tabulated survey responses	4 families
02/25/2015	Bev's Kiddie Daycare	10145 113th St Jamaica, NY 11419	Pre-school parents	Information packets responses	Tabulated survey responses	12 families
02/24/2015	Ira's Briarwood Daycare Center	13976 85th Dr Jamaica, NY 11435	Pre-school parents	Not in favor of charter schools		
02/24/2015	Playmates Nursery Inc	13113 Liberty Ave Richmond Hill, NY	Pre-school parents	Information packets responses	Tabulated survey responses	115 families

Table 2: Public Outreach Information

Circle Academy Charter School

02/23/2015	My First Steps Family Group Daycare	71-45 69th Pl Glendale, NY 11385	Pre-school parents	Information packets responses	Tabulated survey responses	15 families
02/23/2015	The Little Dolphin School	107-01 Cross Bay Blvd Ozone Park, NY 11417	Pre-school parents	Information packets responses	Tabulated survey responses	50 families
02/23/2015	Angels In the Gardens Childcare Corp.	85 Greenway S Forest Hills, NY 11375	Pre-school parents	Information packets responses	Tabulated survey responses	25 families
02/23/2015	Community Alliance For Youth	851 Liberty Ave Brooklyn, NY 11208	Pre-school parents	Information packets responses	Tabulated survey responses	5 families
02/11/2015	Blake Milford Care Center	334 Milford St Brooklyn, NY 11208	Pre-school parents	Information packets responses	Tabulated survey responses	18 families
02/11/2015	Little Butterfly Daycare	12111 133rd Ave Jamaica, NY 11420	Pre-school parents	Information packets responses	Tabulated survey responses	15 families
02/11/2015	Bev's Kiddie Daycare	10145 113th St Jamaica, NY 11419	Pre-school parents	Information packets responses	Tabulated survey responses	12 families
02/11/2015	Bianca's Daycare Center	11711 Jamaica Ave. Richmond Hill, NY 11418	Pre-school parents	Information packets responses	Tabulated survey responses	10 families
02/11/2015	Shalom Day Care	11666 Park Ln S Richmond Hill,	Pre-school parents	Not in favor of charter schools		

Table 2: Public Outreach Information

Circle Academy Charter School

		NY 11418				
02/11/2015	Omar Day Care	415 Crescent St Brooklyn, NY 11208	Pre-school parents	Information packets responses	Tabulated survey responses	8 families
02/05/2015	Earth Angels Kiddie Center	8105 101st Ave Jamaica, NY 11416	Pre-school parents	Information packets responses	Tabulated survey responses	10 families
02/05/2015	New Age Family Day Care Inc	546 Jamaica Ave Brooklyn, NY 11208	Pre-school parents	Declined – prefers to send to regular public schools due to community based relationships.	Outreach community discussed how to emphasis CSD 27 connection.	
02/05/2015	Childcare by Rebecca, Inc.	83-09 Myrtle Ave Glendale, NY 11385	Pre-school parents	Information packets responses	Tabulated survey responses	40 families
02/05/2015	Tender Beginnings Daycare	102-13 85th Ave Jamaica, NY 11418	Pre-school parents	Information packets responses	Tabulated survey responses	12 families
02/05/2015	Blake Milford Care Center	334 Milford St Brooklyn, NY 11208	Pre-school parents	Information packets responses	Tabulated survey responses	18 families
02/05/2015	VIP Day Care	101-09 Woodhaven Blvd Ozone Park, NY 11416	Pre-school parents	Information packets responses	Tabulated survey responses	88 families
02/04/2015	Small Wonder Preschool Annex	8866 Myrtle Ave Glendale, NY 11385	Pre-school parents	Information packets responses	Tabulated survey responses	25 families

Table 2: Public Outreach Information

Circle Academy Charter School

02/03/2015	Small Wonder Preschool Inc	9045 Myrtle Ave Glendale, NY 11385	Pre-school parents	Information packets responses	Tabulated survey responses	25 families
02/03/2015	Baby Steps Daycare	99-06 Metropolitan Ave., Forest Hills, NY 11375	Pre-school parents	Information packets responses	Tabulated survey responses	15 families
02/03/2015	PeekaBoo Daycare 2 & After School Program	89-13 85 th St., Woodhaven, NY 11421	Pre-school parents	Information packets responses	Tabulated survey responses	16 families
01/29/2015	Nadya Day Care	9736 108th St South Richmond Hill, NY 11419	Pre-school parents	Information packets responses	Tabulated survey responses	35 families
11/20/2013	TRCS - The Renaissance Charter School	35-59 81st Street, Jackson Heights, New York 11372	School Leaders/teachers	CACS School Leadership had opportunity to discuss their school design.	CACS applicant group made adjustments to the education plan based upon their feedback.	13 administrators and teachers
11/25/2013	Hellenic Classical Charter School	46 5th Avenue, Brooklyn, NY 11215	Parents/ community leaders/residents	CACS School Leadership had opportunity to discuss their school design.	CACS applicant group made adjustments to the education plan based upon their feedback.	9 administrators and teachers.
05/29/2013	Facebook Instant Surveys	Facebook/circleacademy	Parents/ community leaders/residents	Various suggestions from responders	CACS took the suggests into account as the school was developed.	

Table 2: Public Outreach Information

Circle Academy Charter School

03/13/2014 to 06/25/2016	Online Survey #1 launched...	Via circleacademycharter.org Facebook.com/circleacademy And various links....	Parents/ community leaders/residents			516
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Attachment 2A: Initial Samples of Community Outreach

Circle Academy Charter School

1. **Circle Academy Website Screen Shots** (www.circleacademycharter.org) - Evidence that the group has informed the community about the proposed charter school, including the intended location, target student population, grades to be served, and a description of the educational program(s) to be offered.
2. **CSD 27 CEC meeting Agenda documenting CACS presentation** – Evidence that the group has had a public meeting with stakeholders in the school district(s) the proposed charter school may be located.
3. **Facebook Sample** – Evidence that stakeholders in the community were given the opportunity to provide input into the design of the proposed charter school.
4. **Letter sent by CACS Board President to Kelly Portnoy, Education Director at Parsons Pre-school** following a meeting at the school – Evidence that comments received from the impacted community or communities concerning the educational and programmatic needs of students were addressed.



Planting Seeds for the Future

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Design

CACS' belief is that the most important factors in improving student achievement and growth are: a) quality of instruction; b) effectiveness of planning and collaboration among educators throughout the school; c) personalization of instruction based on ongoing identification of individual student needs; and d) a school-wide culture that emphasizes data use and continuous professional growth. CACS will hire, develop and support effective teachers through ongoing teacher recruitment initiatives, formal and comprehensive induction for new teachers, targeted professional development and a school schedule that provides for daily professional development and collaborative planning, data analysis, curriculum development and/or lesson study.

Among the key design elements of CACS are:

- *A student centered approach to teaching and learning* that incorporates blended learning strategies and other practices to create a personalized learning environment for each student. At CACS, instruction will be tailored to accommodate not only students' academic strengths and areas of challenge, but also their interests, learning styles and aspirations. This commitment to personalized learning and student-centered instruction will enable the school to identify individual student needs and deficits quickly and accurately and to respond with appropriate academic strategies and interventions.
- *An academic program that emphasizes literacy and writing across all content areas.* Research tells us that a focus at the elementary level on foundational reading, when expanded to include engaging learning experiences connected to informational texts, vocabulary and writing for content-specific purposes builds background knowledge and skills in all disciplines. Accordingly, CACS elementary classroom teachers will focus on building the foundational literacy skills necessary for students to access learning in all disciplines. Also, to prepare students for success in the increasingly technology-driven educational and career environments of the 21st Century, CACS will focus on developing students' digital literacy skills at all grade levels.
- *An extended school year*, which ensures that CACS students will have more classroom time than students in traditional NYC public schools. The extended year, along with summer reading assignments and online learning resources that can be accessed by students from home or public computers during the summer, will also combat the "summer learning loss" often experienced by students—and especially by at-risk, impoverished and minority students.
- *A school-wide commitment to establishing a robust data culture in which data is used to inform academic programs and differentiate instruction.* With the support of a full-time Data Coordinator and expert consultants, CACS' teachers and instructional leaders will be trained in analysis and use of data to improve and differentiate instruction and to monitor student progress towards meeting instructional objectives. CACS will administer a comprehensive assessment program to provide teachers with a rich array of student data. Teachers and instructional staff will work individually and in school-based data teams and PLCs to analyze data to create, deliver, reflect on and improve lessons designed to address individual student needs.
- *A school-wide culture of professional collaboration and growth* supported by ongoing professional development, extensive use of professional learning communities (PLCs) and an extended-day school schedule for teachers that includes daily 90 minute periods for collaborative planning, professional development and peer review. Ongoing and measurable professional growth is also supported by CACS' teacher evaluation system that uses multiple measures to identify areas of strength and challenge in each teacher's professional practice and to align the school's professional development initiatives to support each teacher in attaining personal professional growth objectives.
- *A commitment to serving a student population that is demographically representative of the community.* CACS has established a 20%-to-25% recruitment target for students with disabilities (SWDs), which will exceed the average SWD percentage of CSD 27. CACS will target its marketing and outreach efforts to feeder pre-schools that enroll large numbers of SWDs and leverage the experience and relationships of Founding Team members who have worked extensively with pre-schools enrolling large percentages of SWDs. In addition, CACS is committed to enrolling English language learners (ELLs) at percentages that are comparable to or greater than those of CSD 27 and will tailor its community and family outreach initiatives to ensure that ELL families are recruited to enroll in the school. The founders of CACS understand that personalized and blended learning environments have been effective in helping SWDs, ELLs and other special populations succeed in school, and they will emphasize this in its outreach and recruitment efforts for all students, including SWDs and ELLs.
- *A commitment to supporting the development of effective thinking, learning and study skills in all students through the integration of the research-based "Habits of Mind" across the school curriculum.* With online training delivered by Habits of Mind co-creator Dr. Bena Kalick and direct support from other experts, CACS will use Habits of Mind to support instruction and help students develop the skills, attitudes and dispositions necessary for success.
- *A school culture and climate that is cooperative, safe, healthy, equitable and supportive,* in which all adults in the school model the behavior and attitudes expected of students and all students, teachers and administrators contribute to building and maintaining a positive school climate. CACS will maintain a culture in which students work collaboratively with teachers and peers and are thoroughly supported by the school's teachers and administrators.

We Value Your Input!

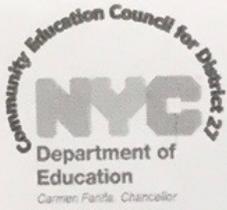
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Community Education Council For District Twenty Seven (27)

82-01 Rockaway Blvd., Rm.204, Ozone Park, NY 11416, Tel. (718) 642-5805
Fax (718) 642- 5788 - CEC27@schools.nyc.gov

Joshua Hirschman, President
Lisa Johnson-Cooper, 1st Vice President
Bibi Matadin, 2nd Vice President (BP Appointee)
Wendy Pratt-Hall, Recording Secretary
Dr. Harold Paez, Treasurer

Mary Barton, Superintendent

Sherry Algreto, (BP Appointee)
Ronnie Murchinson
Jeaneska Rodriguez, Member
Paola Strand (IEP)
Vacant (ELL)

Monday, June 20, 2016

END OF YEAR DINNER & PA APPRECIATION NIGHT!!

Acknowledgment of Assemblyman Phillip Goldfeder and Principal Shawn Rux

PA Leader's Dinner - 6:00pm

Business Meeting - 6:45 pm

Open Calendar Meeting & Special Rezoning Information -7:30 pm

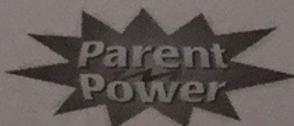
PS/MS 146Q

98-01 159th Ave.

Howard Beach, NY 11414

A G E N D A

1. Call to Order and Roll Call
2. Approval of Minutes
3. Report of President - Mr. Joshua Hirschman, CEC 27 President
4. Report of Community Superintendent – Ms. Mary Barton
Ongoing Rezoning Information for new school Q335 on Albert Road– affected schools are: **PS 63, PS 100, PS 108, PS 146 and maybe PS 124**
5. Resolutions
6. **Circle Academy Charter School – Brief information**
7. PA Presidents, Title 1, Presidents Councils, Assemblyman Goldfeder & Principal Shawn Rux recognition and appreciation!
8. Report of Committee(s)
9. Adjournment
10. Public Agenda Session





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School · Woodhaven, New York

4.6 ★★★★★

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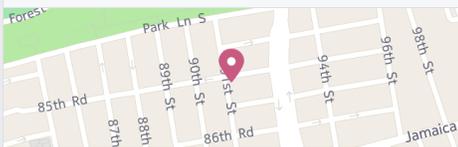
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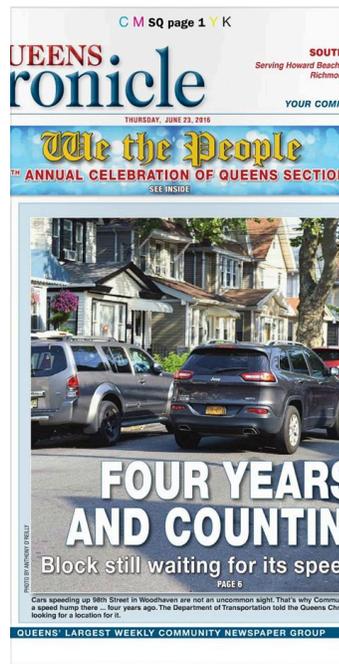
2 Scheduled Posts
Next post scheduled for tomorrow at 9:26am. See posts.



Circle Academy Charter School added 3 new photos.

Published by Michael Estep · Yesterday at 10:07am ·

Queens Chronicle this week...June 23, 2016 Edition...



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Michelle Pascucci and Martin Colberg

Write a comment...

Circle Academy Charter School >
Published by Michael Estep [?] · Yesterday at 7:54am ·

We value your input! Take our short survey!
<https://www.surveymonkey.com/r/57V8BMN>

73 people reached Boost Post

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Michelle Pascucci

Write a comment...

Circle Academy Charter School >
Published by Kimberly Messer [?] · June 24 at 2:12pm ·

At Circle Academy [Proposed] there will be a school-wide commitment to establishing a robust data culture in which data is used to inform academic programs and differentiate instruction. With the support of a full-time Data Coordinator and expert consultants, CACS' teachers and instructional leaders will be trained in analysis and use of data to improve and differentiate instruction and to monitor student progress towards meeting instructional objectives. CACS will administer a comprehensive assessment program to provide teachers with a rich array of student data. Teachers and instructional staff will work individually and in school-based data teams and PLCs to analyze data to create, deliver, reflect on and improve lessons designed to address individual student needs.

Circle Academy Charter School
[Proposed]

Circle Academy will open in August 2017 (pending approval) with students in Grades K-1, ultimately serving students in K-8 in CSD 27.

The mission of Circle Academy Charter School (Circle Academy) is to provide its kindergarten through 8th grade students with a strong and thorough academic foundation and prepare them to thrive as creative scholars, critical thinkers and responsible citizens. Circle Academy students will develop a passion for learning, strong academic skills and proficiency in all subjects within a safe and supportive school culture. Circle Academy is committed to addressing the academic and developmental needs of each student and to partnering with parents and the community to help it achieve this goal.

Planting Seeds for the Future

PROPOSED LOCATION: CSD 27 - Woodhaven
Mailing Address: 86-27 91ST STREET WOODHAVEN, NY 11421
909-466-4651 PHONE: CIRCLE.ACADEMY.CHARTERSCHOOL.ORG

CircleAcademyCharter.org



Victoria Hamilton

January 28 at 8:54am

Is there any update on when the school will be open for woodhaven

1 Comment

Like · Comment · Message



Challenge Charter Middle School

January 9 at 8:38am

See photo

2 Likes

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Challenge Charter Middle School

January 9 at 8:37am

See photo

Like · Comment · Message

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4.6 of 5 stars
7 reviews



Jetaun Cheri Staggers

3★

March 28, 2014

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David Esfhani

5★

March 17, 2014

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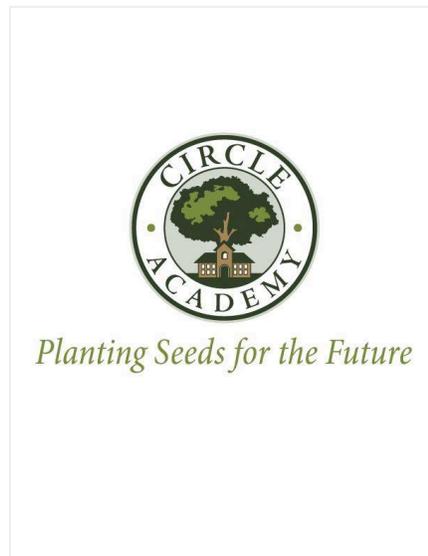
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Circle Academy Charter School

Published by Kimberly Messer [?] · June 23 at 9:56am

One of the Key Design elements of Circle Academy [Proposed]: An extended school year, which ensures that CACS students will have more classroom time than students in traditional NYC public schools. The extended year, along with summer reading assignments and online learning resources that can be accessed by students from home or public computers during the summer, will also combat the “summer learning loss” often experienced by students—and especially by at-risk, impoverished and minority students.



36 people reached

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Circle Academy Charter School

Published by Kimberly Messer [?] · June 22 at 2:54pm

DID YOU KNOW? Our proposed Circle Academy is based around Key Design elements such as:
An academic program that emphasizes literacy and writing across all content areas. Research tells us that a focus at the elementary level on foundational reading, when expanded to include engaging learning experiences connected to informational texts, vocabulary and writing for content-specific purposes builds background knowledge and skills in each discipline. Accordingly, CACS elementary classroom teachers will focus on building the foundational literacy skills necessary for students to access learning in all disciplines. Also, to prepare students for success in the increasingly technology-driven educational and career environments of the 21st Century, CACS will focus on developing students' digital literacy skills at all grade levels.

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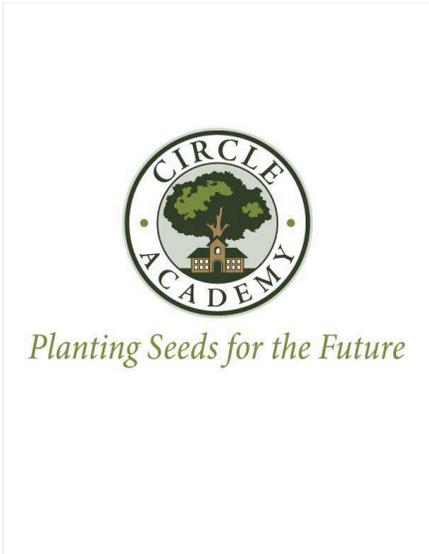


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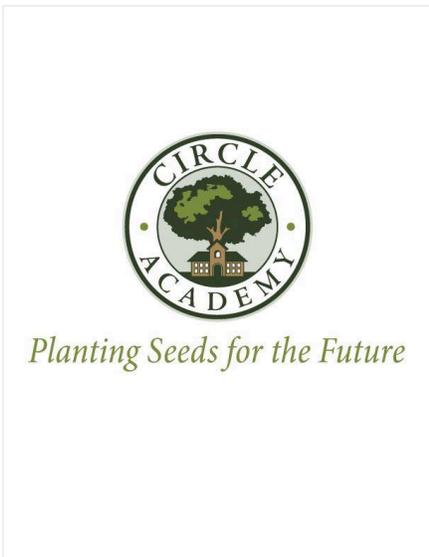
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Circle Academy Charter School

Published by Kimberly Messer [?] · June 21 at 9:53am

CACS [Proposed] is designed around several Key Design elements such as:
A student centered approach to teaching and learning that incorporates blended learning strategies and other practices to create a personalized learning environment for each student. At CACS, instruction will be tailored to accommodate not only students' academic strengths and areas of challenge, but also their interests, learning styles and aspirations. This commitment to personalized learning and student-centered instruction will enable the school to identify individual student needs and deficits quickly and accurately and to respond with appropriate academic strategies and interventions.



55 people reached

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Michelle Pascucci

Write a comment...

Circle Academy Charter School added 4 new photos. Published by Michael Estep June 21 at 7:59am

Circle Academy enjoyed the opportunity to update NYC DOE CSD 17 Community Education Council and the audience in attendance Monday night, June 20, 2016 at PS/MS 146Q in Howard Beach. Our thanks to CSD 27 Community Superintendent Mary Barton, CEC 27 President Joshua Hirschman, CSD 27 CEC rep. Hazel Wellington and the members of the CEC for giving us time during the program honoring NYS Assemblyman Phillip Goldfeder and MS 53 Principal Shawn Rux. CACS Applicant Group members Michelle Pascucci and David Esfhani was present and enjoyed interacting with those in attendance! A special thanks to NYS Senator Joseph Addabbo for the opportunity to meet with him following the event.



105 people reached

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Toniann Zito, Kathy Givens and 2 others

Write a comment...

Circle Academy Charter School Published by Michael Estep June 20 at 2:50pm

Circle Academy will be joining Ed Wendell on Radio Free Woodhaven Friday night July 1 at 10:00 PM - feel free to call in with your questions or comments at 646-378-1612...here is a link to the show...

http://www.projectwoodhaven.com/p.../radio-free-woodhaven.html

Radio Free Woodhaven - LIVE Friday Nights at 10 PM

Note: Click on the link above around 10 PM EST to listen LIVE. Or, come back later and click on these links to listen to it.

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Planting Seeds for the Future

June 11, 2016

Kelly Portnoy, SBO
Education Director
Parsons Preschool
231-10 Hillside Ave.
Queens Village, NY 11427

Dear Ms. Portnoy:

As Board President I wanted to respond to the input and concerns expressed from some of the parents and staff of our proposed school's commitment to serving the needs of students with disabilities (SWDs).

We have updated the language of our Letter of Intent to the following based upon the input of your and other parents of SWDs during our outreach efforts:

- *A commitment to serving a student population that reflects the diversity of the community.* CACS has established a 25% recruitment target for students with disabilities (SWDs), which will exceed CSD 27's average SWD percentage. CACS will target its outreach efforts to "feeder" pre-schools that enroll large numbers of SWDs and leverage the experience and relationships of Applicant Group members who have worked extensively with CSD 27 pre-schools.
- **Enrollment and retention of SWDs, ELLs, and students who are eligible for FRL**
 - CACS will work aggressively to attract, recruit and retain all students, and particularly ELLs, SWDs and those eligible for FRL. Outreach to families of special populations will emphasize the school's supportive academic model and personalized learning environments in which their children will receive highly individualized attention and instruction. CACS will retain its students, particularly those from at-risk populations, chiefly because of the effectiveness of its personalized instructional approach that not only uses data to inform instruction but also provides effective supports and interventions to ensure that no child "falls through the cracks."
 - CACS' outreach and student recruitment initiatives will target those CSD 27 neighborhoods where a predominance of low-income/poverty-level families and non-English speaking families reside. It will leverage the community-based contacts of the Applicant Group, particularly those members who are affiliated with CSD 27 preschools serving SWDs. CACS will reach out to community leaders including clergy, elected officials, nonprofit administrators, directors of



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preschools and Head Start programs and others who serve SWDs and their families, non-English speaking residents and/or economically disadvantaged families. All recruitment and application materials will be available in the predominant languages of the community. CACS representatives will host family information sessions *within* the identified communities—such as in houses of worship and local community-based organizations and early childhood centers (especially Head Start and pre-school programs serving low income children, ELLs and SWDs). These meetings will highlight the academic program, curriculum, inclusive school culture, support and intervention services and student support personnel specifically focused on ELLs, SWDs and Title I children. CACS will advertise in local newspapers, including those focused on minority populations, and on its website with descriptions of how CACS is welcoming to and supportive of all students, including FRPL, ELLs, and SWDs.

- CACS will retain SWDs, ELLs and economically disadvantaged students through its highly responsive, personalized school model and its proactive approach to engaging parents in the life of the school. Also, CACS will employ a comprehensive academic intervention program to ensure that SWDs, ELLs and students eligible for FRP meet and exceed NYS CCLS. CACS will have a strong Response to Intervention (RtI) process in place to identify struggling students through data and classroom observations and establish collaborative, evidence-based interventions supported by special education teachers, ELL Specialists, social workers, a behavior specialist, and reading specialists.
- For SWDs, two of the three classrooms in each grade will be ICT classrooms. CACS will have a Special Education Coordinator and, in addition to the SPED teachers who teach in ICT classrooms, two SPED teachers (1 in each grade span K-2, 3-5 and, in the second charter term, 6-8) to provide Special Education Teacher Support Services (SETSS) in a push-in or pull-out setting to SWDs mandated to receive SETSS who may not be assigned to ICT classrooms. CACS will also contract with outside providers for related services not provided by the school's staff. For ELLs, CACS will ensure that LEP students/ELLs receive all necessary services, with ELL Specialists providing classroom teachers with specific strategies like sheltered instruction to support ELLs (and former ELLs) and providing direct instructional support to ELLs in a push-in and pull-out model. Students who qualify for FRL may fall into a number of categories, including ELLs and SWDs and will receive services accordingly. In addition, CACS will also have on staff reading specialists who will work collaboratively with classroom teachers in both a push-in and pull-out model in order to address struggling students' academic needs.

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We welcome your school's continued input through our application development and hopefully upon approval as we open and operate Circle in a way that meets the needs of your children and their families.

We will provide your parents and the parents of all of your school's locations with our final NYSED Letter of Intent.

Thanks again for your leadership as Education Director and your assistance in gaining insight from your parents and staff about Circle's design and plans!

Sincerely,

Richard Bernstein
President
Board of Trustees

CC CACS Planning Team Members