



PHASE I: Letter of Intent

Created: 06/22/2015

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Basic Contact and Application Information

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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 or an Existing Education Corporation is submitting this Round 1 Letter of Intent.

Applicant Group LOI to establish a single, brand new charter school

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(s)).

School Name	Education for Tomorrow Bronx Charter High School
Grades Served (K-5, .6-8, 9-12, etc.) During Initial Term	9-12
Number of Students During Initial Term	400

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
Proposed/Current Board Chair	Cynthia McCallister	[REDACTED]	[REDACTED]
Public/Media Contact Person	Paul Pignataro	6466408445	paulpignataro@yahoo.com

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

<http://www.educationfortomorrow.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.

(See pages 45-46 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

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 is written in a cursive style and appears to read "Cynthia Marshall".

Date

2015/06/22

Thank you for completing this form.

I. Applicant Group Information

a. See Table 1.

b. See Table 1.

c. **Public Contact:** Cynthia McCallister, Education4Tomorrow@gmail.com

d. **Application History:** Two members of the Applicant Group previously made charter applications to the NYSED. Cynthia McCallister led a team in the March 2015 NYSED charter application round (Education for Tomorrow). Jon Green, Director of Charter Schools, New Visions for Public Schools, contributed to the New Visions for Public Schools charter application process, which submitted applications in the Spring 2015 round. Paul Pignataro led a team to submit a Letter of Intent for New York Academy of Finance Charter School in February, 2015.

II. Proposed Charter School Information

a. **Proposed School Name:** Education for Tomorrow Bronx Charter High School (EFTBCHS)

b. **Proposed School Location:** Bronx Community School District (CSD) 9 or 10. EFTBCHS will request to be located in NYC DOE facilities. If co-location is not possible, the EFTBCHS team has begun working with community members and real estate brokers to identify private facilities in CSD 9 and 10.

c. **Planned Grades and Enrollment:** At full capacity, EFTBCHS will serve 400 students in grades 9-12, starting in 2016 with a full 9th-grade class and a small 10th-grade class. Our education model has a demonstrated record of successful integration of new students into academic programs and school culture; therefore, we will backfill from the waitlist in all grades as spaces are available. Planned enrollment in each of the five-years of the charter term is presented below.

	Year 1	Year 2	Year 3	Year 4	Year 5
9 th	100	100	100	100	100
10 th	40	100	100	100	100
11 th		40	100	100	100
12 th			40	100	100
TOTAL	140	240	340	400	400

d. **Proposed Management and/or Partner Organization(s):** None.

e. **Proposed School Mission:** The EFTBCHS curriculum emphasizes self-responsibility and deep engagement in learning through a student-centered, field-based educational model, dually-focused on college readiness and career preparation. By developing intellectual, social and life skills, and dispositions of perseverance and resilience, all EFTBCHS students will graduate ready to succeed in college or career, with a sense of purpose and sufficient preparation to make the changes they want to see in their world.

f. **School Overview:** The educational program at EFTBCHS is designed to insure all students meet the learning objectives outlined in the School's mission. Specifically, the curriculum will provide sufficient opportunity for every student to develop a sense of purpose about their education, deep engagement in their learning, self-responsibility to achieve high learning goals, and opportunities to explore a wide range of possible vocational options. EFTBCHS's multi-faceted education model is designed to achieve this mission. Key design features of the school are described below:

The Learning Cultures® program. EFTBCHS will implement the Learning Cultures® model in core content subjects. Learning Cultures® is a comprehensive school development program that emphasizes non-cognitive skills, such as student responsibility and social cooperation, as a means to support academic achievement

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and social development. The model is organized around classroom systems, organizational systems, and curriculum systems. At the classroom level, each period is organized into activity formats designed to maximize student autonomy, engagement and social interaction. These formats include: Cooperative Unison Reading®, Work Time, Learning Conferences, Content Share, Writing Conferences, Small Group Instruction and Responsibility Teams (see: www.LearningCultures.net). Procedures for each format are prescribed in a rubric. Teachers use the rubrics as tools to coach students to strategically engage in cooperative problem solving and/or independent work in order to learn standards-based content. Over time, students become increasingly adept at goal setting, planning and pacing their own work. As they gain independence, students increasingly rely on peer collaboration as learning strategy, a skill highly valued in the 21st Century workplace. The organizational systems feature a model distributed leadership in which designated teachers serve as “leads” in five critical areas of the school: *Curriculum, professional development, assessment, school culture, and student support*. Lead responsibilities and year-long goals are elaborated into an annual implementation plan used to evaluate school progress. In collaboration with the principal, leads help evaluate school needs and implement program components in each domain.

Learning Cultures® has a proven track record of success in eight NYC schools (see <http://bit.ly/1LaTeAE>). In an evaluative study of the pilot implementation of LC on a school-wide scale at the Jacob Riis School (JRS) in Manhattan from 2007-2012, ELA and Math achievement was compared to 5,000 students in 10 other demographically similar schools. This study demonstrated statistically-significant gains in both content areas during the first year of implementation, with increased gains maintained throughout the duration of the study. JRS English Language Learners (ELLs) outperformed the general population of JRS students by three times.¹ Similar achievement gains have been replicated in seven other schools since 2011, with ELLs, Students with Disabilities (SWDs), over-age and “bottom-third” students consistently demonstrating even larger gains than the general population. LC was used as a school turnaround strategy at Urban Assembly High School for Green Careers (UAGC), an unscreened school that was one of the 5 lowest performing NYC high schools in 2012. The graduation rate at UAGC increased by 11% in 2014, and pass rates for the English and Living Environment Regents exams doubled. High School of Language and Innovation, where LC was used as a school-founding model, will graduate its first class in 2015. These students, 80% of whom are ELLs, will have had LC for four years and 25% of the cohort is on track to graduate with Advanced Regents diplomas. At Urban Assembly Unison School, where LC was implemented in 2013-14 as a turnaround strategy, the Violent and Disruptive Incident Report rating declined from 5.6 incidents per student in 2013 to 0.54 incidents per student in 2014.

An “Irresistible” School Day: Every facet of the EFTBCH experience is designed to boost achievement, develop relationships with peers, and ignite students’ passions and interests within and outside the boundaries of school. The curriculum as a whole presents every student with a program of learning experiences that are rewarding and pleasurable, while also academically rigorous. Symbolic of EFTBCHS’s commitment to making sure that every student experiences school with a sense of full involvement and enjoyment is the *gaming program*. Based on game theory, students organize themselves into teams and participate in an on-going tournament system. This program develops strategic thinking and problem solving, and contributes to a sense of “we-ness” shared by members of the school community.

¹ C. McCallister, D. Olson & C. Emeling. (in process). *Learning Cultures: A new model for enhancing literacy learning*.

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Integrated Social-Emotional Learning (SEL): The school's educational model integrates SEL into the core curriculum. Each format rubric, described above, specifies procedures for social interaction that support non-cognitive skills (e.g., mindfulness, self-regulation, perspective-shifting, cognitive control). Students have integrated opportunities give and receive feedback on social-emotional skills and dispositions by teachers and peers in order to strategically develop SEL skills. A self- and peer-assessment tool that measures the SEL domains of *cooperation, discipline, effort, emotions* and *purpose* is implemented in multiple regular cycles throughout the school year. This tool is used for progress monitoring purposes alongside academic data.

Field Learning and Career and Technical Education (CTE): Students will spend 10-20% of their time in field learning under the direction of a Field Learning Coordinator. Field learning in Years I and II will provide foundational experiences in STEM, arts and history through a curriculum that integrates classroom instruction in core content subjects with bi-monthly, day-long visits to museums, work places and cultural institutions. During Years III and IV, students will spend one day each week at a satellite campus in Lower Manhattan, where they will take coursework on career education, finance, entrepreneurship, branding and marketing, and during which they will begin working toward selected CTE endorsements and take part in internships and work opportunities. EFTBCHS's field program is a venue for CTE, supporting students to expand world-awareness, and acquire curiosity, adventurousness, and confidence about their college and career options beyond high school.

Genre Practice: All students participate in mandatory writing classes, in which they take responsibility to write about topics of their choice in appropriate forms that align with Common Core writing requirements. They learn how different forms of writing function in society, and how to flexibly and effectively use knowledge of writing genres to communicate with intended audiences. Students learn to master standards-based writing genres by using writing as a tool for meaningful self-expression. Students engage in frequent cycles of small-group and large-group sharing, exchanging feedback, and revising, thereby gaining the 21st Century speaking and listening skills outlined in the Common Core State Standards.

Integrated Athletics: The school will house a boxing and fitness club, providing students daily opportunity to develop personal fitness. Opportunities to be coached in the disciplined sport of boxing, in addition to mindfulness training, strength training, and yoga, will allow students to experience tangible results of goal setting, perseverance, endurance, and strategy. The coaching team will work with students in classrooms to support participation in the learning formats. Leveraging their skillset in coaching and their unique relationships with students, coaches will offer extra support to all students, especially those exhibiting challenging behaviors or having difficulty self-regulating to academic tasks.

g. Target Population/Community Served: EFTBCHS will address an urgent need for enhanced educational opportunities for students who are at a high risk for educational failure in CSDs 9 and 10. In 2014, fewer than 3% of CSD9 ELLs and SWDs scored at or above proficient on the ELA exam, and fewer than 6% of ELLs and SWDs were at or above proficient in Math. By encouraging enrollment of ELLs, SWDs, over-age and under-credited students, EFTBCHS will combat above-average dropout rates and below-average graduation rates in CSDs 9 and 10. EFTBCHS will also meet the existing high need for quality educational choices. In 2014, there were 4,301 applicants for 811 seats at charter schools in CSD 9. EFTBCHS will conduct an ambitious outreach effort to students living in temporary shelters. With the second highest rate of homelessness out of any NYC school district, CSD 9 was home to over 6,000 homeless students during the

2012-2013 school year. In City Council Districts 14 and 15, where CSD 9 lies, there are a total of 16 shelters serving a total of 1,116 homeless families. EFTBCHS will recruit and serve students living in these shelters.

h. Replication of High Quality School Models: EFTBCHS is not a charter replication

III. Enrollment and retention of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program: It is our priority to recruit and retain an equal or larger proportion of ELLs, SWDs, free and reduced price lunch (FRPL) applicants, and over-age, under-credited students as compared to the current district averages.

Recruitment of those identified in the school's mission: In order to recruit over-age/ under-credited and homeless students, EFTBCHS will engage in continued outreach and relationship-building with principals and guidance counselors in CSDs 9 and 10. Additionally, members of the New Settlement Apartments Parent Action Committee (NSAPAC) (see below, *Public Outreach*), which represents a constituency of 100 CDS 9 parents, have been engaging in training in the LC model via our online video series and meetings with members of the EFTBCHS team since December 2014. Members of this organization will join the Applicant Group to host information sessions for parents, hold public meetings, and travel to make presentations at community centers as part of the recruitment effort. Our two Trustees who live in CSD 9 will disseminate information about EFTBCHS in their routine involvement with community youth and education organizations.

Recruitment of ELLs: We will utilize multilingual outreach in a variety of modes. As one of the most effective recruitment methods is word-of-mouth, students from peer mentoring programs at other LC schools will act as EFTBCHS ambassadors, meeting with prospective students and families of the same national origin/language group. Many existing LC peer mentors are ELLs who embody the academic and leadership achievements that are possible for students of this subgroup through a curriculum that supports self-determination.

Recruitment of SWDs: Our outreach includes visiting and providing school information to middle schools and high schools in CSDs 9 and 10, as well as utilizing our existing relationships in the community in order to reach out to parents of students with IEP's and organizations identified as servicing students with disabilities. EFTBCHS will also work with the Committee on Special Education for CSDs 9 and 10, and the NYC DOE enrollment office to inform them of our capacity to meet the needs of SWDs.

Recruitment of FRPL students: EFTBCHS will target intensive recruitment efforts to FRPS students in CSD 9, where 93% of students 9 are eligible for free and reduced price lunch. By engaging in community outreach in local shelters, food banks, and tenant organizations of low-income housing projects, we will recruit socio-economically disadvantaged and homeless students.

Retention of those identified in the school's mission: Key retention mechanisms for all of the target subgroups are embedded in the LC model and the design of the school. The LC program is especially well suited to meet the needs of these high subgroups as it focuses on self-determination and building strong positive emotional connections to school. With the combination of teacher support and increasing familiarity with the *formats*, over time students build a sense of independence and responsibility. As they become more autonomous and independent in working at the right level of skill and challenge, intrinsic motivated to succeed and stay in school increases. Additionally, the school will implement Response to Intervention (RTI), whereby students' progress is consistently monitored in the general education classroom. Those who do not adequately respond to general, 'Tier I' instruction are provided increasingly intensive assistance according to need in either Tier II interventions (targeted small-group instruction) or Tier III (one-on-one instruction) to maintain expected academic progress.

Retention of ELLs: In addition to taking part in general curriculum activities in heterogeneous groups, ELLs will take part in 'sheltered' Cooperative Unison Reading® groups, which are facilitated by an ESL teacher three times per week in order to secure confidence and initiative to use English to communicate and learn. The teacher team will also regularly monitor the progress of ELLs using Curriculum-Based Measures (CBMs) in oral reading fluency, reading comprehension, writing, and math. The results of these assessments will be analyzed for growth patterns and shared with students so that each ELL can engage in a continuous goal setting process with a member of the teacher team. The LC model is grounded in the evidence-based *usage-based* theory of language acquisition. Students learn new linguistic abilities by using new skills in context. Rather than relying upon didactic, explicit grammar instruction or leveled reading assignments, students participate in group activities that support language development and content learning. This theoretical underpinning results instructional practices that are rigorous and supportive of ELLs' achievement.

Retention of SWDs: RTI will be used to identify and support SWDs. CBMs are administered to all SWDs on an on-going basis. A Student Support Team, including the Principal, teacher leads for assessment and student support, the ELL Coordinator and Special Education Coordinator will consistently monitor academic and behavioral data for all students and to make recommendations for Tier II and/or Tier III interventions. The athletic coaching staff will support SWDs in their independent work and small-group instruction formats.

Retention of FRPL students: The elements of fun that are infused throughout our school day, including boxing and gaming, are motivating factors that increase retention. Additionally, LC is a curriculum of collaborative learning. As students become accustomed to learning from their peers and engaging in cooperative learning, they experience positive social pressure which supports engagement and attendance.

IV. Public Outreach and Community Support: EFTBCHS has engaged in a rigorous community outreach campaign to inform the public and solicit meaningful feedback regarding the needs of CSD 9 students.

Parent Outreach: Our team has repeatedly met with leaders of the Parent Action Committee (PAC) of the New Settlement Apartments (NSA), an organization of community members and parents dedicated to school reform in CSD 9. We have met with, presented to, and engaged in feedback discussions with this group on a frequent basis. We also attended a NSAPAC General Meeting where we presented our school to 35 CSD 9 parents, and presented and solicited feedback from the PTA at P.S. 294 in CSD 9. We have received a total of 82 signatures indicating support for the school.

Meetings with Elected Officials: The Applicant Group has met with elected officials and/or staff members from the offices of Assemblywoman Latoya Joyner, Councilman Ritchie Torres, Councilman Fernando Cabrera, and Bronx Borough President Ruben Diaz. We expect letters of support from each of these elected officials. We have reached out to Assemblyman Michael Blake and Assemblyman Marcos Crespo.

Outreach to Community Organizations: Members of the Applicant Group presented to both the Youth and Education Subcommittee and the full board of Community Board 4, answering questions and soliciting feedback from both groups, and received a letter of support from Community Board 4. Our team has reached out to Community Board 12. We met with one of the members of Community Education Council (CEC) 9 and offered to meet with the Council as a whole. We met with the Director of Advocates for Children, who gave a commitment to disseminate information about our school to their constituency. We participated in Enlace Women's Network Group's career development event for high school girls and presented information about our school. We reached out to the following community organizations to offer information about our school: A House on Beekman, Bronx Youth Empowerment Program, Coalition for Educational Justice, Families for

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Excellent Schools, New York City Parents' Union, Northwest Bronx Clergy, South Bronx Rising Together, and We Stay Nos Quedamos Inc.

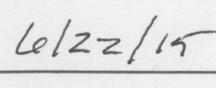
Web Outreach: To raise awareness of our application and facilitate communication with and feedback from the community, we have established a web presence, including an EFT Facebook page, a website (www.educationfortomorrow.org), and an online video series explaining the LC model and the design of the school. An introductory video is being circulated among community members by NSAPAC. If our school is approved, the video will be translated into French and Spanish versions in order to reach the sizable West African and Dominican communities of the target districts.

Initial Assessment of Parent Interest: There has been strong parent interest at every EFTBCHS presentation, with parents repeatedly indicating that they would apply to enroll their children in the school. Feedback received from parents and community members has been integrated into our school design. The importance of offering CTE options and pathways towards both college and career was repeatedly expressed by parents, who also articulated the expectation that the school would provide targeted academic support for the large constituency of ELLs and multi-lingual outreach so that families could be actively involved in the school. Parents also underscored the importance of integrated literacy support in the curriculum, and expressed overwhelming support for the Cooperative Unison Reading® element of the LC model. Parents expressed concern regarding the current lack of high school seats in CSD 9, many sharing that their children have to leave the district in order to attend high school in neighboring school districts.

V. Proposed Board Chair Signature and Date



Chair, Board of Trustees



Date

NAME OF APPLICANT GROUP MEMBER	EMAIL ADDRESS	CURRENT EMPLOYMENT
Celestino, Michele	[REDACTED]	Self-employed
Gordon, Edmund	[REDACTED]	Professor Emeritus, Yale University
Green, Jonathan	[REDACTED]	Director of School Leadership, Charter Schools Divison, New Visions for Public Schools
Jarrell, Emily	[REDACTED]	Principal, The Urban Assembly Unison School
Li, Rongnan	[REDACTED]	Associate, Citilight Capital
McCallister, Cynthia	[REDACTED]	Associate Professor, New York University
Olson, David	[REDACTED]	Professor Emeritus, University of Toronto/OISE
Pignataro, Paul	[REDACTED]	Owner, New York School of Finance
Piller, Amy	[REDACTED]	Assistant Principal, The Urban Assembly Unison School

Summers, Ronnette



Senior Associate,
Guggenheim Securities

TABLE 1: APPLICANT GROUP INFORMATION

***Minimum of 5 members must be designated as Trustees**

RELEVANT EXPERIENCE, SKILLS, AND ROLE ON APPLICANT GROUP (Key Words)	PROPOSED ROLE (if any) (Trustee, Employee, Consultant, or No Continuing Role)	PROPOSED POSITION ON THE BOARD (e.g., officer, trustee, or constituent representative)
Certified NY State school administrator	Trustee	Trustee
Renowned developmental psychologist, Founder and former Director, Institute for Urban and Minority Education. Research on human diversity and pedagogy, academic achievement and the 'achievement gap.' Evaluated original Head Start program. Founded and former Director, Institute for Research on African Diaspora in the Americas and	Trustee	Trustee
Former Executive Director, The Urban Assembly; School Evaluation; School Improvement and Reform; Principal Leadership; Curriculum Development	Trustee	Trustee
School Operations, Teacher Evaluation, Curriculum Development, Education Plan Committee, Teacher Professional Development; School Reform/Restructuring; Community Activism	Trustee	Trustee
Finance, Charter school development	Trustee	Trustee
Curriculum Development; Education Plan Committee; Public Outreach Committee; Fundraising; Teacher Evaluation; Leadership Development; Student Assessment; CTE Program Development; Creator of Learning Cultures education model; creator of Learning Cultures discipline program; creator of Genre Practice literacy model; school reform and restructuring.	Trustee	Board Chair
Cultural Psychologist, world-renowned literacy theorist, developer of a theory of self-responsibility in learning, developer of a theory of institutional school reform.	Advisor	N/A
Teaching and instruction, finance and banking	Trustee	Trustee
Assessment Systems, School-Founding Experience, Professional Development Systems, Technology/App Development, School Culture Systems, Education Plan Committee.	Trustee	Trustee

Community Organizing, Public Outreach Committee, Community-based School Reform	Trustee	Trustee/Constituent Representative
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LENGTH OF INITIAL TERM	VOTING MEMBER (YES OR NO)
1 Year	Yes
n/a	n/a
n/a	n/a
2 years	YES
1 years	YES
1 years	Yes
n/a	Yes
1 Year	YES
1 Year	YES

2 Years	YES
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