



# PHASE I: Letter of Intent

Last updated: 06/24/2016

## 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	Flagship Community Charter School (FCCS)
Grades Served (K-5, .6-8, 9-12, etc.) During Initial Term	6-12
Max Number of Students During Initial Term	500

### **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	Dennie Wilson	[REDACTED]	[REDACTED]
Public/Media Contact Person	Dennie Wilson	[REDACTED]	[REDACTED]

### List of Key Design Elements

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

1	Small School
2	Excellent Teachers
3	High Dosage Tutoring
4	More Time on Task
5	High Expectation
6	Parental Involvement
7	(No response)
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.**

(No response)

**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	(No response)
Partner Organization 1	(No response)
Partner Organization 2	(No response)

**Proposed Board Chair Signature**

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

Dennie Wilson

**Date**

2016/06/24

**Thank you for completing this form.**

# Flagship Community Charter School (FCCS)

## I. APPLICANT GROUP INFORMATION

**a. Applicant Group:** The applicant group for Flagship Community Charter School (FCCS) consists of a diverse background of professionals in the discipline of education, diplomacy, real estate, accounting, engineering, social work, school safety, fund raising and philanthropy, school startup and operating experience. The applicant group is committed to: (i) designing and governing a school to meet the learning needs and raise the achievement of the highest-need students and students at risk of academic failure; (ii) using assessment data to serve, inform, and enhance teaching and learning. See Table 1 for details. Dirk Tillotson Esq. and his team from New York Charter School Incubator, along with James Stovall from Boost Ed have reviewed our application and supported it. Both will be instrumental in our start up process.

**b. Current or Proposed Roles of Applicant Group:** See Table 1 for details.

**c. Public Contact:** Dennie Wilson: [Dmjw17@yahoo.com](mailto:Dmjw17@yahoo.com) 347-860-4090

**d. Application History:** The applicant group has previously applied through the NYCDOE in 2010 under the name 'Community Charter School for Success' and again to NYSED in 2012, 2013 and 2014 as Rockaway Community Charter School. Applications were declined in all cases. Our 2015 application for Flagship Community Charter School was withdrawn while we attended to the recommendations made by your team of reviewers. We have since adopted some of the successful methods of MATCH Public Charter School in Boston. MATCH is a middle and high school serving the high needs of a population---93% minority, 77% living below the poverty line-with consistent success.

**New Applicant and Prospective School Trustee Background Information:** See Attachment 5a

## II. PROPOSED CHARTER SCHOOL INFORMATION

**a. Proposed School Name:** Flagship Community Charter School (FCCS).

**b. Proposed School Location:** The proposed location is NYC Community School District (CSD) 29. The Applicant Group will submit a request to NYCDOE's Office of Portfolio for co-location. We are also exploring leased facility options.

### Planned grades and enrollment in each of the years of the proposed charter term

Grades	Ages	Number of Students				
		Year 1 2017-2018	Year 2 2018-2019	Year 3 2019-2020	Year 4 2020-2021	Year 5 2021-2022
6	11-12	75	75	75	75	75
7	12-13		75	75	75	75
8	13-14			75	75	75
9	14-15				75	75
10	15-16					75
<b>Total Students</b>		75	150	225	300	375
<b>Classes Per Grade</b>		5	5	5	5	5
<b>Average Number of Students Per Class</b>		15	15	15	15	15

We acknowledge we may have attrition; however, FCCS will aggressively replace any students lost through attrition. This operation will take place over the life of the charter for grades 6 through 12.

**d. Proposed Management and/or Partner Organization(s):** FCCS currently has no proposed Management/or Partner Organization. We will however, work with Community Based Organizations (CBOs) as well as colleges that will provide various forms of support, both academic and otherwise. The applicant group has already received a commitment from Medgar Evers College. We have engaged The New York City Charter School Center (NYCCSC) to help get our school started, to build community and political support so that we can flourish as a high quality charter school. NYCCSC offers everything from instructional seminars to workspace for startup teams so we can move steadily toward opening our doors in 2017. We have started working with this organization since 2009 and have been to several workshops they have sponsored over the years.

**e. Proposed School Mission:** The mission of Flagship Community Charter School (FCCS) is to prepare our students to succeed in the college of their choice and a life of active citizenship. Our goal is that all our students will enroll in and graduate from a four-year college upon graduating from Flagship Community Charter School. Our mission will be accomplished by combining high academic and behavioral expectations for our students with a high level of individual attention to each student's needs.

**f. School Overview:** Flagship Community Charter School, along with educational professionals, will promote excellence through academic rigor and high expectations. The Flagship Community Charter School model replicates the successful methods of the MATCH School in Boston. MATCH has had a great deal of success with an integrated tutoring corps: Although the students are overwhelmingly minority and low-income, MATCH is frequently ranked among the best high schools in the country and 90+% of its graduates are either still in college or have attained a degree. The Flagship Charter School is a "No Excuses" school. Our schools' mission is to prepare our students to succeed in college by combining a culture of high expectations with ample attention to individual students' needs. A key distinguishing element of Flagship, taken from MATCH, is our residential Tutor Corps. Like the MATCH Corps, we will establish a one-year fellowship program for recent college graduates who work full-time at our school as tutors. Every student at Flagship Community Charter School receives tutoring for 2 hours a day every day. The Tutor Corps is a selective group of recent college graduates who have committed to this work for one year and are provided with housing and a modest stipend. The course of a Flagship school day moves between two interconnected spheres – the classroom and the tutorial. In the classrooms, students will participate in interesting lessons, learning with their peers in an exciting setting led by a highly-skilled teacher who is responsible for setting the pace, introducing new content and monitoring students' progress. Flagship Charter leverages effective teachers' strengths—facilitating lessons that engage and motivate students-and uses the lower-cost tutorial to reinforce material and differentiate instruction.

### **Key Design Elements**

Whether a student is ready to succeed in college and beyond depends on more than satisfying the requirements for high school graduation. College success requires higher-order thinking skills, a passion for reading and discovery, deep mastery of content and character traits like courage, perseverance and respect. Our approach will ensure that all of our students leave Flagship Community Charter School with the tools they need to graduate from a competitive college or university. We will accomplish our mission by leveraging key aspects of other high-performing charter middle and high schools, most notably the MATCH school in Boston. The Flagship Community Charter School will distinguish itself through several key aspects:

- Small school
- Excellent teachers.
- High dosage tutoring.
- More time on task.
- High expectations.
- Parental Involvement

**Small school:** With 75 students per cohort and a maximum enrollment of 525 students in grades 6-12 (split between middle school and high school programs); we will maintain a close-knit community, where every student feels known and cared about. Small schools have been shown to be effective at increasing student achievement in the middle and high school grades, as measured by Advanced Placement courses, graduation rates and college matriculation. Small schools have also been shown to have lower incidences of aggressive behavior, substance abuse and gang participation, particularly among low-income and minority students.

**Excellent teachers:** Passionate, relentlessly hard-working teachers will focus on providing rigorous, college-preparatory instruction while connecting with each student as an individual. Teachers will be freed from administrative burdens so they can do what they do best: Engage students and deliver outstanding lessons.

**High dosage tutoring:** Via the Flagship Community Tutor Corps, every student receives two hours of tutoring every day. Tutors develop students' academic skills and study habits and build strong relationships that increase student and family engagement with the school's mission and core values.

**More time on task:** The Flagship Community Charter School day starts at 7:45 a.m. and runs until 4:45 p.m. Students at-risk of falling behind will attend Saturday School.

**High Expectations:** We have high academic expectations for all members of the Flagship community. Unlike most traditional public schools, students must earn a 70% to pass each class. All students are required to take Advanced Placement courses during their junior and senior years and all students will enroll in a real college course during their senior year, during our second charter term.

**Parent Involvement:** FCCS recognizes the value of parents/guardians, and will work to actively involve them in their child's learning experience. In compliance with Education Law 2851(2) (c), FCCS will be a school in which the voices of families are valued and have an impact on the policies of the school. FCCS's counselors and social worker will be knowledgeable about the community resources available to help parents. Parents will be provided with opportunities to be involved in the Parent Teacher Association (PTA), and to participate in various school activities. The school building will be used to host activities aimed at empowering parents, in partnerships with financial institutions, community based organizations, and elected officials. The parent coordinator will help parents navigate their students' middle and high school experience. Parents, as part of our learning community will have access to student performance data through our data management system. Students at FCCS will celebrate their learning successes with their parents and the community at large.

**g. Target Population and Community to be served:** FCCS will be located in Community School District 29 and will be open to all students from New York City, with a preference in our lottery to students who reside in Community School District 29. CSD 29 has a diverse student population: 66% Black, 12% Hispanic, 8% Asian, and 7% White. The district's school population reflects the demographic trends of the general population. FCCS will welcome all students including students at-risk of academic

failure, ELLs and SWD and Title I students. According to the 2012 New York State Report Card, there are 164,908 Special Education students in the borough of Queens. Overall, students in this district score poorly on both the ELA and Math Standardized tests. In the latest student data, the overall ELA score for 2013 was 21.65 percent proficient. The math score was 20.16 percent. These scores were the lowest throughout the borough. Academically, children have struggled in CSD 29. The New York State Report Card also shows that for 2011-12, 50%, 48% and 48% of all 3rd, 4th and 5th graders respectively scored below proficiency standards on the NYS ELA exam and 50%, 43%, and 40% of all 3rd, 4th and 5th graders respectively scored below proficiency standards on the NYS Math exam. Among middle school students in the 2012-2013 school year, 17% of ELA and 15% Math scored 3 or 4. This is below the city wide average of 25% ELA and 27% Math. The percentage of Blacks and Hispanic students scoring at Levels 3 and 4 were 25 to 35 percentage points lower than their White and Asian counterparts in both these exams. According to the 2012 New York State Report Card, 63% of the students in this district were eligible for the free or reduced price lunch (FRPL) program and 8% of students were classified as Limited English Proficient (LEP). FCCS' vision is to serve a representative group of CSD 29 students in a diverse and welcoming school and we will ensure that students who are at risk of academic failure are able to attend FCCS.

**h. Replication of high quality school models:** Not Applicable.

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

#### **Strategies to attract and recruit students:**

The Applicant Group wants to create a diverse public school, and the key will be in designing a program with broad appeal to parents and conducting extensive outreach. We will have a particular focus on areas with higher concentrations of at-risk students, where parents may be less likely to seek out new school options. We will conduct outreach in areas surrounding low-performing elementary schools, in census tracts with high concentrations of low-income residents and in the NYC Housing Authority complexes in CSD 29. In all of our outreach materials, we will stress that Flagship Community Charter School is a public school, free of charge and open to all students. We anticipate that our model's intensive focus on individual attention to students' needs, will resonate with families of English Language Learners and students with disabilities, and we will ensure that those families are made aware of the option available to them. We will have all outreach literature made in English, Spanish, Creole, and Bengali and will focus our outreach efforts in neighborhoods and local elementary feeder schools with larger groups of at-risk students.

**Retention:** Retention of at risk students will be driven by the school's commitment to engage families in the students' progress. FCCS will ensure that we are proactively and transparently communicating with all of our families about the students' strengths and areas for continued improvement. By doing so, we can avoid unpleasant surprises when a student may need to attend summer school or repeat a grade.

### **IV. PUBLIC OUTREACH AND COMMUNITY SUPPORT**

**a. Public Outreach Conducted to Date:** The Applicant Group recognizes the unique strengths and resources that families and community partners can bring to the school and have worked to actively involve family members and community organizations in order to create awareness and solicit feedback about this proposed new school option. The Applicant group has met with various community based organizations, reached out to the superintendent by phone and E-mail to inform and solicit input from the community. We have spoken to other public officials including State Senator Leroy Comrie,

Councilman Daneek Miller, Community Board 13, heads of Religious Organizations. We have solicited and considered community feedback regarding our school design through surveys from forum attendees. Some parent volunteers have already agreed to support our outreach in filling all classroom seats. The Applicant Group presented its proposal to the Youth Education Council of Community District 13 on 9th June 2015. The Chair is arranging for a full presentation to Community Board 13. We have reached out to community organizations such as Caribbean American Chamber of Commerce and Industry (CACCI) and Universal Emergency Care Training (CPR). The key applicants along with the planning team have compiled a schedule of events and continue to speak with community groups in continuation of our outreach. The planning team advertised through word of mouth and by way of flyers, and conducted a meeting for interested community members on September 26<sup>th</sup>, 2015 at the Cambria Heights Library to answer questions and solicit comments on the proposed school from interested members of the community. We also went on radio network 93.7 FM covering Queens, Long Island, Bronx and Brooklyn, Facebook, local newspapers such as Caribbean Life, and also spoke at the St. John's Baptist Church. Because of the founding team's efforts in making presentations at community centers, tenant association meetings, one on one with parents on the streets, and talking to key community leaders, the aforementioned individuals and organizations have agreed to endorse our effort to establish a charter school in the CSD29, South Jamaica. The above strategies allowed the founding members to reach families that are traditionally less informed about educational choice options.

We estimate that there will be sufficient interest in the FCCS to allow us to reach our targeted enrollment for several reasons: first, population growth in South Jamaica has created an overcrowding crisis in the primary grades that, as current elementary student's age, will soon put middle school seats in high demand. Second, we believe a college-preparatory 6-12 public school with high doses of tutoring integrated directly into the school day will have a broad appeal for parents. Finally, Charter Schools in New York City have been extraordinary popular with parents, resulting in (according to the NYC Charter Schools Center)-more than 64,000 applicants vying for less than 13,000 available charter seats. With that amount of city-wide demand, coupled with a lack of options in our proposed area, we anticipate a high level of interest in our program.

**b. Initial Assessment of Sufficient Interest:** The applicant group has had conversations and meetings with families of local elementary school students, organization partners, and elected officials. During our meetings with various community organizations, we have determined (i) that there is an overwhelming demand for an alternative middle and high school that incorporates high levels of tutoring, especially for students who are at risk of academic failure (ii) an extended school day that will allow students more time on task. Both feedback items have become part of our key elements. As of June 2016 we have obtained approximately two hundred signatures from parents who support our mission to provide a rigorous curriculum to prepare our students for college.

**V. PROPOSED BOARD CHAIR SIGNATURE AND DATE**

Dennie Wilson

Date: 6 / 26 / 16

**Dennie Wilson**

**Table 1: Applicant Group Information**

Applicant Group Member Name/Phone/Email Address	Current Employment	Relevant experience/skills and role on applicant group (Key Words)	Proposed role (s) if any (Trustee, Employee, or None)	Proposed Position on the board (e.g., officer,	Length of initial term	Voting Member Y/N
Dennie Wilson [REDACTED]	NYC Department of Education Teacher	Education, Diplomacy, Fund Raising, Community outreach and Real Estate. Lead Applicant	Trustee	Board Chair	3	Y
Francis Lewis [REDACTED]	NYC Department of Education Teacher	Education, Business & Finance, Accounting, Real Estate, Curriculum Development and Data Analysis Lead Applicant	Trustee	Officer	3	Y
Dr. Owen Brown [REDACTED]	CUNY Professor	Education, Business, Grant Writing, Leadership and Organizational Development <b>Charter School Startup</b>	Trustee	Officer	2	Y
Lilbert Ephraim [REDACTED]	NYC Department of Education Special Education Teacher	Curriculum Development	Trustee	Trustee	2	Y
Thomas Russack [REDACTED]	Director of Historic Preservation Engineer	Facilities Operations	Trustee	Trustee	2	Y
Dr.Rao Addagada [REDACTED]	President of Spartan Medical College	Fund Raising	Trustee	Trustee	1	Y
Dr. Basil E. McPherson [REDACTED]	Sr. DMin Bushwick Family Ministries	Community Outreach, Fundraising	Trustee	Trustee	1	Y
Principal TBD	TBD	Day-to-day School Operation	Employee	Ex-officio	N/A	N

## Attachment 2: Samples of Evidence of Community Outreach

### Evidence of Community Outreach

Community Organizations		
Organization/ Official	Type of contact	Purpose
Leroy Comrie	Senator D14 Email	Contacted office approximately 5 times – met with Chief of Staff and Lynette – Educational Coordinator for Senator Comie (presented our FCCS). Met with Sen. Comrie after public meeting at Cambria Heights Library – submitted letter. Invited to attend public meeting
Daneek Miller	Councilman CD 27 Email	Spoke to Chief of Staff (three times), submitted letter. Invited to attend public meeting.
Dr. Kendoll Stewart	Councilman CD 30 (Retired) Email	Left a letter of introduction about school. Got response twice. Sent out invitation to attend public meeting.
New York City Education Leaders		
Leader	Type of Contact	Purpose
Leon Murray	CSD 29 Superintendent Email	Spoke to superintendent’s secretary, sent letters, called office.
Ms. Lorraine Cadogan	Assistant Principal, NYC Dept. of Education Email	Outreach, advised on curriculum instruction and professional development.
Mrs. Ida Hastick	Professor Social Sciences Medgar Evers College Email	Potential partnership student involvement.
National Education Experts		
Mr. Frank Jenkins	Retired middle school principal Email	Curriculum expert/Professional Development Coach
Mrs. Inez Cohen	Retired middle school principal Email	Curriculum expert/Professional Development Coach
Local Education Officials		
Official	Type of contact	Purpose
Mr. Anthony Watson	Executive Director SUNY MEOC Email	Exploring potential partnership and professional development input.
Edison Stewart	Deputy Clerk, New York City Email	Volunteering with the distribution of flyers and telephone calls.

	Community Leaders	
Leader/Official	Type of contact	Purpose
Mr. Michael Browne	PTA President District 29 Email Radio 93.7 FM	Restaurant owner, community activist, educator
Mr. Donald Bell	Parent – Manager Business Email	Willing to apply to FCCS through the lottery system.
Mr. Mitch Duran	Executive Director SUNY BRONX	Educator, community activist, potential partnership in developing mentorship with FCCS
Mr. Roman Woodson	Director Youth Build USA Email	Educator
Ms. Camille Flye	Personal Assistant to C.E.O Email.	Head of the Roman Catholic Mothers Union in New York Archdiocese/Volunteer
Ms. Felicia Garvin	Director Youthbuild USA Email	Youth build NYC Outreach
Rev. Alwyn Craig	Pastor of Baptist Church Pastor/CEO Email	Community activist, educator
Dr. London Roy	Universal Health Care (CPR) Training. Email	Willing to visit FCCS and offer assistance where necessary
Dr. Roy Hastick	CACCI President Chamber of Commerce and Industry. Email	Community Activist, Educator, Outreach
Eva Duzant, Pastor	Baptist Church - Email	Vice President Cambria Heights Business Association
Everal Stewart	Vice President SPOONY Email	Community Involvement/Outreach
Laura Acosta	Executive Director, Juan Pablo Duafte Foundation Email	Official with City agency, activist, organizer
Dr. Zahid Syed	OB-GYN	Community doctor, potential board member /Muslim Community
Prof. Joseph Chervuivelil	Professor at St. Johns University Email	Advisor/Free access to St John's University library
Bernard Moore	Educator/Community Activist Email	Community organizer, Accountant
Ms. Banks	Chief Librarian – Queens Public Library Email	Moral support and encouragement
Alan Franklin	Attorney/Immigration/United Nations	Community Outreach/ Hasidic Community
Colin Moore	Attorney/ Civil Rights / Corporate Law	Community Outreach/Local Preacher



**FLAGSHIP COMMUNITY  
CHARTER SCHOOL (FCCS)**

**Opening Fall 2017**

**Free Public Charter  
School Located in a Public or Private  
Building District in 29**

**Open to all incoming 6<sup>th</sup> Grade Students**

**Find Out More: (347)860-4090  
email: DMJW17@yahoo.com**

**INSIGNIA COMMUNITY  
CARTA DE LA ESCUELA  
(FCCS)**

**APERTURA DE  
OTONO 2017**

**Charter School libre publico situado  
en un edificio publico o privado en el  
Distrito 29**

**Obtenga mas informacion  
Correo electronico: DMJW17@yahoo.com**

**(Spanish Version)**

**Bato Community  
Charter School (FCCS)**

**Ouveti Oton2017**

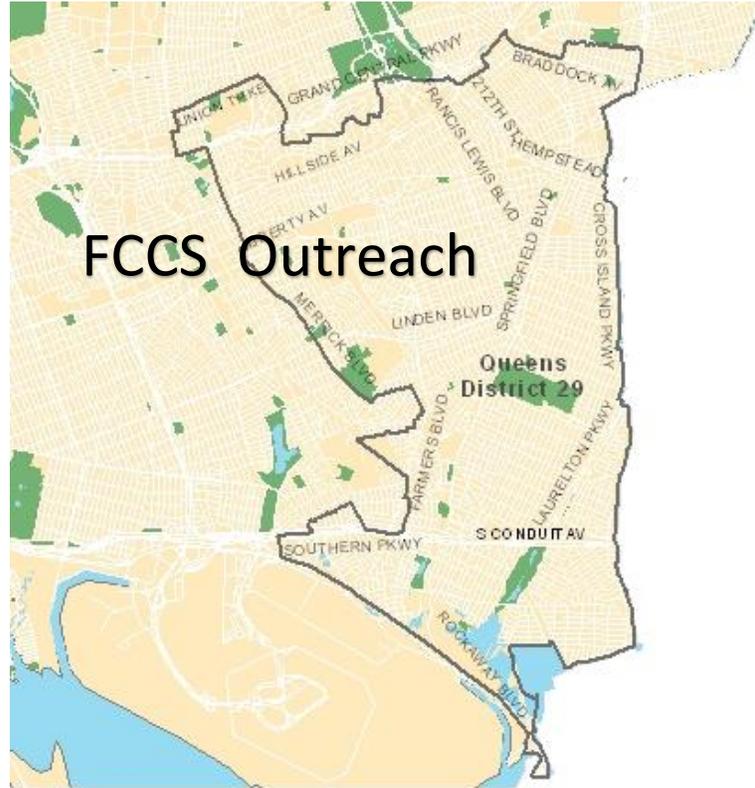
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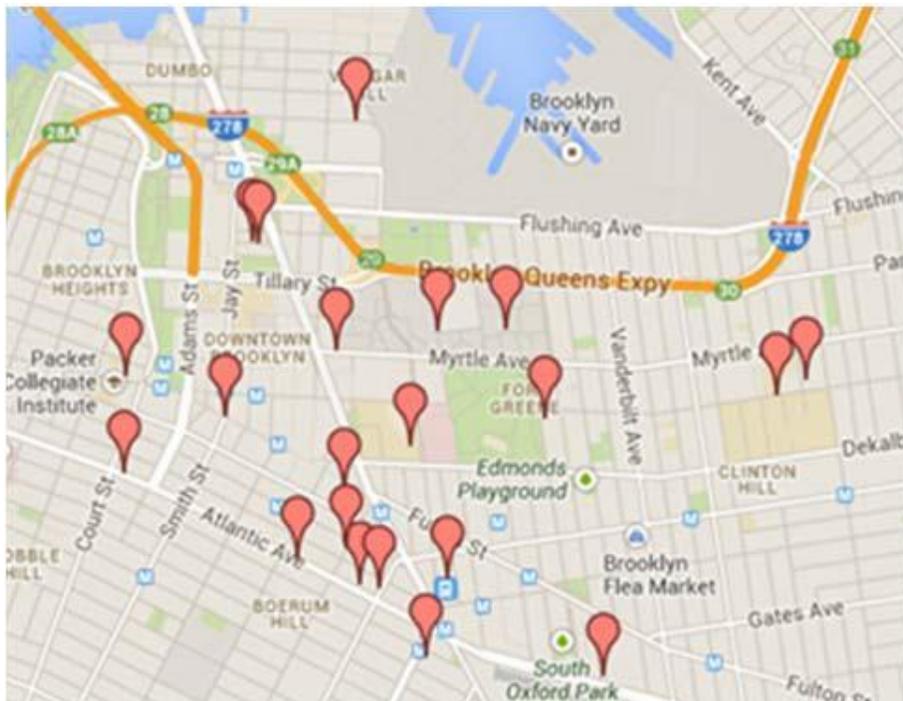
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Imel: DMJW14@yahoo.com**

**(Haitian Creole)**

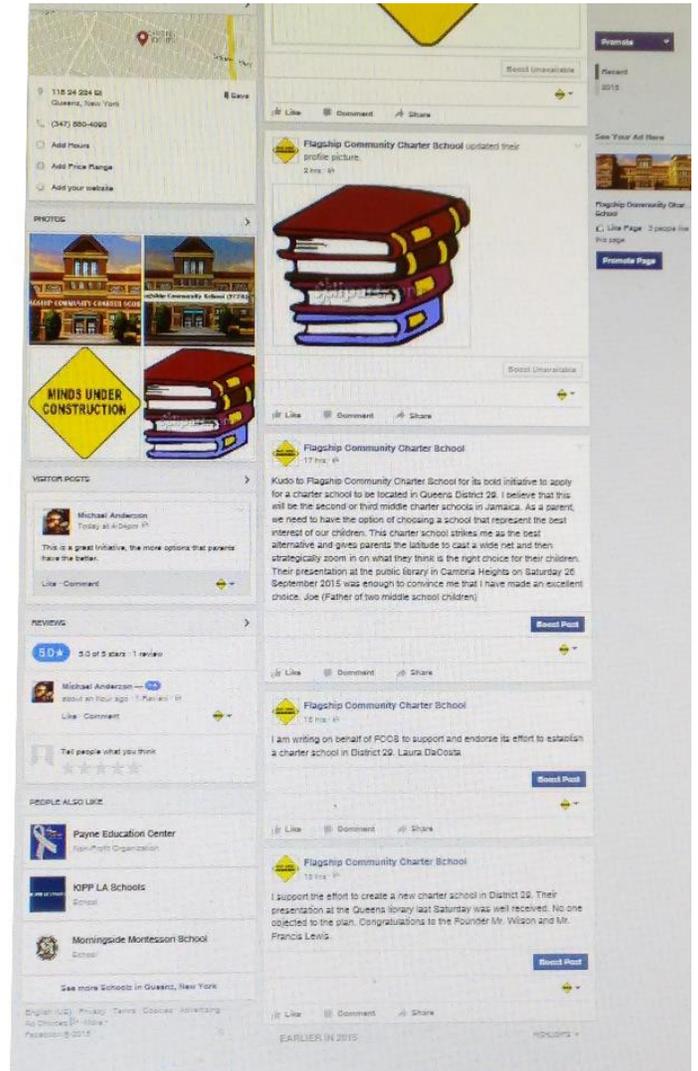
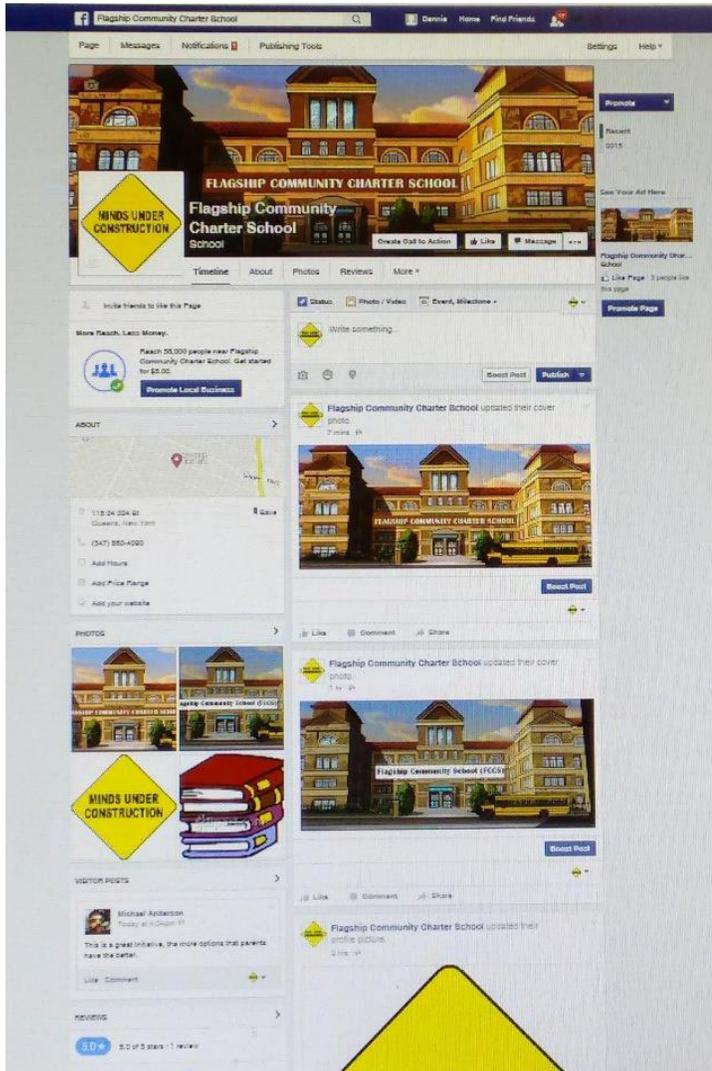
## Map of CSD 29



## Areas Targeted in District 29



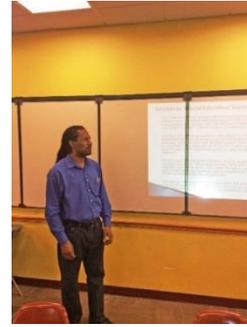
# Facebook account showing proposed Flagship Community Charter School



**Potential middle school  
students attending Day  
Camp in District 29.**



**Below: Members of FCCS at a public meeting at the Cambria Heights Public Library Saturday Sept 26<sup>th</sup> 2015**



Left to right: Dennie Wilson, Francis Lewis and Lilbert Ephraim at Queens Public Library meeting on September 26, 2015. Meeting on FCCS Charter Proposal.



## **YOUTH & EDUCATION COMMITTEE**

Tuesday, June 9, 2015 7pm meeting with Community Board 13 at the committee offices.

Chairpersons: Rhonda Kontner and Terence Banks

### **Revised AGENDA**

1. Call to Order
2. Reports/Updates
3. Speaker- Mr. Dennie Wilson of the proposed Flagship Charter School.
4. Speaker- Mr. Rashid/Robert Flake will speak about the Merrick Academy.
5. Discussion of presenter and presentation for this month's general meeting.
6. Discussion and vote on the LSF proposed for Queen's Village location.

7. Reports on meetings or events that have taken place in the last month.
8. New Business
  - Youth Summit planning for summit to be held in March, 2016
  - Planning of speakers and presentations for the coming year.
9. Adjourn

**FCCS members meeting with Community Board 13. We were unanimously endorsed by the Executive Board.**

