**LETTER OF INTENT**

New Visions Community Charter: High School for Applied Math and Science III (AMS III)

## I. Applicant Information

**a. Applicant Name** Ronald Chaluisan and Lori Mei
CMO Administrators

[redacted]

**b. Media Contact:** Timothy Farrell

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**Mailing Address:** [redacted]

| c/d. Founding Group, including Proposed Board Members | | |
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| **Name** | **Experience and Skills** | **Role** |
| Jerry Garcia | Non-profit Boards, Business and Finance, Brooklyn Resident - *Managing Director of J.P. Morgan Private Bank* | Proposed Board Member |
| Rev. Carmen Walston | Community Engagement, Youth Programming - *Assistant to the Pastor, Calvary-Fellowship A.M.E. Church* | Proposed Board Member |
| Jennella Young | Youth Prog, College/Career Readiness, Comm Partnerships, Charter School Dev, Brooklyn Resident – *CPO & Director of Alumni Programs, Beginning with Children Foundation* | Proposed Board Member |
| Joycelyn Dillon | Higher Education, Career/Technical Education, Brooklyn Resident – *Chair, Dental Hygiene Department; Associate Professor at New York City College of Technology* | Proposed Board Member |
| David Briggs | Charter School Governance, Architecture and Design, Brooklyn Resident – *Principal at loci architecture, founder Gowanus by Design* | Proposed Board Member |
| Ronald Chaluisan | School Creation, Curriculum Design, Partnership Development, Leadership and Organizational Development, Leadership Identification – *Vice President, NVPS Charter Division* | Proposed Board Member (ex officio) Support/CMO |
| Lori Mei | Charter School Operations, State Compliance, Assessment Systems, Data Analysis—*Director NVPS Charter Ops* | Support/CMO |
| Janet Price | Curriculum Development, Leadership Identification, Teacher Recruitment—*Director NVPS Instruction* | Support/CMO |
| Jennie Soler-McIntosh | Community Outreach, Student Recruitment, Parent Engagement—*Director NVPS Community Engagement* | Support/CMO |
| Stacy Martin | Finance, Administration, IT – *NVPS Chief Operating Officer* | Support/CMO |

| e/f. Application History | Authorizer | Submitted | Granted |
|---|---|---|---|
| NVCHS for Advanced Math & Science | SUNY | 5/2010 | 12/14/2010 |
| NVCHS for the Humanities | SUNY | 5/2010 | 12/14/2010 |
| NVCHS for Advanced Math & Science II | SED | 3/31/2011 | 9/13/2011 |
| NVCHS for the Humanities II | SED | 3/31/2011 | 9/13/2011 |
| NVCHS for Advanced Math & Science III | SED | 3/31/2011 | withdrawn |
| NVCHS for the Humanities III | SED | 3/31/2011 | withdrawn |

After supporting the creation of 99 high schools through the intensive New Century High Schools Initiative (NCHSI) from 2001 to 2009, New Visions' efforts expanded to include the development and implementation of a new charter model which will bring 18 charter schools to high-need neighborhoods throughout New York City. NV seeks to co-locate its Charter High Schools (NVCHS) on campuses with NYC

district high schools; co-location allows for the efficient provision of services across a campus, including the establishment of clinically rich teacher training and leadership development programs, the sharing of Common Core curricula, and coaching for teacher effectiveness. NV continues its commitment to deep community engagement around the establishment of such campuses and its collaboration with the UFT and CSA to address building-specific issues. Of the founding group, only Ronald Chaluisan sits on the Boards of the existing NV Charter High Schools. This founding group is submitting applications for two pairs of New Visions Charter High Schools to open in 2013 and be located in Brooklyn -- AMS III, NVCHS for the Humanities III (HUM III), AMS IV, and HUM IV as well as two additional pairs of NVCHSs to open in 2014, location to be determined in consultation with the NYC Department of Education (NYCDOE) during the 2012-2013 academic year.

## II. Proposed Charter School Information

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| **a. Charter School Name** | New Visions Community Charter: High School for Applied Math and Science III (AMS III) |
| **b. District of Location** | Currently, the Department of Education has identified Districts 13, 14, 16, 17, 18, and 19 as potential NVCHS sites |

**c. Planned grades and enrollment for each year of proposed charter**

| Grades | Ages | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|---|---|---|---|---|---|---|
| **9** | 13-15 | 125 | 124 | 150 | 150 | 150 |
| **10** | 14-16 | 0 | 125 | 125 | 150 | 150 |
| **11** | 15-18 | 0 | 0 | 122 | 122 | 146 |
| **12** | 16-19 | 0 | 0 | 0 | 120 | 120 |
| **# students** | | **125** | **249** | **397** | **542** | **566** |

We do not expect to back-fill students in Grades 11/12. Students who have not participated in the Lower House acceleration program will not be able to effectively meet the demands of the Upper House when Juniors and Seniors will be engaging in college-learning experiences.

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| **d. Proposed Management Company/Partners** | New Visions for Public Schools |

**e. Mission Statement** New Visions Community Charter: High School for Applied Math and Science III (AMS III) provides all students, regardless of their previous academic history, the highest quality education in an atmosphere of respect, responsibility and rigor. AMS III ensures that graduates have the skills and content knowledge necessary to succeed in post-secondary choices by engaging students, teachers and administrators in learning experiences that allow risk-taking, embrace multiple attempts at learning, cultivate students' imaginative and creative abilities, and celebrate achievement. Through an intensive study of math & science concepts, students generate research questions, develop the skills necessary to answer those questions, create products that demonstrate understanding, and defend their knowledge publicly.

**f. School Overview** The instructional model accelerates student learning during coursework in the Lower House so that, regardless of where students start academically, they can exit from 10th grade at proficiency (*requirements: pass four Regents; produce an "on-demand" writing piece that favorably compares to the 10th grade Common Core anchor papers for informational or argumentative writing; complete an independent research project; present and defend it to peers and faculty*) and move on to study in the Upper House, where they are prepared for post-secondary opportunities through AP courses,

career explorations and potential certifications, internships, externships and/or community-embedded projects. Students engage with NV-designed challenge-based curricula requiring them to use the Lincoln Center Institute's (LCI) Capacities for Imaginative Learning to solve complex problems; are prepared to present their knowledge coherently in writing; learn to apply their knowledge to understanding new situations; and are supported as they present and defend their knowledge publicly. We have built into the model the following:

***System of Assessment and Continuous Assessment of Data*** The NVCHS instructional framework includes the regular and coordinated use of diagnostic and formative assessments to understand the content and skills students have mastered and where they struggle. Assessment begins during the summer Bridge to High School, during which students take the Gates-MacGinitie reading diagnostic, Performance Series Math assessment, and ACT: 9th grade EXPLORE exams in Reading, ELA, Math and Science to determine their baseline performance levels. Students will take the ACT set of exams to measure progress throughout High School (9th grade EXPLORE, 10th grade PLAN, 11th-12th grade ACT).

***Challenge-Based Curriculum aligned to Common Core Standards*** AMS III uses a challenge-based approach to engage students in learning and foster the use of imaginative capacities for problem-solving. In a typical challenge-based unit, students work with a finite set of resources that focus on a particular topic; ask questions that do not have pre-determined answers; construct an answer supported by evidence; construct a product (position paper, PowerPoint, newscast, video blog); present their product, and defend their position publicly. Thus the classroom dynamic is shifted from one where students passively receive information to one where students must act in order to meet a challenge or solve a problem.

***Learning Framework: Capacities for Imaginative Learning*** The Framework allows students and teachers to practice and master habits of learning; the Capacities (*notice deeply, question, make connections, reflect/assess, create meaning, embody, identify patterns, exhibit empathy, take action, and live with ambiguity*), derived from LCI's study of works of art, nurture students' abilities to imagine and create. These habits create a common language and culture among students and teachers, and foster coherence from class to class and project to project.

***Adult Inquiry*** Teachers participate in a formal inquiry process through Cohort Inquiry Teams. The purpose of this work is to systematically study the connection between the selected pedagogical strategies teachers are employing and actual student outcomes, allowing teachers to make necessary modifications to curriculum and pedagogy in real time.

***Cascade of Writing*** Teachers select one of the three Common Core-defined forms of writing and coordinate the implementation of classroom assignments across core content classes in continuous 2- to 3-week cycles. We use the Literacy Design Collaborative framework and a common rubric to give feedback to students during and at the end of each cycle.

***Anchor Projects*** Students produce end-of-trimester projects in which they apply the content and the skills they have learned in their core content classes to new situations.

The NVCHS model uses an innovative approach to maintaining a high level of cognitive demand and rigor when working with at-risk students. Because NVCHSs will use a common grading policy, there will be opportunities over the course of the year for the Cohort Inquiry Teams from one NVCHS school to assess

the anchor projects of students from another school - thus making the assessment process public and beginning a process that will lead to school interdependence regarding accountability of outcomes.

**g. Target Population** NVCHS seeks to serve students who reside in high-needs neighborhoods with a predominance of low income and non-English speaking families. We are also working with the NYCDOE to identify and serve districts where there is a need for high school seats for families impacted by the closure of Persistently Low Performing schools.

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

Because we are still in conversation with the NYCDOE to finalize our school location, we have focused on several neighborhoods in north and central Brooklyn for outreach to prospective families. Many of these families are economically disadvantaged, from immigrant backgrounds, and/or include students with special needs. We identified key neighborhoods based on analyses of multiple indicators, including NYCDOE's list of failing high schools, a comparison of high school graduation rates, and U.S. Census data. While borough-wide only 58.8 percent of the 2006 cohort graduated from high school, graduation rates in district public schools vary widely—and in our targeted neighborhoods, the rate is considerably lower than the borough-wide rate.[1] One of our target neighborhoods is Bedford-Stuyvesant (CD 3; CSD 16), in which, for instance, Marcy Housing Project houses 35.2% one-parent families with minors under the age of 18 and 50.9% of the families report one or more employed, with 11.4% receiving public assistance.[2] Median household income is $33,657 as compared with $43,755 for Brooklyn as a whole, and the comparable graduation rate for the 2006 cohort was 46.3%.[3]

To ensure that we meet the Board of Regents' enrollment and retention targets, AMS III employs multiple strategies to publicize the school as an important option for diverse populations. Outreach strategies leverage founding Board relationships and our collaboration with community-based organizations (CBOs) and community clergy, elected officials, and non-profit leaders. We reach out to families of prospective students through direct mailings to the families of all 8th grade public school students in targeted zip codes and door-to-door flyer distribution. Recruitment and application materials are translated into the predominant languages of the community, and we engage with the feeder middle schools in the district where our school will be located. We have created a database of all the middle schools in Brooklyn including district public schools, charters and Catholic schools in order to facilitate outreach to principals, guidance counselors and parent coordinators and create awareness about our proposed charter school. Based on our experiences with our current charter schools in the Bronx, we are expecting a large number of applications to AMS III; should the number of applicants exceed capacity, a lottery will be used to admit students and remaining students will be placed on a waiting list - a system we have created and utilized successfully for our existing charter schools.

We continue outreach to organizations that advocate for special needs populations and CBOs serving families with mental health needs or students with disabilities (SWDs), such as Resources for Children with Special Needs, the NYC Immigration Coalition and Advocates for Children, as well as the mental health

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[1] *Brooklyn Neighborhood Reports, Community District 3 Bedford Stuyvesant* (2012) prepared by the Center for the Study of Brooklyn, Brooklyn College, Brooklyn, NY.

[2] *Resident Data Book: Characteristics of Residents as of January 1, 2011* (2011) prepared by the Research and Management Analysis Department, New York City Housing Authority, New York, NY.

[3] *Brooklyn Neighborhood Reports, Community District 3 Bedford Stuyvesant* (2012) prepared by the Center for the Study of Brooklyn, Brooklyn College, Brooklyn, NY.

network and provider community that works with children in the foster care system. We also targeted CBOs serving families with mental health needs or SWDs - the Dean Street Residence, Moving Mountains, Inc. and Obusty - to ensure that they view AMS III as an option. AMS III will retain its population by addressing the academic and socio-emotional needs of individual students - using diagnostic data to develop and implement individualized instructional plans to ensure the academic success of every student, identifying students' socio-emotional needs and providing them with an array of services based on their individual needs in order to maximize their success.

## IV. Public Outreach and Community Support

Since the fall of 2011, New Visions has been conducting public outreach in Brooklyn, meeting with service provider agencies, economic development organizations, youth advocates, cultural institutions, faith-based leaders and individuals committed to serving the needs of Brooklyn families. We have held conversations with key leaders and institutions, hosted community forums and participated in Brooklyn-based service provider discussions involving parents and youth representatives. These include: The Brooklyn Borough President's Office, Imani House, Crown Heights Youth Collective, Calvary Baptist Church, Cadman Congregational Church, Bedford Stuyvesant Restoration Corp., Community Break Services, YAFFA Cultural Arts Incorporated, The DOE Fund, Brooklyn District Attorney's Office, Multiple Avenues to Success, Brooklyn Children's Museum, JAIA Youth Empowerment, Legacy Inc., Brooklyn Community Foundation, Make the Road NY and CAMBA. We have used these conversations to solicit feedback on residents' experiences with the high schools in their community and on our proposed Charter model, to gauge receptivity for additional charter schools in Brooklyn, to solicit advice on how to successfully enter various Brooklyn communities and to secure commitments for future partnerships in support of our community engagement and student recruitment efforts. We believe this approach is an essential component of a comprehensive strategy that garners parent and community support and responds to a demand for charter high school seats in particular districts.

*Community Support.* We are pleased to report that the response has been very positive and that there is great receptivity to our proposed model; community leaders have expressed a sense of urgency for quality charter seats at the high school level, and appreciation that we are reaching out early in our process of school design and proposal submission, that we have a commitment and a plan for serving and retaining high need students, and that NV has a 20-year history of opening and supporting district public schools throughout the Borough. NV currently serves as a Partner Support Organization to 28 district public schools in Brooklyn, providing leadership, operational and instructional supports. This relationship affords us unique insights into the needs of the student population we will serve and experience in supporting and managing the co-location of schools in shared campus space. Our conversations have generated a great deal of good will and commitments of support. These include offers to serve on our Community Advisory Boards, broker conversations with parents and community residents, host recruitment and informational sessions for families, facilitate entry into after-school programming serving our target students and partner around meeting the health, social and cultural needs of our students and families.

Lead Applicant: Lori Mei Date: June 25, 2012

Lead Applicant: Ronald Chalmisan Date: June 25, 2012