

CHARTER SCHOOL
APPLICATION

DATE OF APPLICATION: MAY 22, 2012

NEW DIMENSIONS EMPOWERMENT CHARTER SCHOOL (NDECS)

LETTER OF INTENT

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Attestation: (We understand that this Letter of Intent and any other general application documentations that we submit will be posted at the NYSED website and made accessible to the public. Personal contact information will not be posted. (Media contact information for each application will be posted separately).

Attachments: *Achievement level and demographic data*

****Other attachments will come with the main proposal**

PREAMBLE

New York State Education Department
The Regents of the University of the State of New York
Charter School Office
89 Washington Avenue
Albany, New York 12234

Dear Charter School Officer,

Re: "Letter of Intent" for the New Dimensions Empowerment Charter School

With this letter of intent, we hereby apply for a charter school to be located within the New York City Public School District. We are confident that our proposed charter school will provide a very safe environment for the students that it will eventually serve. Furthermore, it will contribute to the building of a very strong foundation in the major content areas, including technology, science, math, and the arts. New Dimensions Empowerment Charter School is poised to contribute immensely to rigorous instruction, application of new standards, and raising the bar for quality academics, and community integration in a technologically perceptive era.

Thank you.

Yours truly,

EmiheA.

Adeline Emihe

DATE OF SUBMISSION: May 22, 2012

NAME OF SCHOOL: NEW DIMENSIONS EMPOWERMENT CHARTER SCHOOL

1. APPLICANT INFORMATION

- **Lead Applicant / Media Contact Name(s)**

Adeline Emihe, Sp. Ed., M.ILD, M. Pol. Sc.



Contact Telephone: (917) 373-7018 E-mail: emihedilly@gmail.com

- **Founding Group**

Founding Member	Expertise	Anticipated Role
Adeline Emihe	Educator / Legal Matters	Board of Trustees
Sandra Samuel	Media / Technology	Board of Trustees
Nkemakolam Rex	Accountant / Financial Services	Board of Trustees
Caroline Daly	Educator / Administrator	School Academic Director
John Anuforo	Businessman / Community Outreach	Board of Trustees
Hannelore Hahn	Educator / Investment Advisor	Board of Trustees

- **Board of Trustees**

1. Adeline Emihe
2. Carolyn Daly
3. John Anuforo
4. Nkemakolam Rex
5. Hannelore Hahn
6. Sandra Samuel

- **Network Information:** Not applicable

- **Application History:** Yes, we applied once in January 2012, but did not complete the application process. The date of application was January 14, 2012. The application was sent to the NYSED Charter School Office.

II. PROPOSED CHARTER SCHOOL INFORMATION

- **Proposed school name:** New Dimensions Empowerment Charter School
- **Proposed school location:** Brownsville School District, Brooklyn, New York
- **Planned grades and enrollment** in each of the years of the proposed charter period per class of each grade

Grade	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019
6	15	20	25	30	35	40
7	15	25	30	30	35	35
8	20	25	25	35	30	35
Total # of Students	50	70	80	95	100	110

- **Mission Statement**

The Mission of the New Dimensions Empowerment Charter School is to maximize students' academic potentials, leadership, social, behavioral, and organizational skills, to graduate students who are college-ready and eager to contribute to the development of the American, and global enterprise in meaningful ways. Thus, New Dimensions Empowerment Charter School will ensure that our students are prepared for success not only in the colleges of their choices, and careers, but also as potential leaders and successful individuals in their communities.

- **School Overview**

Key elements: NDECS will be a child success-first school of equal opportunities for all enrolled students and potential graduates, poised to face the demands and challenges of this contemporary dynamic, and high technological era and beyond. Thus, the key elements of NDECS curriculum will revolve around six major areas: 1. Sustained child-first education for students' academic success, and development of leadership skills 2. Challenging, rigorous, differentiated, data - driven academics 3. Strategized problem solving with real world professional integration 4. A. safe learning environment 5. Provision of necessary academic, human, quasi resources, and tools for students' success 6. Community integration of a caring, and supportive school culture

1. Sustained child-first education for students' academic success, and development of leadership skills:

NDECS will be an all child-success-first school. Students' well-being and success are paramount. With sustained, well-developed academic and leadership programs, students will receive requisite knowledge and skills they need as successful future leaders. NDECS' challenging, individualized instruction tailored to blend into the New York State Core Curriculum and Standards will benefit all students. With well-equipped print-rich classrooms, dedicated teachers, structured curriculum and standards'

implementation, rigorous and challenging tasks, a caring community, all students will learn the advanced leadership skills that they need as keys for success in college, and as life-achievers. Every student will have daily access to challenging instruction in the core subjects of English Language Arts, Mathematics, etc. They will also have the opportunity to experience real life situations that build personality through organized excursions to industries, colleges, and other quasi-establishments first hand, and report on them.

2. Challenging, rigorous, differentiated, data - driven academics: In NDECS, data will drive rigorous challenging, and differentiated instruction. While integrating our programs with the New York State Common Core Curriculum, our instruction, evaluation, assessment methods will use a self-pacing structure and big ideas to stimulate, and cause learning to take place. With well-managed, data based rigorous instruction, students will easily assimilate content, move in the right direction, and achieve success irrespective of academic status, level of understanding, language proficiency, or special education status. Teachers will continuously drive instruction with a variety of evaluation and assessment data from validated tests, and assessments such as ARIS, acuity, state, diagnostic, and other tests with technology integration.

Rigorous, differentiated, and individualized attention will target learning differences and academic deficiencies. Instructional groupings will strengthen and enhance strong areas of students' academics and ability in various subjects with the application of scientific research methods, modern reading and writing strategies, Bloom's taxonomy, analysis, synthesis, higher-order questioning, project-based learning, and community interaction.

Our unique programs will draw from the New York City school time-schedule with additional time for after-school remediation, sports, extracurricular programs. Three hours of after-school programs will target direct-teacher instruction, project-based activities, homework help, and sports programs.

Manageable classrooms divided into small units would allow teachers and staff to get to know all students individually and respond to their specific learning needs. By the eighth grade, students should have a detailed plan for high school admission / graduation by identifying the specific courses they must take, opportunities to pursue, and the extra help they need in order to succeed in high school and beyond.

Students will have access to continuous academic advising with on-going support from at least one academic advisor or staff-mentor throughout their school experience at NDECS. Our system will identify and help students that struggle in reading, writing, math, or any other core subject, and will reserve time and resources for immediate help for them to succeed.

3. Strategized problem-solving / real world professional integration: NDECS will guide students to connect book-sense with common sense through strategic real-life problem solving-based academics. They will learn to make connections between book learning and the skills needed to be life-long achievers. Through problem-solving, real-life events will be integrated into content using workshop model instruction, linkages between subject contents, imagery, ideas development, goal-based activities, and other requisite methods of enquiry. Using strategies learned during real-life instructional experiences, students would develop the skills, work habits, character, and sense of personal responsibility needed to succeed in school, at workplace, and in the society. As part of their class work, students will have opportunities to design independent projects, conduct experiments, solve open-ended problems, and be involved in activities that connect school experiences to the rest of the world, and write about them. In so doing, both the society, community and the individual student will benefit from this integration of academics into real-life, civic, vocational trends, and quasi areas.

4. A safe learning environment: All NDECS students are entitled to a safe and secure learning environment devoid of both physical and emotional trauma. NDECS will be dedicated to guaranteed safety of its students, teachers, staff, and visitors. NDECS' environment will be free from drugs, weapons, and gangs. NDECS administrative staff, with parents' cooperation will ensure that the school is safe. Our school leaders and staff will build a climate of trust and respect. This will promote peaceful solutions to conflict,

and positive, direct response to any bullying, verbal abuse, or other threats. NDECS will ensure that its programs accommodate student-management strategies and components that will build positive leadership traits, good character, friendly relationships, and accountability among students, staff, and the community. Other aspects of self-management enhancement would include goal-setting, positive behavior management processes with a beneficial reward system set up by the school community.

5. Provision of necessary academic, human, quasi resources, and tools for students' success: NDECS will manage and organize educational resources to promote student's academic success. With dedicated personnel, our skillful principal will supervise effectively; manage finances with discretion; develop clear-cut strategies of decision-making / practical information programs to energize staff; enhance board / trustees' decision-making and management oversight, and encourage family / community interaction for the academic success of NDECS students. Supervisory staff will keep the school, and academic programs running smoothly. Our strong educational leadership will define a vision of academic excellence, work with teachers to develop an engaging and coherent curriculum, and serve as a mentor and role model for teachers and students alike.

NDECS' well-trained, specialized, skilled, competent, technologically aware staff will teach students from different backgrounds. Through professional development, positive mentoring, new teachers will be successful and effective in the classroom. Teachers will have enough time to plan lessons, carefully review students' performance, conduct assessments, and continuously improve their teaching. Students and staff will have access to requisite academic subject books, computers, laboratory equipment, technology, and other resources needed for success. Our facility would be clean, safe, and fit for teaching and learning. All staff, students, family, and the community, will have access to continuous flow of relevant information that gives a clear picture of how well the school is serving all students. Key pieces of information will include school's graduation requirements, graduation and dropout rates, student performance on state tests, open day activities, PTA Information, school entertainment activities, etc.

6. Community integration through a caring, and supportive school culture: The success of NDECS and our students is a plus for the success of families and the community. Indeed, students are successful when their school encourages positive learning relationships among families, educators, faith groups, civic organizations, businesses and other members of the community.

NDECS will promote open-door policy, friendliness, love, respect, accountability, and responsibility both on the part of students, staff, and community relationship. The support of our school, staff, and the community will help our students to achieve the highest academic success and emerge as leaders in the society as life-long achievers, irrespective of background, race, color, or disability. Thus, NDECS will allow parents to have numerous opportunities to visit the school building, talk with teachers, and staff; express, and share concerns; share ideas; serve as volunteers; and suggest ways to improve the school. Our school leaders would reach out to our neighbors by attending community events and forming partnerships with local organizations in order to increase effectiveness and tap into additional community resources for the benefit of our students, and NEW Dimensions Charter School.

- **Brief Description of School's Target Population and Intended Service Community**

The all-success posture of NDECS is inclusive intended. This school is poised to implement various innovative and well-programmed activities and individualized instructional strategies that will cater to the benefit of all cadre of students, and more specifically those living around NY 11212 School District. Our program will cater to the needs of both regular and at risk students. NDECS will provide opportunities for regular, students with disabilities, and English Language Learners. NDECS will thus target the above students and other at - risk population in order to equip them with the strong academic and leadership skills they need for success in college, and as life achievers.

Our target student population will definitely be a representation of students in Brooklyn, where students with limitations in the core subjects abound. More than 30% have limited proficiency in English language. Some of them qualify for Students with Disability program. Many others need a more structured, and conducive learning environment that NDECS is going to provide. Our programs will give these students the help and skills they need to achieve success. Brownville is predominantly black populated according to the graphic chart attached. NDECS will endeavor to mirror the same background. The charter school will also position itself to raise the educational bar in Brooklyn. (See attachment)

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

NDECS is going to be an all-inclusive school. Enrollment will be open to all students of middle school age both regular students and especially those with special needs. Since our goals include the provision of individualized, rigorous, data-driven instructional approach to learning for every student, we believe that this process will attract and retain enough percentages of regular and at risk students, English language learners, students with disabilities, and low-income reduced-lunch students almost equal, or more than those currently served by Brownsville and surrounding school districts. NDECS will enroll and retain all, who require the specialized and unique touch of professional services that NDECS will provide. With such a focus, student-population from Brownsville and surrounding neighborhoods, their parents, and the entire local community will make NDECS their first school of choice. Furthermore, the innovative approach, skills, strategies, technological innovations that NDECS will provide will be very favorable for special needs students. We are optimistic that with excellent programs, continuous and collaborative family / community outreach and integration, NDECS will be the choicest school in the neighborhood and beyond.

IV. Public Outreach and Community Support

Community outreach, relationship building, and integration are keys to the success of an educational system. As integral parts, the school and the community draw from each other. Thus, NDECS has drawn its founding group from different facets of the community. This group will assist NDECS in community integration and relationship building. With this team, NDECS is developing a well-planned outreach mechanism that will attract the support of families, to build good community relationship to advance students' success. Through questionnaires and discussions, some groups have already indicated the need to have an alternative educational entity that will cater to their children's traditional indigenous, language deficiencies, which will be part of NDECS after school program. In addition, NDECS is continuously reaching out to families, and seeking their support. NDECS is motivated to find ways to better integrate new immigrated African kids into the American school system. We are preparing a signature card with individual, and group endorsements for New Dimensions Empowerment Charter School to accompany our proposal. As the initiative goes forward, several future outreach efforts are underway. We expect the various constituencies to provide valuable feedback during collaborative efforts with the planning team.

We are continuously making inroad into the community as we seek space for our charter project. Furthermore, we are receiving numerous enquiries about our modus operandi, plans, and means to reach as many deserving students, and families as possible, especially those experiencing difficulty with public school placement. NDECS' team is full of expectation as we await NYSED approval and the support of families seeking an alternative to the traditional public school to welcome us with open arms, enthusiasm, eagerness, and willingness to register their wards in the New Dimensions Empowerment Charter School.

Signature of Lead Applicant Date

A.U., Emihe, June 14, 2012

Adeline Emihe

