

New Generation Of Scholars Charter School

Shifting the Eyes of Education

NEW GENERATION OF SCHOLARS CHARTER SCHOOL LETTER OF INTENT

Board Chair: Arlene Aswad
Lead Applicant: LaKesha George
Phone: (718)-877-6329
www.talentedstudents.org
www.facebook.com/ngscholars

I. Applicant Information

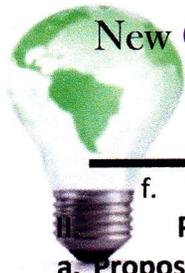
- a. Applicant: LaKesha George NYC DOE Common Branch Teacher at X443, zip code 10456
- b. Media Contact: LaKesha George (718)-877-6329 Email: Lakieshangs@yahoo.com
- c. Founding Group

Founding Members	Relevant Experience/Skills	Current/Prospective Charter Position
Arlene Aswad	NYC D.O.E. Pedagogue (over 22 years in education) – experience in administrator, curriculum, assessments, standards-based units of study, professional development	Governance-Board of Trustee
Danilvia Ramos	Accountant – Financial expertise, strong understanding of record keeping, accounting systems, financial reports, policies and procedures	Finance Committee Member
Druscilla George	Active parent of NYC Public School student, expertise in parent involvement, building and establishing relations in community, parent communication, public relations	Community Outreach Committee Member
Isaac Capers	Financial Analyst - Financial expertise, strong understanding of record keeping, budgeting, investing strategies, financial reports, policies and procedures	Governance –Board of Trustee
LaKesha George	NYC D.O.E. Pedagogue (8 years) – curriculum mapping/alignment, creating standards-based lessons, delivering hands-on/technology-based instruction, and data- driven instruction, assessments. professional development, performance coordinator, teacher mentor	Lead Applicant Founder – Executive Director
Sharonne Salaam	Former not-for-profit executive director- expertise in community outreach, governance, coordinating community events, public relations	Governance – Board of Trustee
Shavonna Durham	NYC D.O.E. Pedagogue (10 years) –expertise in education, creating standards-based units of study, delivering hands-on/technology-based instruction, data-driven instruction assessments, math specialist	Academic Committee Member

d. Proposed Board of Trustees

Board of Trustees	Relevant Experience/Skills
1. Arlene Aswad	See above
2. Bianca Forde, Esq.	Attorney at Winston & Strawn LLP, Frederick Douglass National Moot Court Advisory Board, <i>Board Member</i> , legal expertise, significant experience in implementing creative strategies and policy initiatives to solve complex problems.
3. Isaac Capers	See above
4. James Bernard	Charter school board founder 2 schools in NY, 8 around the country, <i>The Source</i> and <i>XXL</i> Founder, Business development consultant for National Heritage Academies.
5. Leon Fields Jr.	Financial expertise: Bank of Scotland Inside Commodities/Derivative Futures/Options Balance/Trader, ING, Barrons, financial advisor, Coordinator of youth program, youth involvement at Henry Street Settlement Kennedy Community Center Youth Advisor
6. Mariano Agmi	Vice President, Securities Division, Supervisory Control Goldman, Sachs & Co.
7. Melvin Alston	Legislative and Political Action VP – past 20 years various leadership capacities with the New York City Administration for Children Services (ACS). Devoted political/community expertise to ACS' division of Community and Government Affairs.
8. Sharonne Salaam	See above
9. Tiffany Merriweather	Associate at Skadden, Arps, Slate, Meagher, & Flom LLP, legal & corporate expertise

e. Replication or Network Information – N/A



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f. Application History – N/A

Proposed Charter School Information

- a. **Proposed School Name:** New Generation of Scholars Charter School (NGS)
- b. **Proposed school location:** School District 9 in the Bronx target zip codes 10451/10452/10456
- c. **Planned grades and enrollment:** NGS will begin with 104 pupils and expand to a maximum of 300 (294 taking into account possible attrition), by its fifth year. We will enroll 52 students at the kindergarten age level and 52 at the 1st grade age level. Our presumption is these students will re-enroll in the following grades each subsequent year with a 5-7% rate of attrition per year. The school may accept approximately 10% more students to allow for attrition. Each year thereafter, the school will enroll 52 new students at the kindergarten age level and backfill any open seats at the 1st and 2nd grade age level to compensate for attrition. The school will enroll only a small number of new students at the 3rd, 4th, and 5th grade age levels (8-11 years) as acclimation to our school design is an integral aspect of our school culture. NGS will submit a request for expanding the charter school during our renewal process to include a middle school that would serve students at the 6th – 8th grade age level as our mission is to cultivate elementary and middle school students to become Talented Scholars.

Grades	Age	Projected Enrollment Table 1 st Charter					Projected Enrollment 2 nd Charter		
		Year 1 2013-2014	Year 2 2014-2015	Year 3 2015- 2016	Year 4 2016- 2017	Year 5 2017- 2018	Year 6 2018-2019	Year 7 2019-2020	Year 8 2020-2021
K*	5-6	52	52	52	52	52	52	52	52
1 st	6-7	52	52	52	52	52	52	52	52
2 nd	7-8		52	52	52	52	52	52	52
3 rd	8-9			48	48	48	48	48	48
4 th	9-10				46	46	46	46	46
5 th	10-11					44	44	44	44
6 th	11-12						52	52	52
7 th	12-13							48	48
8 th	13-14								46
Totals		104	156	204	250	294	346	394	440

*Kindergarten will be open to all children who turn five years of age on or before December 31st of the year in which they begin kindergarten classes, as required by law [Ed.L. 3202(1)].

- d. **Proposed Management and/or Partner Organization.** We may partner with Bronxworks, a community-based organization. Bronxworks has partnered with New Visions for Public School and the D.O.E. to cofound The Community School for Social Justice High School.
- e. **Proposed school mission.** New Generation of Scholars will cultivate elementary and middle school students to become socially adept critical thinkers, tenacious problem-solvers, and 21st Century-ready scholars through a rigorous, Talents-Infused Curriculum. We will utilize a blend of explicit teaching with an inquiry-approach to learning that is talent-rich, hands-on and interactive, through data-driven, individualized learning labs. By creating highly effective teachers through our Teacher’s Academy of Excellence, we will prepare a New Generation of Scholars.
- f. **School overview:** The school’s focus is to educate students through an innovative talent path that fosters academic excellence. Students will have the opportunity to explore their



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talents/interests and develop an intrinsic love for learning. NGS will embed core academics within these talents groups using direct teaching, inquiry-based learning, project-based learning and problem-based learning. This authentic, child-centered experience will drive students' love for learning and motivate them to achieve at their highest potential in all academic disciplines.

Talented Scholars Session – Student Centered Curriculum At the core of NGS will be its special interest groups in the areas of Health Science, Physical Education, Technology and The Arts (Visual, Musical, Dance, and Drama). These groups will be multi-age and led and/or facilitated by teachers who possess strengths/passion in these areas. Students will have the opportunity to explore and develop their interests/talents. Special interest groups will drive the creation/implementation of learning labs experiences.

Pedagogy – How we Teach NGS will use creative and critical pedagogy. Our creative pedagogy will transform traditional classrooms into learning labs whereby the creative teaching process to produce life learners is utilized. Students will engage in hands-on, inquiry-based, project-based learning through use of technology where they can deconstruct and reconstruct meaning. Teachers will evaluate their practices through proven accountability measures.

Learning Labs – How Students Learn NGS will be comprised of ungraded, multi-age, subject-specific, standards-based learning labs designed to fuse core academics with a child's special interests/talents. Labs will provide rich learning experiences that blend explicit teaching, inquiries, explorations and technology to develop concept formation and critical thinking skills. Pupils will progress at their own pace safeguarding against premature promotion and traditional curriculum grade-level stagnation.

Literacy & Math Taught Through All Disciplines – Accountability through All Disciplines Unique to NGS is the push-in of specialty teachers into the core curriculum areas of Literacy, Math, Science and Social Studies. These teachers will co-teach using their talents to give student an innovative access to learning. Talents/interests are strengths that lend themselves to all disciplines and will be the path that ensures academic success for all.

Teacher's Academy – Enhancing our Educators Our progressive Teacher's Academy will:

- Create, develop, enhance and sustain effective teachers which we believe will have a direct positive impact on student achievement as studies show there is a positive correlation between effective teachers and high student performance.
- Transform teaching into an “academically taught clinical practice profession” (Fallon).

Student Support Program – Academic Responsibility Is Our Priority Enrichment

- Literacy, math, & ELL technology-based support 4 days per week
- Language immersion/visuals/tactile experiences embedded in all labs to support ELLs
- One-to-one adaptive computing tutoring to develop skills at an individualized pace

g. School's target population and the community that the school intends to serve. NGS proposes to be located in Community School District 9 (specifically in zip code 10451, 10452 or 10456) which includes Grand Concourse, Morissania, and the Highbridge area of the Bronx. These neighborhoods consist mostly of Africans, Latinos, and African-Americans. We are targeting students who are underachieving/at-risk of academic failure, not school-ready by their kindergarten year, zoned in a district of failing school, as well as economically disadvantaged students (EDS), students with differing abilities (SDA) and/or students from



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homes that speak a dominant language other than English (ELL). District 9 is in its 7th year as a Need of Improvement district for failure to make Adequate Yearly Progress (AYP) in ELA. In 2009-2010, 100% of the elementary schools in zip codes 10452 and 10456 serving grades 3-5, ELA test scores fell below the city's average (see table). As of 2010-2011, 31 schools in the Bronx are in needs of improvement, of which 16 are in the most advanced stages of restructuring. More than 50% are elementary schools; over half (56%) are in zip codes 10452/10456 alone. NGS proposes to serve as a Restart School for students entering persistently lowest achieving school (PLA).

2010-2011 School Report Card Data	3 rd grade ELA Proficiency (Level 3-4)				3 rd grade Math Proficiency (Level 3-4)				4 th grade ELA Proficiency (Level 3-4)				4 th grade Math Proficiency (Level 3-4)			
	NYS		District 9		NYS		District 9		NYS		District 9		NYS		District 9	
	2009- 2010	2010- 2011	2009- 2010	2010- 2011	2009- 2010	2010- 2011	2009- 2010	2010- 2011	2009- 2010	2010- 2011	2009- 2010	2010- 2011	2009- 2010	2010- 2011	2009- 2010	2010- 2011
Overall	55%	56%	28%	31%	59%	60%	37%	39%	57%	57%	31%	33%	64%	67%	39%	43%
General Ed.			32%	36%			41%	43%			37%	38%			43%	48%
ELL			15%	17%			27%	26%			16%	16%			26%	29%
SDA			15%	15%			23%	21%			11%	13%			24%	21%
EDA			28%	31%			37%	39%			31%	33%			39%	42%

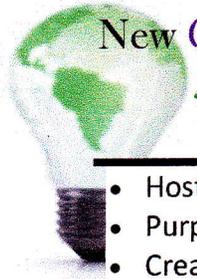
I. Enrollment and retention of SDA, ELL, EDS

Attract

- Form a Culture Committee and dedicate extensive time to learning about the cultures and needs of ELL/SDA/ED families in the community by attending community events that provide services to families of ELLs, SDA, EDS, and outreach to faith-based organizations.
- Create school recruitment/lottery materials in English, Spanish, French
- Initiate effective communication for parents instead of waiting for parents to approach
- Inform/teach parents about educational plan inclusive of all learners & Imagine Learning, a research-based, technology filled ELL/SDA/ program we will use to support ELLs/SDA/EDS
- Purposefully create a school-site visual including pictorial representation of diversity
- Admission preference to ELLs/SDA/EDS
- Explicit teaching of English through all disciplines to address ELA needs of district 9
- Educate parents about school's innovative talent path to foster academic achievement

Recruit

- Form a Culture Committee, and dedicate extensive time to learning about the cultures and needs of ELLs/SDA/EDS in the community by attending community events that provide services to families of ELLs/SDA/EDS and outreach to faith-based organizations.
- Utilize ELL family members within school community to reach out to other ELL families
- Place phone calls to families as written community is sometimes a barrier
- Have a bilingual front-person staff/volunteer to assist with language/communication
- Inform/teach parents about educational plan inclusive of all learners & Imagine Learning, a research-based, technology filled ELL/SDA program we will use to support ELLs/SDA/EDS
- Utilize the D.O.E translation services for families that speak a lower-incident language to support parents during the orientation process, filling out paperwork etc.



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- Host open-house; provide translated materials translators for families.
- Purposefully create a school-site visual including pictorial representation of diversity
- Create and support a parent leadership development program
- Establish a unique admission policy giving preference to ELLs/SDA/EDS
- Implement a comprehensive ongoing campaign to build and sustain awareness of the school among parents, elected officials, and leaders of institutions/community-based orgs.
- Visiting/Reaching out to less informed parents through ethnic newspapers, radio stations, community faith-based organization, local organizations (community centers, youth programs, tenant associations, etc.) and businesses (daycare centers, nursery schools, supermarkets, public libraries, playgrounds, beauty parlors, laundry mats, local stores that provide ethnic specific products, etc.) and community-based organizations to ensure our enrollment target is met. Provide literature in English, Spanish, and French. Utilize established relationships in the community to translate to parents of African ethnicity that may have an oral but no written language

Retain

- Discuss parent-involvement opportunities via collaboration meetings with staff and parents
- Offer skills-based workshops and informational meetings for families
- Professional development for teachers around ELLs/SDA families/interactions with schools
- Assign staff time specifically to the work of family-school collaboration
- Inform/teach parents about the progress their children has made utilizing progress reports
- Refer families to Bronxworks for adult ESL/ adult literacy program and entitlement services
- Create/support a school-based parent volunteer program and leadership activities in school
- Break down language/communication barriers via workshops, hands-on involvement, etc.
- Explicit teaching of English through all disciplines to address ELA needs of district 9

II. Public Outreach and Community Support

- Initial conversations with Bronxworks regarding partnership
- Public question/answer discussion with Community Board 4 Education Committee Feb.2012
- Public question/answer discussion with Concourse Village Circle of Support February 2012
- Public question/answer with Community Board 4 General Board March 2012
- Presented to Community Outreach Liaison from Helen Foster's Office March 2012
- Public question/answer discussion with United Parents of High Bridge May 2012
- Secured letter of support from Community Board 4
- Dissemination of flyers to stakeholders, established website & Face book page for feedback
- Community Outreach Parent Petition Campaign Schedule for June/July 2012

Initial assessment of sufficient interest in the proposed charter school

- Positive response from neighboring charter school which all have an extensive waiting list. They are responsive to a peer-school/see new charter as collaboration opportunities and as an option for students on their waiting list.
- Disaggregated data from District 9 report card, ELL/SDA/EDS not making AYP in ELA, 7th year
- Informal parent surveys, high poverty community, parents of ELLs, SDA, and EDS seeking alternatives to PLA elementary schools and long charter waiting lists

LaKesha George

Date 6-4-12