

I. EXECUTIVE SUMMARY

Mission: The New Horizon Charter School of the Arts' mission is to provide a safe and secure learning environment which cultivates intellectual curiosity and academic rigor while integrating music into the curriculum to produce well rounded scholars.

Key Design Elements and unique characteristics: Our well qualified and competent staff will prepare middle school students to compete and excel in this global milieu, by offering and implementing a balanced curriculum that is multicultural and student-focused. We will encourage our adolescent scholars to soar to their highest potential by identifying and building on their talents and skills. New Horizon Charter School of the Arts goal is to provide an atmosphere in which students will develop skills that enable them to become self-directed, responsible and life-long learners and citizens.

We will enhance the learning experience of our students by integrating music theory and music into the core subject areas and provide multifaceted and multi-dimensional opportunities for various enrichment programs. Our students will leave NHCSA with a solid foundation in music, providing them with a head-start in our global society. Our school's culture will treat every youth as special with possibilities and will celebrate, nurture and enrich the gifts and talents they possess.

The pace of scientific research into music making has never been greater. New data about music's relationship to brainpower, wellness and other phenomena is changing the way we perceive mankind's oldest art form, and it's having a real-world effect on decisions about educational priorities.

Studies show that middle school and high school students who participated in instrumental music scored significantly higher than their non-band peers in standardized tests. University studies conducted in Georgia and Texas found significant correlations between the number of years of instrumental music instruction and academic achievement in math, science and language arts. (*Source: University of Sarasota Study, Jeffrey Lynn Kluball; East Texas State University Study, Daryl Erick Trent.*) One study done has shown that students who exposed to the music-based lessons scored a full 100 percent higher on fractions tests than those who learned in the conventional manner. Second-grade and third-grade students were taught fractions in an untraditional manner by teaching them basic music rhythm notation. The group was taught about the relationships between eighth, quarter, half and whole notes. Their peers received traditional fraction instruction. (*Source: Neurological Research, March 15, 1999.*) The Lead applicant of this school, who has ran a music school, for over 20 years, has seen actual evidence of this phenomena and has taken time out of the concrete music teaching to assist students with learning these fundamental mathematical computations through the tool of music.

College preparation and preparation for other career and vocational fields are going to be key aspects of this school. Music majors are the most likely group of college grads to be admitted to medical school. Physician and biologist Lewis Thomas studied the undergraduate majors of medical school applicants. He found that 66 percent of music majors who applied to med school were admitted, the highest percentage of any group. For comparison, 44 percent of biochemistry majors were admitted. Also, a study of 7,500 university students revealed that music majors scored the highest reading scores among all majors including English, biology, chemistry and math. (*Sources: "The Comparative Academic Abilities of Students in Education and in Other Areas of a Multi-focus University," Peter H. Wood, ERIC Document No. ED327480 and "The Case for Music in the Schools," Phi Delta Kappan, February, 1994.*)

Perhaps the basic reason that every child must have an education in music is that music is a part of the fabric of our society. The intrinsic value of music for each individual is widely recognized in the many cultures that make up American life and indeed, every human culture uses music to carry forward its ideas

and ideals. The importance of music to our economy is without doubt. The value of music in shaping individual abilities and character are attested in a number of places:

- Secondary students who participated in band or orchestra reported the lowest lifetime and current use of all substances (alcohol, tobacco, illicit drugs). (*Texas Commission on Drug and Alcohol Abuse Report. Reported in Houston Chronicle, January 1998*)
- "Music is a magical gift we must nourish and cultivate in our children, especially now as scientific evidence proves that an education in the arts makes better math and science students, enhances spatial intelligence in newborns, and let's not forget that the arts are a compelling solution to teen violence, certainly not the cause of it!" (*Michael Greene, Recording Academy President and CEO at the 42nd Annual Grammy Awards, February 2000.*)
- The U.S. Department of Education lists the arts as subjects that college-bound middle and junior high school students should take, stating "Many colleges view participation in the arts and music as a valuable experience that broadens students' understanding and appreciation of the world around them. It is also well known and widely recognized that the arts contribute significantly to children's intellectual development." In addition, one year of Visual and Performing Arts is recommended for college-bound high school students. (*Getting Ready for College Early: A Handbook for Parents of Students in the Middle and Junior High School Years, U.S. Department of Education, 1997*)

II. STUDENT POPULATION

A. Student Enrollment:

Grades	Projected Enrollment Table				
	2012-2013	2013-2014	2014-2015	2015-2016	2017-2018
6 th	160	100	100	100	120
7 th		160	100	100	100
8 th			160	100	100
9 th				160	100
Ungraded					
Totals	160	260	360	460	420

NHCSA plans to enroll 6th grade students each year through 9th grade during the first five years of the charter. NHCSA will begin with eight classes of 6th grades for a total of 160 students. In year 2, NHCSA will add five new classes of sixth grade totaling 100 students, while moving on the previous year's 160 sixth graders to seventh grade totaling 260 students that year. In years 3 and 4, NHCSA will add five classes of sixth graders, with approximately 100 new students entering the school each year. At the end of the fourth year, its initial class of around 160 will be graduating. In the fifth year, NHCSA will again add six classes of sixth graders with approximately 120 new students. We have projected an average class size of 20 students and have accounted for attrition each year at a rate of 4%. These numbers will also

vary depending on complete graduation numbers as we set an ideal for full graduation while yet still preparing for those students who may require additional support for an extended period.

This enrollment pattern will allow us to open our school with a small number of sixth grade students at a time when for some adolescent a smaller school will assist with the transition from elementary school. This will enable us to build a cohesive culture and strong foundation among students, faculty, and parents in the first year. In the second year and each year after, once our culture and climate have been established, we will expand our school size by adding additional 6th grade classes while each grade progressively moves on throughout the school from grade to grade. Unlike some middle schools which end at eighth grade, we would like to provide support for our students through to the 9th grade. We believe that this additional time and year will help to solidify the gains and strides made and better equip our students for their transition to high school and beyond. At the time when we will also be up for our renewal, there is some consideration to extend the growth of the school then to the high school grades.

B. TARGET POPULATIONS

We seek to create a safe and nurturing public school environment where the students of our community can thrive academically, socially and emotionally. As the numbers below highlight, many of the students who attend NHCSA will be from minority and impoverished backgrounds, historically un-served by high quality, high performing public schools. We aim to challenge these children with high expectations, high quality teaching, an interesting and stimulating curriculum, exposure to the music arts and extensive support.

Our proposed location, Community District 17, consists primarily of African Americans (86%) and Latinos (11%), who make up 97% of the school population. Based on our present interaction with this community, it is our belief that the Caribbean population makes up about 75% of the general Black population, constituting of second and third generation immigrants primarily from Jamaica, Trinidad, Guyana, and Haiti.

The New York City Geographic District #17 is located in Brooklyn, NY and includes 46 schools that serve 27,529 students in grades PK through 12. District #17 had a grades 9-12 dropout rate of 4% in 2008. The national grades 9-12 dropout rate in 2007 was 4.4%. In District #17, 19% of students have an IEP (Individualized Education Program). An IEP is a written plan for students eligible for special needs services. District #17 serves 8% English Language Learners (ELL).

We will outreach to students in New York City, primarily Brooklyn, to enroll only Grade 6 in the 2012-2013 school year by reaching out to families to inform them of this educational choice. We will do this by targeting the parents of children who will be leaving the local elementary schools, some of which do not have middle schools.

All public messaging specific to NHCSA will include the school's support to students with disabilities, English Language Learners, and a range of economic backgrounds. Information about these services and supports will be distributed throughout the target communities in public meeting areas such as local elementary schools, churches, YMCAs and libraries.

Our founding board is made up of individuals with years of experience in the New York City community and public school system and they have many past and present associations with community organizations with which the school can network. Board members serve not only as a link between the school's staff and its constituents, but also as the school's ambassadors, advocates, and community representatives. The Board, under the leadership of the lead applicant who runs a music program and has many connections in the community, will oversee an effective public relations program to project an accurate and positive public image for the school.

In its **outreach and enrollment efforts**, NHCSA will use several means of recruitment for potential students and their families. It is a recruitment model which has been used successfully by charter schools in other states to attract diverse student bodies by using a variety of marketing techniques matching the charter school program and applicants' educational and personal needs.

NHCSA representatives will meet with community leaders, including those in minority and low income areas to recruit students as well as to contact community leaders electronically. Information sessions open to interested families and the general public will be held in communities throughout New York City. Information sessions will be advertised in various prints like the Caribe News and electronic media including **access to 88.9FM, a popular yet world-wide based station in the community**. During these sessions, prospective patrons have the opportunity to interact with the curriculum, including lessons and materials, and have questions answered.

NHCSA may participate in organized awareness activities such as flyers, posters, and sponsored events. NHCSA and its designated representatives may inform students and families about enrollment opportunities and other program information through a variety of media such as radio, TV, and Internet through the submission of email blasts. They may also participate in local television, radio and newspaper interviews. Enrollment applications for NHCSA will be available online as well as at the school facility if ready, or at another designated local location.

After initial enrollment is finalized, parents of students enrolled will be invited to one of several parent orientation sessions that will be conducted throughout the city. At the orientation session, parents will meet the administrative staff, teachers, and curriculum representatives. Sessions will be designed to inform parents about navigating the program, technical support, lesson delivery, effective communication, and school policies.

Our student retention rate will be linked to the degree to which parents feel confident that the needs of their children are being met. It will be critical to respectfully communicate with parents about issues that are important to them, and to continuously monitor and measure the parents' perceptions of the program and of their children's safety and educational progress. Our founding team is well equipped to do this, as a majority of us live in the community, utilize the resources in the community and reflect the population that we plan to serve. This Board and planning team is committed to seeing this happen as some of them are also parents and representatives of this community.

We will recruit students with disabilities in numbers that are comparable to the local district using Newspaper/Cable TV/Radio as free media to get information about NHCSA special education program and music focus into the community. We understand that it will take an extensive public education campaign to inform people that special education services are available and to describe the qualifications of NHCSA's special education faculty.

We will recruit English Language Learners in numbers that are comparable to the local district by building trust within this community that many of the Board and planning team members are already a part of. We will also do this by going to the local schools, businesses, and community centers and by attending other activities where we know people in this community assemble. We will ensure to the best of our ability that materials are provided in French Creole or Spanish, possible native languages in this community.

The **admissions process** will ensure that all enrolling students and their families understand the mission and unique nature of NHCSA. Following charter approval, a series of open information sessions will be held throughout the City including CSD 17 where the school will begin accepting applications for

enrollment. The information sessions will be free, open to the public, and advertised in various print and electronic media. They will give interested families the chance to view the curriculum in action, closely inspect the books and materials, meet teachers and staff, and have any questions or concerns addressed.

In keeping with §2854(2)(b), any student qualified under the laws of the state for admission to a public school, is qualified for admission to NHCSA. As a general public school, the school will be nonsectarian in its programs, admission policies, employment practices, and all other operations. The charter school will not discriminate against any student, employee or any other person on the basis of ethnicity, national origin, gender, or disability or any other ground that would be unlawful if done by a school. Admission of students will not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry. NHCSA will demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, English Language Learners, and students who are eligible applicants for the Free and Reduced Price Lunch Program when compared to the enrollment figures for these students in Community School District 17, our preferred school facility location. NHCSA will accept transfer students during the school year if space is available at appropriate grade levels. The school's transfer policy will be to adhere to the transfer policy requirements established by the New York City Department of Education.

As required by Section 19 of the recently enacted New York State charter law (Act 11310), applications to a charter school in the State of New York will be submitted on the new uniform application created by the New York State Education Department (NYSED).

NHCSA will enroll each eligible student who submits a timely application by the first day of April each year. After the enrollment period, if the number of applicants does not exceed the space available, families will be notified by NHCSA to confirm their intent to enroll their student(s) and complete the enrollment process in time to start school in the fall. They must submit all required documentation before enrollment is approved. Before school starts, families and enrolled students will be involved in a variety of introductions to the school, staff, with the other families and students. This will happen by phone and face-to-face meetings.

If the number of applications exceeds the capacity of the grade at the end of the enrollment period, students will be accepted from among applicants by a random selection process, or **lottery**. In the subsequent years, after year one, this will occur, after enrollment be first provided to pupils returning to NHCSA in the second or any subsequent year of operation, students residing in CSD 17 and or siblings of students already enrolled in the charter school. The school will comply with the regulations established by the New York Commissioner of Education which will require that the random selection process be performed in a transparent and equitable manner and that the time and place of the random selection process be publicized in a manner consistent with the requirements of Section 104 of the Public Officers Law and be open to the public.

The random selection process will be blind to disabilities, testing, school grades, etc. and will be held once each year. Only applications received at the location designated on the application form and by the application deadline will be eligible to participate in the random selection process. Completed enrollment packets for applicants selected in the random selection process must be received no later than the specified deadline. Those not responding by that deadline will be required to resubmit an application.

After the space allotted in each grade is filled in the order determined by the random selection process, the remaining applications in rank order will be placed on a waiting list. Any applications received after the application deadline will be added to the end of the waiting list in the order they were received. As students withdraw or transfer from NHCSA, that space will be given to the next eligible student on the list at that grade level.

When all students initially enroll in NHCSA, their families will complete a Home Language Identification Survey (HLIS) in a language or format the parent or guardian best understands. This instrument helps to **identify students that may be ELL** and therefore require additional screening. Any student whose home language or first language is not English is then interviewed by NHCSA staff in English, or if necessary in their native language, to make an assessment of the student's oral proficiency in English. Once this initial screening process is completed, the school will conduct a formal assessment of any student who will require additional intervention by administering the **Language Assessment Battery-Revised (LAB-R)**. Students performing below the designated cut-off on the LAB-R will be classified as ELL students. The parents of any student identified as ELL will receive information about the services and support to their student through a parent orientation. NHCSA believes that language knowledge develops student efficiency and that student diversity is an invaluable asset to the community. We also believe that English Language Learners will benefit most by becoming an integral part of our School.

Annually, ELL students will be assessed using the **New York State English as a Second Language Achievement Test (NYSESLAT)** as well as the NYS ELA Assessment to evaluate their English proficiency. The NYSESLAT will provide indicators of proficiency and determine when a student will exit from ELL services and supports.

NHCSA will employ a highly qualified teacher to work with and provide services/support to the ELL students as necessary. In addition to this assigned and certificated **employee**, all employees will receive professional development in meeting the needs of the ELL population. Professional development will focus on the on-going or surging needs of the staff in a way that has application to the classroom and to the student. Professional development activities will center on language acquisition, cultural heritage, instructional methodology, and techniques/support, effective communication with families, and research in second language learning, bilingual educational theory and ESL methods for teaching in the content areas.

Students with disabilities will be served in accordance with federal and state regulations including Section 504 of the Rehabilitation Act of 1973 (and amendments thereto, at 29 USC Section 794 et seq. and its implementing regulations at 34 CFR Section 104), and the Individuals with Disabilities Educational Act ("IDEA" at 10 USC Section 14010 et seq. and its implementing regulations at 34 CFR sections 300). A free and appropriate education will be provided to such students in accordance with their **Individualized Education Programs (IEPs)**, as required by the IDEA and 504 plans, Section 504 of the Rehabilitation Act and the ADA. As required, NHCSA will work to accommodate students with all disabilities, and will offer necessary accommodations by procuring the agreed-upon services to aid these students in navigating through their courses. At no time will students with disabilities or those suspected of having a disability be discriminated against nor denied admission to NHCSA. Any student qualified to attend a New York City public school in the appropriate grade is eligible to attend our school. We have projected a special needs population of 19% matching the proportion of special needs students enrolled in this district in 2009-2010.

NHCSA will educate students with disabilities in the least restrictive environment, with their non-disabled peers, to the extent appropriate and allowed by each student's Individualized Education Program (IEP) prepared by the Committee on Special Education (CSE) of the student's school district of residence and in compliance all applicable federal laws, including the Individuals with Disabilities Education Act (IDEA). All special education programs and services at the school shall be provided in accordance with Education Law § 2853(4) (a) and applicable federal laws and regulations and in accordance with the IEP recommended by the CSE of the student's school district of residence.

NHCSA will use the NYCDOE **Special Education Operating Procedures Manual as its guideline for compliance** to:

1. Educate our special education students in the least restrictive environment mandated as per the IEP
2. Provide a Special Education Teacher(s) qualified to support high school aged students with disabilities in New York City
3. Emphasize the use of student data in differentiating instruction so teachers may create multiple paths for students of different abilities and different needs while ensuring the accommodations and modifications in their IEPs are consistently used across classrooms and settings
4. Provide special education teacher(s) who will plan for additional interventions during the school day
5. Monitor effectiveness of various interventions on a weekly basis with a minimum of quarterly progress reports
6. Provide professional development for all teachers serving students with disabilities in order to guide their instruction to best serve this population
7. Create protocols that safeguard the privacy of students by protecting their IEPs as per § 408 law; and provide professional development for teachers to promote awareness and compliance with these protocols

As required by the population of students we enroll, we will hire a **highly qualified special education teacher(s) as well as a part time coordinator**. The School Leader will serve as the part time coordinator until the special education enrollment warrants filling that position with another staff member. The coordinator will coordinate and supervise the school's special education program, ensuring compliance with all IEP requirements and regulations, managing the review and referral process, and ensuring provision of services as mandated on student IEPs. If the school is unable to directly provide services, to the extent necessary, the school will contract with appropriately certified or licensed individuals to provide services under its direction.

Designated area/s will be allotted in the design of the school to allow for **pull out services** for needed therapies. The services may include, but are not limited to: speech language pathology, audiologist services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early rehabilitation counseling, orientation and mobility services, diagnostic and/or evaluative medical services and student and/or parent counseling. The school will always defer to the Committee on Special Education (CSE) to provide students with support services that are not available at the school or to place students where the best supports can be accessed. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily, in accordance with the IEP prepared by the CSE of the student's district of residence. Also, the school will ensure that the special education programs and services as indicated on each student's IEP will be provided directly to the student during normal school hours.

NHCSA strongly believes that open lines of communication lead to a successful academic career for all students. This is most important for students with disabilities and all team members must be committed to **maintaining the necessary communication to ensure success**. Communication is a circle that surrounds the student and includes, but is not limited to: general education (subject specific) teachers, special education teachers, related service providers, case manager, CSE team and the parent/s.

All members of the aforementioned team will receive a copy of the **student's IEP** developed by the CSE. Receipt of this documentation goes beyond a simple passing of paperwork. It is vital that all team members understand the detail defined in the document as well as to how that relates to their interaction with the student. The special education coordinator must ensure that all defined needs in the IEP are being met at the school and, using data to track success and if revisions are necessitated, work with the CSE to

amend/revise the IEP. Open lines of communication begin at the IEP meeting held by the CSE but continue with daily communication between all team members as necessary. The general education teacher(s) and special education teacher(s) will attend all IEP meetings at the CSE. Substitute coverage at the school will be arranged. The special education coordinator will attend meetings at the request of the CSE or other team members.

Progress toward IEP goals will be provided a minimum of quarterly per year but communication surrounding specific needs will be provided more frequently through phone calls and emails and are dependent on each student's individual needs. NHCSA will implement the IEP developed by the CSE of the student's district of residence for each student with a disability, and will cooperate with the student's district of residence to ensure that all services as recommended in that IEP are provided to the student.

If a student is thought to have a previously unidentified disability, this will become the focus of the student's case conference. **The case conference team**, consisting of an administrator, teachers, social worker, special education teacher and or coordinator, will convene to devise an appropriate plan of action for the struggling student based on established protocols. The case conference team will review the student's behavior and academic performance, interview teachers and consult with the student's parents and make recommendations. If there is no improvement in the student's academic or non-academic areas of concern, an official meeting will be called with the family and a referral may be developed. The referral is made in writing to the Chairperson of the CSE of the student's district of residence for an individual evaluation and determination of eligibility for special education programs and services. Any professional staff member of the school can request a referral but it must go through the School Leader, as per the NYCDOE's SOMP 2009. A copy of such referral along with the procedural safeguards notice described in 34 CFR §300.504 will be sent to the student's parents.

III. SCHOOL DESIGN

The NHCSA school design will fulfill the following eligibility criteria and outcomes according to the eligibility requirements outlined in Education Law section 2852(9)(a):

a) Increase student achievement and decrease student achievement gaps in reading/language arts and mathematics

We recognize that there is no easy solution to closing the achievement gap. So we are committed to a series of design elements which have proven to result in improved academic performance.

Significant numbers of students may enter NHCSA behind grade level. To bring students up to and beyond grade level, we will provide an **extended school day and year**. The School will operate for an **extended school year** of 190 days per academic year, two full weeks longer than the traditional City School District program. NHACS proposes that the school will operate for 190 days per academic year, two full weeks longer than the traditional City School District program. This will entail an assessment period one week prior to the general school opening time and a one week continuation the typical school calendar.

The **extended school day** in the middle schools in the District run from 8:03 A.M. to 2:57 P.M. NHCSA's school day will begin at 7:45 A.M. and end at 4:00 P.M. During this longer day, students will have longer reading and writing periods. Students will all have 90 minutes of math instruction daily. There will be a tutoring block after the regular school day for students needing additional help. Faculty will refer students for this tutoring based on an on-going review of student achievement results. We have built into our schedule a 50-minute **remediation period** for students. Those who do not need remediation during this period will participate in **enrichment music activities**.

Intensive Student Enrichments and Supports will be provided. Students will receive extensive time-on-task, and individualized support within the structure of the school day to allow them to reach grade level proficiency. Teaching will be executed with differentiated instruction and individualized learning plans ensuring that each child is working towards his/her individual potential. Enrichment activities will be infused into coursework at all grade levels through teacher-created activities, inquiry-based learning, music fusion and web-based activities. In addition, students at all grade levels will receive additional push-in or pull-out services as deemed necessary to support academic growth.

NHCSA proposes a school that provides scientifically proven and standards-based educational programs with an emphasis on literacy, higher order thinking, and multi-cultural and global awareness. We will use **differentiated and innovative instructional methods** that will meet the academic needs of all students. Teaching methods will be deployed according to what is appropriate for students' learning styles and different subject matters. This will involve faculty getting to know student well and understanding and working from a place of strength to build and improve their areas of deficiency and need. (Source: Tomlinson, C.A. & Edison, C.C. (2003) *Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades 5-9*). Traditional teaching methods will include **direct instruction, cooperative learning and individualized and small group instruction**.

Music Theory and music training methodologies will be integrated and infused into the curriculum and school enrichment activities across all disciplines, demonstrating the importance and value of music in everyday and academic life. Partnerships with Ensemble du Monde, which is a world renowned non-profit ensemble, which has pledged support to the Music program at New Horizon Charter School of the Arts. Medgar Evers College has also agreed to facilitate teacher professional development and lesson planning to ensure that students receive meaningful, hands-on experiences to provide early exposure to concepts and ideas typically seen much later by only those students identified as "talented and gifted".

There will be thematic **curricula** that link several subjects. For example we will look at music as it relates to math, with computation of fractions in whole notes, half notes, quarter notes, eighth notes, to art, with note and clef designs, and the drawing of ties and signs; to social studies and history, as a reflection of the events, temper and terminology of the time of its composition; to language arts with its lyrical contents, rhymes and reasons; to technology with the innovative tools used in its preparation, recording, marketing, dissemination, reception and retrieval. Music will be related to biological and auditory science, acoustics and the natural sounds of ecology. Music, being able to adapt to any theme, can and will be taught across the curriculum. (Source: Rosen, M.D. (n.d.). *Model middle schools: How does your child's school compare?* Retrieved from <http://www2.scholastic.com/browse/article.jsp?id=2158>)

There will be an intense focus on literacy and the development of ELA skills. NHCSA subscribes to the belief that in order for students to become proficient readers and writers of English—and in order to develop the reading comprehension proficiency necessary to excel in other academic subjects—schools must institute a comprehensive approach to literacy and ELA that utilizes elements of both phonics-based and whole language-based instruction. This is especially true at the middle school level, where reading comprehension skills must become increasingly sophisticated to address the demands posed by more challenging academic expectations. Beyond the primary grades, students need to grapple with texts that are expository, dense, and full of new and more difficult vocabulary, especially in math, science, and social studies.

The School must therefore focus its instruction on improving students' ability to transact meaning with complex texts. There will be a 90-minute block of ELA instruction each day. The school's ELA instructional program will also emphasize the development of strong writing skills, with writing instruction partnered with the reading of literature and aimed at developing proficiency in writing in a variety of genres (e.g. descriptive essays, persuasive writing, fiction, poetry, etc.).

The School's daily math instruction will reflect the philosophy that students must be equipped with strong mathematical and computational skills to be successful on state math exams, in high school, in college mathematics courses and in our increasingly competitive economy. Mathematics instruction at the School will reinforce and strengthen students foundational learning regarding number sense, computation and geometry, while building their understanding of probability and statistics, algebra, computation with fractions, decimals and percents, and other important math concepts incorporated into the state performance standards.

We are considering utilizing a math program with embedded differentiated instruction problem solving, real world applications and meaningful hands-on activities. Students will learn to reason, communicate and make connections. Adapted lessons will give students with learning difficulties the help they need.

b) Increase high school graduation rates on serving at-risk high school student populations (including re-enrolled drop outs and those below grade level).

New Horizon Charter School for the Arts will work in a targeted and long-term focused manner to assist and prepare our students for high school and college and to build the foundation to have them succeed beyond.

NHCSA will partner with the local High Schools and Colleges to monitor the progress of graduates who are college and career bound scholars. The entire faculty at NHCSA will work as a team with a vision that our students are all college-bound and prepared, not just college eligible. We recognize that every student can be potentially at risk at any time in their academic career, particularly given the nature of the developmental stages of young adolescents. Therefore we believe that the very nature of our program and the basic elements listed in the next section will support and contribute to the success of all our students.

c) Focus on Academic achievement of middle school student populations and preparation for transition to high school.

Our goal is to create a model school environment that promotes teaching and learning while keeping in mind the developmental needs of young adolescents. Lipsitz (1984) argued that successful middle schools begin with an understanding of the 'why' of the middle level education, the developmental challenges that young adolescents face as they move from childhood to adulthood. She argues that without that understanding educators cannot possibly deal with the 'what' and "how" of schooling. (*Source: Successful Schools for Young Adolescents, J. Lipsitz, 1984.*)

We will institute an effective student support advisory program to assist young adolescents based on their unique needs headed by a **SAPIS, a Substance Abuse Prevention and intervention specialist**. This person will be trained to give multi-faceted counseling services and interventions school-wide. According to Beane and Lipka (1987) advisory programs are non-formal interaction systematically developed units whose organizing center is drawn from the common problems, needs, interests or concerns of young adolescents, such as getting along with peers, life at school, or developing self-concept. (*Source: When kids come first: Enhancing self-esteem, J. Beane & R. Lipka, 1987.*) In the best of these programs, young adolescents have an opportunity to get to know one adult really well, to find a point of security in the institution and to learn about what it means to be a healthy human being.

Through this advisory program, we will provide educational experiences that will help our young students understand that their challenges are not unique and that they are not the alone. Every adult in the school will be responsible for an advisory group. This will allow us to create optimal-sized groups for advisory programs and to create the communal, collegial atmosphere that we strive to develop. We also plan to

organize the advisory groups at times into single-sex sub-groups in order to encourage more frank discussion.

An understanding of what it's like to be an adolescent and the ability to respond well to students' needs and concerns is important in meeting the needs of middle school students. Classes like conflict resolution, bully-proofing behavior, media literacy, substance abuse, eating disorders and other relevant topics will be woven into the curriculum. We will provide counseling, group guidance, development of refusal skill against negative peer pressure/right choices programs and dropout prevention programs (AIDP).

Extra-curricula activities will be provided through a myriad of different learning opportunities. There will also be a variety of developmentally appropriate social opportunities for students at NHCSA that support the academic program to include lunch recess, field trips, career days, monthly performances and presentations, and monthly assemblies, all supervised by certified staff. A thriving after-school program of clubs, intramurals, and peer tutoring will exist to keep children engaged and supervised when the final bell rings. As a school with a focus strain in music, some of these activities will happen through the arts. Research has shown that there are many positive effects to at-risk student through the use and infusion of music learning. These include:

- Raising Students' Scores
- Fewer Disciplinary Referrals
- Higher Attendance Rates
- Discipline and learning attitudes transferred to other subject areas
- A greater measure of self-actualization through the Arts

d) Utilize a variety of high-quality assessments to measure understanding and critical application concepts.

Assessment rubrics are authentic tools that are employed to measure students' work. They are scoring guides that evaluate a student's performance through points made on a full range of criteria rather than a single numerical score. Rubrics will be handed out to students before the assignment is given to show them how their work will be assessed. They also help the teacher to simplify performance indicators and give the student room for self analysis during and after the assignment. The teacher will be able to better identify the strengths and weaknesses of student and give individualized feedback on students' performance and progress. At NHCSA, staff will receive professional development to facilitate the application of best practices in the utilization of assessment rubrics. Rubrics will help teachers to identify heterogeneous groups within the classroom who need academic intervention. At NHCSA, data that are gathered from assessment rubrics will inform teachers' approach toward differentiation of instruction. Information gathered from assessment rubrics may also inform the context and content of discussions that teachers will have with parents.

Teachers at NHCSA will include **portfolios** in their repertoire of assessments. A portfolio is a collection of purposefully selected specimens of a student's work that has been completed during a particular instructional period. The portfolio is a tool for authentic assessment that tells a story about a student. The teacher may select work that illustrate progress, show comparisons of earlier and later work, or show growth. In these cases the development of one or more skills will be highlighted, along with an explanation of the factors that caused such development. Teachers use portfolios to validate student performance, for one-to-one conferencing with the student, for case conferencing with interdisciplinary team and for parent conferencing, at all occasions, including open school night. Electronic portfolios will also be employed so that parents, students, and teachers will have computerized access to a student's performance. There will be performances and recitals in the area of music which will also serve as part of a student's portfolio.

New Horizon will seek to access all optimal services, systems and assessments available to the general public schools. One of these is **ARIS**. ARIS is a unique computerized system that will allow teachers at NHCSA to organize data concerning a student, map the student's academic history, attendance, test scores and home address throughout the entire school year. The teacher may use ARIS to create homogenous groups for differentiated instruction, or to create dyads consisting of a strong and a struggling student to facilitate student growth through peer pairing. ARIS helps to bridge the gap between the home and the school, and parents can use ARIS to access information and updates on their child's scores, attendance and progress.

NYCDOE has recently instituted an **Acuity assessment system** which is intended to identify knowledge gaps and suggest when academic intervention is needed. Acuity incorporates both online and pencil assessments as well as instructional exercises. Acuity, belongs to the genre of predictive and diagnostic assessments that measure performance in Language arts/English and Math, in grades three through twelve, and Algebra in grades six through twelve. Tests are aligned with state standards and can predict a student's performance on NY State tests. At NHCSA acuity tests will be used within the first fourteen days of admission or registration, to identify students that are to receive academic intervention through extended day, after-school, or Saturday Academy.

Aptitude tests such as OLSAT and SAT are predictive tests that show how well a student will perform in school. The test gives a comprehensive analysis of a student's overall performance and capability including verbal skills, math skills and logical abilities. Aptitude and ability tests usually consist of multiple choice questions that are strictly timed. NHCSA will prepare students for the high school SAT test by giving them the foundational academic skills that they need now, and upon which they can build, for future success at the high school level.

NHCSA will use **peer assessment** which allows students to judge and to score the performance of other students. Students will be allowed to assess assignments including performances, projects, and homework of individuals or small groups. Peer assessments will be used across content areas at NHCSA and is a useful tool, and is especially fitting for music performance. Before peer assessments are done, teachers will define the concept to the students and explain the purpose, the procedures and protocols associated with peer assessment. The scoring rubrics will be analyzed by students, under the teacher's directions, and students will be allowed to role-play peer assessment scoring during a couple of preparatory sessions.

Formative evaluations provide data that may inform and improve teaching and learning that are current and ongoing. Adjustments are made in a timely manner so that students can accomplish standard-based learning goals. Teachers at NHCSA will use the data from formative evaluation in a timely manner, and data from formative evaluation will inform curriculum mapping procedures, lesson planning, classroom strategies, show which students need academic support services, and foster continuous alignment of classroom instruction to state and national standards. Formative instructional activities include, student work records, teacher observations, peer assessment and class tests

Summative evaluation is used at the end of a structured learning program to judge the value of the program. Teachers at NHCSA will use summative evaluation which will provide outcome data regarding what students know and what they do not know, at the end of an instructional unit or at the completion of a structured program. Some summative assessment will be prepared by internal staff. Such assessments include, tests given at the end of a unit or at the completion of a marking period, while others, such as State tests, are prepared externally. Scores of summative tests will be used for accountability purposes and school AYP.

Middle school students take **annual New York State tests** in core academic subjects, English Language Arts (ELA), Math, and Science, to assess whether or not they have mastered State learning standards. The ELA and Math tests are administered to grades 3-8 in spring, and the science test is administered to grades 4 and 8 in spring. High school students take the Regents Exams to assess their mastery of learning standards. Before they graduate high school students are required to pass five subjects, namely, English, mathematics, science, global history, and U.S history and government. New Horizon Charter School of the arts will comply with the State requirements for testing for middle school students and will prepare eligible grade eight and all grade nine students for the appropriate Regents Exams.

Alternative Assessment is an integral component of the New York State Testing Program. New York State Alternate Assessment (NYSSA) is bound by state law to provide testing equity which allows students with severe cognitive disabilities to demonstrate, through performance, their achievement of the New York State learning standards. Eligibility for performance testing is established by Examiners use of direct observation, documentation kindred assessments. Students' presentations for evaluation may include, and are not limited to, the use of audio and video tapes, student projects and photographs. NYCSA will comply with State laws to ensure that testing equity is adhered to and always maintained for students with severe cognitive disabilities.

Each parent who registers a child in any of the New York City public schools is given a **Home Language Identification Survey** which identifies the student's dominant language of expression. Students whose at-home language is not English are given an English proficiency test called the (LAB-R) Language Assessment Battery-Revised. This test is administered within ten days of the student's admission into the New York City school system, and students who do not perform well on this test are classified as English Language Learners (ELL). If the LAB-R test shows that the student is an ELL and comes from a home where the dominant language is Spanish, then that student will be given a Spanish LAB test to identify his/her dominant language. Schools are mandated to identify students, notify administration and parents of their language identification or classification, and to place ELL students in the appropriate instructional setting.

ELL students can transition to monolingual English classes by taking the **New York English as a second Language and Achievement Test (NYSESLAT)** and making a score that demonstrates a particular level of proficiency in the English Language. NHCSA will comply with the legal demands and expectations of for students with disabilities and welcome them into a supportive environment where their language skills will develop, along with their academic performance.

e) Increase implementation of local instructional improvements systems to assess and inform instructional practice, decision-making, and effectiveness

Utilization of Best Practices Best Practices: Best practices suggest a technique or method which, by repetitious use, has proven to be the most effective and useful way to produce a particular outcome. When applied to education, best practices are those procedures, tried and those researched which work in an uncomplicated and effective manner when applied to produce the best results in teaching and learning. The New Horizon Charter School of the arts will use professional development sessions, faculty and grade level conferences, parent meetings, and classroom guidance, to create an academic culture where everyone, including administration, staff, parents, and students, continuously desire, pursue attain, implement, evaluate and modify best practices. NHCSA will hold best practices as a vital educational ethic, and use technology and other meaningful resources to reinforce this valued principle.

Curriculum mapping is a system that thematically aligns assessment, curriculum, and instruction. It is also a technical process employed to explore the fundamental elements of the curriculum, including instruction, methodology and sequence. It is also a procedure for distinguishing data that identifies the core curriculum and assessments used for each subject area.

A **teacher mentor, or teacher coach**, is an experienced senior who gives guidance and support to a teacher mentee who, by virtue of inexperience, needs help and counsel to adjust to the challenges and demands of teaching. The mentor may conference formally or informally with the mentee on issues that include class management, lesson plans, time management, and the acquisition of appropriate teaching resources. NHCSA will set up and encourage this level of interaction and support within the school staff population.

Students will take **diagnostic and interim assessments** throughout the year, in addition to required city and state assessments, which will be used to assist teachers in identifying student performance levels and mastery of state standards and concepts presented in class as part of a **data driven instruction**. Each teacher will then use their student and classroom data to design instructional strategies to address the individual learning needs of each student. Furthermore, school leaders and instructional staff will analyze classroom and school-level data to design appropriate interventions and instructional strategies to ensure student achievement goals are being met overall.

Interdisciplinary planning- At NHCSA young learners will develop the skills common to the academic disciplines (English, Science, Math, Social Studies and Reading) taught concurrently and consistently with related arts (General Art, Home and Careers, Technology, General Music, Foreign Language, Health and Physical Education). In related curricular areas, teachers are expected to jointly plan, prepare, and teach courses (i.e. literature and social studies courses could be linked with arts and music to create a humanities approach). Teachers are also expected to plan within and across grade levels to ensure a continuity of topics, providing students with ongoing relevance to core content. These **interdisciplinary teams** will plan, coordinate and evaluate curriculum and instruction. This model will provide the NHCSA faculty with a collaborative and supportive work group. For students this will continue to reinforce NHCSA efforts to develop stable relationships within the school. The schedule will build in common planning times for faculty, which has been found to be critical for the success of interdisciplinary teams. Our school schedule will provide our teachers with collaborative planning time and coverage when necessary so they may meet in grade level teams, interdisciplinary teams, or in small groups to discuss instructional strategies, curriculum alignment, academic performance data, or individualized student plans.

Core areas and units will be scheduled innovatively in a way that allows more time for in-depth study and fits into the pattern of middle school minds. **Block scheduling** will be done for fewer and longer classes. This model is preparation for high school and college formatted classes.

Technology will be an integral part of instruction and learning for both teachers and students. Computers, internet, audio/visual delivery systems, and interactive whiteboards (e.g Smartboards™) will be utilized as instructional tools as the budget permits. This, too, will assist children who learn in different ways. Some online web and interactive strategies will also be used selectively within our school population.

Parent involvement is an element that positively impacts student functioning. Research shows that where parents are involved students are most successful. At NHCSA, **ongoing staff and parent conferencing** will occur. At the beginning of the year, parents and students will meet with teachers to establish parents' important role as partners and be open to hearing from parents their vision for and with

their children. Here there will be **parent involvement in developing Individual Learning Plans** right from the beginning.

Collaboration between the parents and the school is a must. This includes **parent training workshops on developmental issues and nurturing of adolescent**, encouraging parents to make **education a family value** and an active **PO organization**. Our Board, School Leader, and staff will work diligently to create an environment that is “parent friendly” making it easier for parents to participate in the education of their children. This will allow parents to have direct input in the policies and direction of the school. We will also use a Parent Coordinator to communicate the needs of parents directly to the school’s leadership team. We also expect that the parent coordinator will assist in identifying the social and emotional needs of the families we serve and work with the school and community-based organizations to meet these needs when possible.

Student council and student feedback- A student friendly and student focused environment are factors that we believe will have a direct impact on the needs of this population. We will ensure that at NHCSA we provide an exciting, meaningful learning experience that challenges all students to use their minds well, regardless of ability. Children will be taught to **think critically, research and analyze, so they can problem-solve and interpret**. There will also be opportunities for students to exercise their input in contributing as stakeholders to the governance of the school and mechanism to be heard through the **student council** where they will be able to be involved with the administration of the school and through directed channels be able to articulate concerns and problems.

Teacher quality and expectation are two of the greatest motivational factor within a school. We believe one of the greatest factors of our success will be the quality of our school leader and teaching staff. We will select teachers with vision, passion, and compassion, who coach and guide rather than lecture. There will be teachers who possess a fundamental interest in, and understanding of the developmental, intellectual, social, and emotional needs of middle school students. We will select a highly qualified and successful school leader through a rigorous principal selection process, and then empower that school leader to recruit, select, and train the highest quality staff.

The New York State’s Professional Development Standards for **professional development** are designed to sustain continuous development, growth and achievement for all educators. We plan to monthly have professional development opportunities for the school team. Our principal and school staff will continue to grow in excellence through professional development opportunities provided by external providers. The professional growth of educators serves the duplex purpose of improving and enriching instruction and student achievement. The New York State has outlined ten standards for high quality professional development. NHCSA will employ these standards for best practices in professional development planning and implementation:

- Designing Professional Development
- Content Knowledge and quality teaching
- Research-based Professional Learning
- Collaboration
- Diverse Learning
- Student Learning Environments
- Parent, family and Community Engagement:
- Data-driven Professional Practice.
- Technology
- Evaluation
- Specific curriculum and subject area content

Upon delegation by the Board, the School Leader will have the instructional leadership role in NHCSA and will report directly to the Board in that role. The School Leader will bear chief responsibility for implementing the school's education program; attaining the school's objectives for high student achievement; managing, evaluating, making recommendations regarding promoting and releasing school personnel; creating a school culture that is disciplined, orderly, and conducive to learning; and nurturing a strong relationship among the School, the parents, and the community.

There will be a multi-stage planning and assessment process which will take into consideration data collected about the success the school is having in reaching its academic and nonacademic goals as stated in measurable terms in the charter application. This School review will utilize tools which cover major areas of the schools operation, academics, staff, parent and community relationships and finance. In addition to this process, the school will also evaluate the performance of both teachers and administrators and their impact on student results.

Highly qualified administrators will also be critical to the success of NHCSA. The school will set high standards for hiring administrators and will set equally high standards for evaluating their performance on the job. After hiring instructional leaders who have the required experience and education, NHCSA will provide them with a performance review to be done in cooperation with their immediate supervisor, and in the case of the School Leader, the Board and the Executive Director. This self-evaluation will be conducted as frequently as the administrator desires, but at least annually. Administrators will do a self-evaluation of their job performance with feedback provided by their immediate supervisor. This performance review will evaluate the performance of the School Leader and other school administrators in terms of how well and to what extent they meet the standards, specifically:

- Knowledge and skills to think and plan strategically, creating an organizational vision around personalized student success.
- Grounded in standards-based systems theory and design and is able to transfer knowledge to his/her job as an architect of standards-based reform in the school.
- Knowing how to access and use appropriate data to inform decision-making at all levels of the system.
- Creating a culture of teaching and learning with an emphasis on learning.
- Managing all resources for effective results.
- Collaborating, communicating, engaging, and empowering others inside and outside of the organization to pursue excellence in learning.
- Operating in a fair and equitable manner with personal and professional integrity.
- Advocating for children and public education in the larger political, social, economic, legal, and cultural context.
- Supporting professional growth of self and others through practice and inquiry.

f) Partner with low-performing schools to share best practices.

NHCSA will develop partnerships with local public schools, including low-performing schools, to share best practices in the following ways:

- The School Leader will participate in local educational organizations where sharing of resources and best practices are a major focus.
- Networking with principals, administrators and Boards of other local and charter schools
- Hold a community open house twice each year where educators and community members can learn about the best practices developed by NHCSA
- Invite neighboring low-performing schools to collaborate on professional development opportunities for teachers. These opportunities could include partnerships with higher education institutions to sponsor recertification credits onsite, or guest speakers addressing

- timely topics such as the effective use of technology in the classroom, dropout prevention programs, etc.
- Seek to network and observe higher achieving schools
 - Participate as appropriate with local public school staff in professional development provided or sponsored by the New York City Department of Education.

g) Demonstrate the ability to overcome start-up challenges to open a successful school through management and leadership techniques

Our school design and program will be implemented through interactive relationship with NHCSA's School Leader, an Executive Director, staff, Board and critical partnerships with Medger Evers College and Ensemble du Monde. There will be a competent board with skilled, committed and involved members. The Board will meet as scheduled, at least monthly, and committees will be available in the governance of the school as the Executive Director and School Leader lead in the day to day operations of the school.

NHCSA's School Leader and Executive Director will be selected following a rigorous selection process that involves among other things, an analysis of the candidates' current track record, a sample teacher evaluation, two rounds of interviews with the Board, as well as school or worksite visits to assess the candidates' current culture and performance. We are certain that this process will identify candidates that will embody the mission and vision of New Horizon with the capacity to deliver on our academic and instructional goals. Once selected, the Executive Director and School Leader will recruit, select and train school staff aligned with the school's philosophy and capable of delivering on the established goals. We are already beginning to look for these persons through word of mouth so that they can contribute to this current process and be a part of the planning team.

The founding Board of Trustees and planning team members have the capacity to establish and operate a successful charter school. The board consists of grant-writers, entrepreneurs, educators, business professionals, legal professionals and community leaders and will continue to build this type of capacity to ensure the future success of the school. We will continue to recruit other committed individuals from the education, nonprofit, business, and legal communities. All new trustees will receive training and orientation on how to be an effective member, including in-depth knowledge of the school's mission and goals. All Board members must be willing to dedicate the necessary time and energy to ensure the effective and smooth operation of the school. They will hold fast to the principles of accountability, maintain transparency, and seek to stay on target with proactive insights and sustainability analysis. Both staff and Board members will network with other Charter Schools and general public schools to learn of their experience and for transfer of information and best practices.

As described in detail below, our eight (9) board members and three (3) planning team members have the breadth and depth of experience necessary to effectively and competently implement the elements of our school design and program and govern NHCSA.

Qualities that will be sought in new board members could include a commitment to providing a high quality education to all children, expertise in building an organization from the ground up, financial or business acumen, a proven track record in urban education, effective community or parent engagement, the ability to fundraise and develop strategic partnerships, ability to communicate effectively with multiple constituencies, or legal expertise. Most of these are definitely evidenced in the current Board candidates and planning team members.

Proven Track Record in Urban Education

- Board member, Antoinette Nesbitt, has over twenty years experience in the field of education. In her time in the education community, Ms. Nesbitt has been an exceptional special education teacher, acting assistant principal, coach and adult education teacher.
- Board member, Cedric Hinds, is currently the Assistant Principal of Mathematics and Science at Information Technical High School. He has diligently served the community for close to 25 years in the educational field in various teaching positions as Math Instructor and Computer Instructor. In several of these teaching positions he was also dually occupied in also being the Dean of Students in several high schools here in NYC. He has a MS in School Administration and Supervision from Touro College and a MBA in Management.
- Board member, Joyce Oxley, is currently a school and after school teacher in one of the local middle schools and has done so for the past ten years. She has been proficient at utilizing her skills and strategies to raise the level of students in ELA and Mathematics.
- Planning Team member, Sherlyn Gilles, has been a teacher for the past 6 years as a Science Teacher and a lead teacher. She is multilingual; diligent in French and Creole.
- Planning Team member, Keith Burnett, has extensive experience in designing and implementing wide range of pedagogic strategies to achieve learning outcomes. He is currently a Computer teacher at a middle school in the targeted community. He has been teaching for over 25 years both here in New York and in Trinidad.
- Planning Team member, Angela Milton, is currently an ESL teacher in the Bronx. She has extensive knowledge of French, Spanish and Latin gained through her experiences in working in several countries like Venezuela, Cuba, Antigua, Martinique, and Guadeloupe. She possesses a Master of Education with a major in Spanish and a Master of Science in Teaching English as a second language.

Ability to Build an Organization from the Ground Up and Effective Community and Parent Engagement-

- Lead applicant, Pastor Verold Matthew, is the Pastor of New Horizon Gospel Ministries, an independent non-denominational church established in 1997. In this role, he has established several programs to serve the community in which he is applying to establish this school, and which is the same community he and his family has lived in for over 20 years. He yearly runs an After School Center, Summer Day Camp and has completed several Youth Initiatives across the years. He and his wife run a Music School in Brooklyn for the last 20 years. He is currently the Guidance Counselor and Chairman of Student and Staff Support Team at Jackie Robinson elementary school. He believes that education should not only be for the head but also for the heart and the hand. He has a Masters of Science in School Leadership and Administration from the College of Saint Rose in Albany. He also has his permanent State and New York City Public school licenses in Elementary and High School Guidance and Counseling. He recently completed 500 hours in his internship and now is a licensed School Building and School District Leader.
- Board member, Vara L. Perry-Spencer, founded and is the Executive Director of Wings for Youth Inc. a non-profit organization designed to work with youth in 2008. As executive director of Wings for Youth, she oversees the management of the organization, works collaboratively with the Board regarding governance, is responsible for all staff and interns, executes all contracts and agreements and formulates and implements the organization's fundraising strategy.
- Board member, Rosemary Ganpot, is a Motivational speaker and Professional Development Consultant who has also been successful in her grant writing efforts for organizations including Caribbean Transformation Resource Center. She helps individual with clients assisting and effecting life change as a personal coach.

Legal Expertise

- Board Member, Lucercia Messiah, is currently a associate attorney at Dewey & LeBoeuf LLP in the Employee Benefits and Compensation Group. She assists partners and advises clients on employee benefit provisions in agreements in connection with stock and asset transactions. She also assists clients in regards to the day to day compliance matters involving employment arrangements, deferred

compensation arrangements and other benefit programs including issues arising under ERISA and section 409A of the IRS Code. Her responsibilities also include performing due diligence on employee-related compensation and benefit arrangements.

Financial & Business Acumen

- Board member, Julanne Reid, has a Master's of Science in Education and is currently and for the past 6 years been an Administrator at Medgar Evers University as the Director of a Youth Academy that includes job training and placement, occupational skills training and GED preparation. She has spent been involved in the last 30 years in many different youth related programs. These positions include Director of Student Support Services at Medgar Evers, Director of the Office of Multi-Campus Programs, Project Assistance Director and Evaluation and Assessment Co-ordinator, Senior Job Developer in the Boy Scouts of America and Educational Internship Specialist at Boys and Girls High School at CUNY. In some of these positions she was able to develop and implement several successful job and educational programs and assessed and marketed these phenomenal programs to the community.
- Board Member, Rosemary Ganpot, has researched, written and obtained grants for an organization called Caribbean Transformation resource center and administered some of the grants obtained. She has also worked as a professional development specialist for the New York Urban League, responsible for the completion of expense and status reports, timesheets and conference activity and expense planning.
- Board member, Vara Perry-Spencer, has been an administrator in several social service organizations, and as such as been responsible for quarterly statistics, overseeing the organizations' financial resources, and providing oversight and direction for several contracts and contract management.
- Board Member, Antoinette Nesbitt, has Bachelors in Business Administration and has been an accountant and Acting Manager at a Book center.
- Lead applicant, Pastor Verold Matthews, has operated, maintained and sustained the fiscal viability of his music school and his faith-based organization for over 20 years.

h) Demonstrate the support of the school district of location and the intent to establish and ongoing relationship with such district.

A line of communication has been opened between the lead applicant Pastor Verold Matthew and the Office of the Superintendent of Community District #1, Ms. Rhonda Hurdle-Taylor. This communication has been effected through letter and telephone contact.

Ms. Sherif Fraser, District Manager of Community Board 17, was invited to and attended the inaugural meeting of the founding board of New Horizon Charter School of the Arts. She was apprised of the embryonic vision and mission of the school and made valid contributions to discussions about the need for a charter school with the mission and vision that inspired us.

The lead applicant attended a community forum that was attended by Mr. Dunn Recy, from the DOE Division of Portfolio Planning and Charter School Office. There he acknowledged his plans for a proposed middle school. A line of communication was opened between Mr. Dunn Recy and all attendees who were interested in working together towards education reform.

On Monday January 10, 2011, the lead applicant was invited to, and attended a meeting with Rev. Brenda Mitchell, who was recently appointed by the US Secretary of Education Arne Duncan as Director of the Office of Faith Based and Community Initiative. The meeting was held at the New Hope Charter Academy Charter School in Brooklyn and discussions included the vision and resolve to start the New Horizon Gospel Ministries Charter School.

Once the school is in process, there will be continued meetings, communication and exchange with and within the district. This will include having bands and choirs perform at major civic, school and community events.

i) Provide access to viable education alternatives to students in regions where there are a lack of alternatives

At present there are approximately seven middle schools in Brooklyn which are in need of improvement. These include MS 2, MS 61, MS 246, and Ebbets Field Middle School. New Horizon School of the Arts will be a school with a difference in terms of scheduling, remediation, enrichment, parent involvement, the inclusion of the arts and a leadership with the transformative skills to analyze trends and effect the timely changes that are necessary for sustainability and success. New Horizon Charter School of the Arts, through the implementation of its key design elements as outlined in this prospectus, will represent a viable and effective educational alternative.