PHASE I: Letter of Intent

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Basic Contact and Application Information

Page 1

Applicant groups and Existing Education Corporations interested in submitting an application to establish Regents-authorized charter schools are asked to complete this brief information sheet. The Department will use this information to plan and coordinate peer review panels with appropriate expertise to evaluate all application materials.

Please indicate whether an Applicant Group or an Existing Education Corporation is submitting this Round 1 Letter of Intent.

Applicant Group LOI to establish a single, brand new charter school

Proposed Charter School Name

(Please write out the formal and full name for the school you proposed, and include the words "charter" and "school" in the proposed name(s)).

School Name	The Staten Island Green Charter School for Environmental Discovery
Grades Served (K-5, .6-8, 9-12, etc.) During Initial Term	K-5
Number of Students During Initial Term	425

Proposed or Current Board Chair and Public Contact information, including mailing address, phone number, and email address.

(The entire chart may not be visible on your screen. Use the "tab" key to move from column to column. The first column will remain static as you do so).

	First and Last Name	Best Phone Number (###-###-####)	Email Address
Proposed/Current Board Chair	Dr. Vincent Maligno	[redacted]	[redacted]
Public/Media Contact Person	Dr. Carole B. Reiss	718-608-5232	creiss1952@gmail.com

If available, please provide the URL to the website established for the proposed school or existing education corporation.

www.sigcs.com

Proposed Management and/or Partner Organization(s), such as a charter or educational management company or a university, academic program partner, or whole school change partner.

(See pages 45-46 of the application kit for definitions and guidance as only "substantial" partnerships should be listed here).

Proposed Management Company	NONE
Partner Organization 1	The Staten Island Mental Health Society
Partner Organization 2	Staten Island Neighborhood Housing /HUD

Proposed Board Chair Signature

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

Date

2015/06/08

Thank you for completing this form.

June 10, 2015

Ms. Vickie Smith, Director
NYSED Charter School Office
89 Washington Avenue, Room 462 EBA
Albany, New York 12234

Dear Ms. Smith:

This letter is our official application to NYSED for a charter for The Staten Island Green Charter School for Environmental Discovery. In accordance with NYSED guidelines, we are providing required information about the proposed school.

I. APPLICANT INFORMATION

A. LEAD APPLICANTS:

Dr. Carole B. Reiss: Teacher, M123, Harlem, District 5, [redacted]

Madeline Vasquez: Staten Island Mental Health Society Head Start, [redacted]

B. MEDIA CONTACT:

Dr. Carole B. Reiss: 718-608-5232, creiss1952@gmail.com

C. APPLICANT FOUNDING GROUP:

Dr. Carole B. Reiss: Proposed Executive Director- Teacher at P.S.123 (Harlem), Ph.D. K-12 Leadership, and Capella University. She has Completed Emerging Leaders/New Leaders program at the NYC Department of Education. Former Director of Health and Wellness, Region 10, NYC DOE, Office of the Superintendent.
Dr. Vincent Maligno: School Administrator and Staten Island community resident. Served as Former Assistant Principal at Manhattan High School/P35 M. Ph.D. Psychology, The City University, and College of Staten Island. .

D. PROPOSED INITIAL BOARD OF TRUSTEES:

Dr.Vincent Maligno: Administrator for NYC Board of Education, Community Activist. Senior Founder of the Staten Island Green Charter School Proposal. Community Outreach with Senator Andrew Lanza. Adjunct Professor at St. John's University.
Madeline Vasquez: Lead Applicant- Office Manager/Social Worker at Coney Island Day Care, Staten Island Mental Health Society
Danielle Dotson: Staten Island Mental Health Society, Inc., Head Start Program
Scott Paranada-Fried: ESL Teacher at PS 123, Mahalia Jackson. Founder of Chess Team at P.S. 123.
Jeff Lipton: Editor and Publicist, Richner Communications. Resident of Staten Island and former resident of New Paltz. Worked as a Paraprofessional in New Paltz.
Deborah Hansen: Branch Manager, Loan Officer, Victory State Bank, Staten Island, New York

E. REPLICATION OR NETWORK INFORMATION:

None

F. APPLICATION HISTORY:

SIGCSED applied to SUNY Charter Institute in 2010, 2011, 2012, and 2013. We applied to NYSED in October 2013 Round 2. We have also applied in Round 1 of

February 2015 and are reapplying for Round 2 of June 2015. All applications were withdrawn in order to allow members to expand funding opportunities as well as reflect on areas that were not considered sufficient by NYSED. We have reviewed the need for our school on Staten Island by studying student test scores on the Common Core Examinations from 2013-2014, and 2012-2013.(2014-2015 data for Common Core Testing has not been made public by NYSED as of June 10,1015.) We saw low growth for all students, and even slower growth for ELL and Students with Disabilities. Clearly an approach that includes success for all students is the foundation and focal point for our school. Since submitting our original application, we established a 501c3 from the IRS in May 2013. We held a Fundraiser on May 20, 2014 at the Old Bermuda Inn in Staten Island. We raised $10,000 at this event. We received a loan from Victory State Bank in the amount of $10,000 for our 501c3. We are partnering with the Brooklyn Nets at the Barclay Center for our fundraising events. Local events will be sponsored by the NYC Dance Arts/Cypher Program in Staten Island, directed by Mr. Charles Balducci, Reality TV star for 11 years at MTV. Our parents requested their involvement in their children's education at all levels including fundraising. An entire parents section is in our full proposal.

II. PROPOSED CHARTER INFORMATION

A. PROPOSED NAME:

The Staten Island Green Charter School for Environmental Discovery, K-5

B. PROPOSED LOCATION:

We have applied to the NYC DOE for public school space and we are working with Lansco Realty for the lease agreement of locations on the North Shore. We expect to sign a lease on February 8, 2015 for 18,000 square feet of space. Funding will be offered through the Lansco Corporation for our land and building initiative.

C. PLANNED GRADES AND ENROLLMENT:

We plan to have a K-5 school with 25 students per class.

	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	TOTAL
YEAR 1	75	50					125
YEAR 2	75	75	50				200
YEAR 3	75	75	75	50			275
YEAR 4	75	75	75	75	50		350
YEAR 5	75	75	75	75	75	50	425

D.PROPOSED MANAGEMENT AND/OR PARTNER ORGANIZATION:

No Proposed Management. We partner with the Staten Island Mental Health Society, Sylvan Learning, Neighborhood Housing Services (HUD), and Jewish Family Services.

E. PROPOSED SCHOOL MISSION:

The Staten Island Green Charter School for Environmental Discovery will deliver outstanding educational instruction and services to grades K-5 students of all ability levels so they can acquire the knowledge, skills and strength of character necessary to successfully meet future academic, career, social and environmental challenges in the 21st century.

F. SCHOOL OVERVIEW:

The Staten Island Green Charter School for Environmental Discovery (SIGCSED) will be built on the following cornerstones:

ACHIEVEMENT FOR ALL STUDENTS: We believe all children have the capacity to succeed and will do so when they have the opportunity to learn from and interact with competent, dedicated, and motivated teachers. Our educators are committed to

providing each student with the learning opportunities and guidance critical for academic achievement and character development using data from multiple assessments to guide instruction.

SIGNIFICANCE OF K-5 SUCCESS (GROWTH): Future academic and occupational success is contingent on successful mastery of elementary school subjects. Students who fail to establish a strong foundation of knowledge and skills in the elementary grades are likely to fall further behind as they move on to middle school, high school and beyond.

PEDAGOGICAL MODEL (CONSTRUCTIVISM): SIGCSED's founding team bases its educational model on John Dewey's Constructivist learning theory and Jean Piaget's stages of cognitive development. Our experience in education supports the idea that hands-on and experience-based learning, coupled with direct instructional support, is the most effective way of teaching young students. The curriculum our planning team developed, using the Environmentally Integrated Concept of Learning, is embedded in the psychological and educational research of Jean Piaget. The most significant concepts include:

Learning is a dynamic activity; acquiring knowledge is not just memorizing facts. For students to be successful, teachers must actively engage them as partners in the learning process. Motivation is a key element of learning for students and teachers. Hands on experiments and activities are useful learning tools-especially for diverse students; however, real learning requires more direct one-to-one instruction. Learning takes time and is not instantaneous. For significant learning to occur, ideas need to be revisited, discussed, evaluated and used.

SCHOOL SUCCESS FROM THE START: SIGCSED's initial classes will begin in Kindergarten, allowing our students to "grow" with our program to achieve full success using the academic model of our school. Students will be assessed during the early part of the Kindergarten program to identify areas of strength and need for intervention. Curriculum is designed to meet the needs of our targeted population by providing additional support services to the student and to the family .Our partners are aligned to the needs of our targeted community and will support our teaching and faculty with instruction and guidance.

SCHOOL LEADER: We will hire a school leader who has demonstrated success in areas essential for developing and maintaining an outstanding educational program for underserved students. These include setting and implementing a vision and values, building and managing budgets, and delivering results as evidenced by student test scores and assessments, both formative and summative. The school leader will be held accountable for results by the governing board.

STEM EDUCATION: (Science, Technology Engineering, and Math): SIGCSED will use the STEM education program, designed to prepare students to develop the knowledge and skills essential for academic and occupational success for the economically and environmentally challenging circumstances of the 21st century.

MEDIA AND TECHNOLOGY: SIGCSED teachers will incorporate advanced computer hardware and software applications to expand and enhance learning opportunities. Our review of curriculum and teaching methods of successful STEM schools (as indicated by test data results) indicates a wide range of excellent technological resources are available for students and teachers. Once chartered, SIGCSED teaching staff will identify the most appropriate and effective material(s) for each grade, ELL student, and students with disabilities. Technology will be used to assist student learning in the classroom as needed.

B. STRATEGIES TO ATTRACT, RECRUIT, AND RETAIN STUDENTS:

Admissions preference: SIGCSED will target students who meet federal/state guidelines for low socio-economic families and/or who are eligible for federal meal programs on the

North Shore of Staten Island. At least 83% of students will qualify for free or reduced lunch. Our team is dedicated to improving quality education for our poorest children. *We intend to review data and analyze students in need of intervention, by working with groups like Parent To Parent for SWD, El Centro for ELL students, and attend parent social meetings, parent workshops, and community parent engagement meetings with the Community Education Council*. The Child Find Survey will be used to seek out students with disabilities. Schools are currently working with us to supply us with names of special needs students interested in coming to our school. El Centro is working with the immigrant population to steer parents to our outreach meetings at their organization. We intend to lead and train parents to enroll in community workshops that will help parents develop the organizational skills needed to provide guidance and structure for their children. Our Parent groups requested this to be in our full proposal. The need for partnerships to find students who will need language support as well as emotional-social and academic support is the main focus for our school. We gathered the parents' requests and created a data base located at Quick Schools INC. to analyze the needs of our community. We also advertise on our website to attract all learners with specific learning needs for our program. Using hands-on learning, differentiation, flexible grouping, team teaching, station testing, small and one to one grouping are a part of our unique equation in shared educational methodology. We teach as a team of professionals dedicated to the success of our students in every subject area. Teachers are trained to monitor every student very closely using the Data Wise monitoring system from the Harvard Graduate Education Program.

HIGH RETENTION RATES FOR ALL SIGCSED STUDENTS WILL RESULT FROM PROVIDING:

Enhanced learning opportunities using Data Driven Instruction that incorporates hands-on, individual, and small group experiential learning aligned with Common Core and NY State Common Core Learning Standards. The DDI method using assessments such as The Brigance Early Childhood Developmental Inventory screens for K-1 readiness, and for ELL students the NYSITELL will be used for entrance and the NYSESLAT for ongoing assessment. Students in grades 2-6 will be assessed using MWEA-Measures of Academic Progress (MAP). Both assessments will be used in fall, winter and spring to measure baseline assessment for each student and to guide intervention and discussion around the instructional methods needed to support student progress. Home Language Inventory will be used as a pre-assessment for all incoming student. Students will be given small group, one to one tutoring and parent and teacher partnerships to ensure that high quality teaching methods result in higher student learning and retention at our school. Every child is important to us and we are committed to making sure that we use the data to inform instruction.

SIGCSED's approach to core learning subjects will be based on successful learning models including: 5 E (engage, explore, explain, elaborate and evaluate) Learning Cycle Model, (Barman, 1989; Ramsey; 1993); the EIC model (using the environment as an integrated context for improving student performance SIC/SEER model).

Parents will receive support for effective "AT HOME" assistance with homework and projects via our website, and teacher conferences, aligned to weekly progress reports.

METHODOLOGY TO EFFECTIVELY SERVE (AND RETAIN) ELL STUDENTS:

Students whose home language is other than English will be assessed to identify those who will require additional support. As per the NYSED procedures, all ELL students will be identified through a process that includes home language questionnaires, informal interviews with students in English and their native language, as well as NYSITELL. All teachers will be trained to not only identify students who need to acquire more English but also how to effectively communicate with both student and parent.

ELL students requiring more intensive interventions will work with the ENL teacher. Ongoing student English language literacy and proficiency progress will be conducted to determine if continued special services are warranted. All ELL students will be given the NYSESLAT examination annually to assess student progress.

METHODOLOGY TO EFFECTIVELY SERVE (AND RETAIN) SPECIAL EDUCATION STUDENTS:

Students with disabilities will be provided service in the least restrictive environment in accordance with Federal and State regulations including section 504 of the Rehabilitation Act of 1972 and Education Law 2853 (4) and applicable federal laws and regulations in accordance with IEP recommended by the CSE of the students' school distance of residence. All students with existing IEP's will be admitted and provided with appropriate services according to their IEP, and our abilities to accommodate them. Develop a special education team that includes speech teachers, a school psychologist, a physical therapist, occupational therapist and, when needed, use outside agencies. SIGCSED will use an extensive 3-tiered RTI (Response to Intervention) process to ensure that the needs of all students who are struggling will be identified ASAP, thereby avoiding whenever possible the need for more intensive levels of intervention. SIGCSED will coordinate students' evaluations and services with teachers, Student Achievement Coordinator, and Parent(s). SIGCSED will provide training and support for all general education teachers to ensure they are knowledgeable about the needs of students with disabilities by providing the student's IEP (Individual Education Plan) to all teachers.

IV. PUBLIC OUTREACH AND COMMUNITY SUPPORT

The Founders of SIGCSED have met with the local political leaders and community organizations, as well as extensive outreach to parents. We have obtained 875 signatures from the community in support of our school through public meetings at local day care centers, libraries, Pre-K and Kindergarten Fairs, Recycling Projects, Beach Cleanups, Health Walks at Clove Lake Park, Presentations at the Staten Island Children's Museum, Barnes and Noble, Panera Bread, Starbucks, District 31 Community Education Council, Facebook, Twitter, SI Mental Health Head Start Programs, as well as the Staten Island Zoo, St. George and Tompkinsville Library, the New York Aquarium and The Coney Island Alliance in Brooklyn, District 21. On April 26, 2015, we met with Community School Board at the New Brighton Reform Church in St. George, Staten Island, and received feedback from the community about self-contained special education classes, sports and wellness programs, and tutoring in reading and math. The community is excited about our environmental education program which is aligned with the Next Generation Science Scope and Sequence for New York State. On June 18, 2015, we attended the NAACP meeting in St. George, Staten Island. Parents spoke about our school to Chancellor Carmen Farina. We also send out surveys via The SI Parent E-blast Magazine which reaches over 44,000 households and is linked to our website at ww.sigcs.com for parent and community comments and questions.

As a result of these meetings, we have obtained community support letters, petitions, and letters of commitment. We can supply commitment letters from the banks mentioned as well as from private citizens. The Friends of The Staten Island Green Charter School has an IRS 501c3. FJC also serves as a fiscal sponsor. The Lansco Corporation has programs suitable to support our budget for building and construction. Robert Del Priore is the school accountant for our proposal.

We would be delighted to provide you with any additional information you require. Thank you for your time and for your consideration of this application.

Dr. Carole B. Reiss 6/10/2015

Dr. Carole B. Reiss ***6/10/2015 Lead Applicant***

Madeline Vasquez *6/10/2015*

Madeline Vasquez ***6/10/2015 Lead Applicant***

NAME OF APPLICANT GROUP MEMBER	**EMAIL ADDRESS**	**CURRENT EMPLOYMENT**
Madeline Vasquez	[redacted]	S.I. Mental Health Society
Dr. Vincent Maligno	[redacted]	St. John's University
Danielle Dotson	[redacted]	S.I. Mental Health Society
Scott Paranada-Fried	[redacted]	NYC DOE Teacher
Jeff Lipton	[redacted]	Newspaper Publisher
Dr. Carole Reiss	[redacted]	NYC K-8 Teacher/DOE
Debi Hansen	[redacted]	Assistant Branch Manager

TABLE 1: APPLICANT GROUP INFORMATION				
*Minimum of 5 members must be designated as Trustees				
RELEVANT EXPERIENCE, SKILLS, AND ROLE ON APPLICANT GROUP (Key Words)	PROPOSED ROLE (if any) (Trustee, Employee, Consultant, or None Continuing Role)	PROPOSED POSITION ON THE BOARD (e.g., officer, trustee, or constituent representative)	LENGTH OF INITIAL TERM	VOTING MEMBER (YES OR NO)
Business Manager	Trustee	Officer	1	Yes
Curriculum Director	Trustee	President	1	Yes
Community Outreach	Trustee	Secretary	1	Yes
ESL and Chess Program	Trustee	Vice President	1	Yes
Media and Outreach	Trustee	Officer	1	Yes
Teacher/Instruction Speci	Executive Director	Advisor	1	No
Loans/Finances	Trustee	Treasurer	1	Yes