



PHASE I: Letter of Intent

Created: 06/10/2015

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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	Sankofa Preparatory Academy for Rigorous Cognition (SPARC) Charter School
Grades Served (K-5, .6-8, 9-12, etc.) During Initial Term	6-12
Number of Students During Initial Term	545

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	Edna Petite	██████████	██████████
Public/Media Contact Person	Joe N. Bradley	516-459-0359	jnathanb226@gmail.com

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

<http://sparccharterschool.wix.com/sparc>

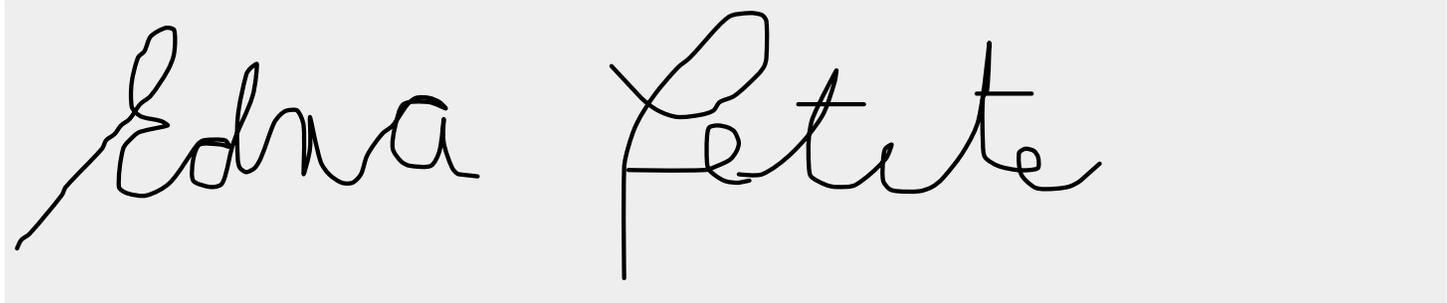
Proposed Management and/or Partner Organization(s), such as a charter or educational management company or a university, academic program partner, or whole school change partner.

(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	None
Partner Organization 2	None

Proposed Board Chair Signature

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

A handwritten signature in black ink on a light gray background. The signature reads "Edna Petate" in a cursive script. The first name "Edna" is written with a long, sweeping underline that extends to the left. The last name "Petate" is written with a large, looped 'P' and a trailing 'e'.

Date

2015/06/14

Thank you for completing this form.

Letter of Intent for
Sankofa Preparatory Academy for Rigorous Cognition (SPARC)
Charter School
June 23, 2015

I. Applicant Information

- a. **Applicant(s) information:** [REDACTED]
[REDACTED] Teacher
- b. **Public contact:** Joe N. Bradley 516-459-0359 / sparccharterschool@gmail.com / <http://sparccharterschool.wix.com/sparc>
- c. **Applicant Group Information:** Janine L. Bradley, Lead applicant. Prior to teaching, I developed my work ethic in the corporate environment managing inbound call centers in various industries. I've spent the last 10 years teaching English Language Arts to high school students and building my resolve for leading a team of educators. As the founder of SPARC Charter School, I will transition from the Board of Trustees to the role of Director.
- d. **Initial Board of Trustees Information:** {See attachment #1 Table}
- e. **Replication or Network Information:** We are not a replication or network group.
- f. **Application History:** We have not previously applied for a charter.

II. Proposed Charter School Information

- a. **Proposed school name:** Sankofa Preparatory Academy for Rigorous Cognition (SPARC) Charter School
- b. **Proposed school location:** We have been working diligently with a Real Estate broker and we have identified three possibilities located outside of the Hempstead UFSD. Two are located just outside of the boundaries and a third is located central to Hempstead UFSD and several other districts in need. Upon approval of the LOI, we will move forward with finalizing the ideal location for our educational plan.
- c. **Planned grades and enrollment in each of the years of the proposed charter term.**

Grade & Age	2016-17 year 1	17-18 year 2	18-19 year 3	19-20 year 4	20-21 year 5	21-22 projected year 6	22-23 projected year 7
6 th (10-12)	100	105	110	115	115	115	115
7 th (11-13)		100	105	110	115	115	115
8 th (12-14)			100	105	110	115	115
9 th (13-15)				100	105	110	115
10 th (14-16)					100	105	110
11 th (15-18)						100	105
12 th (16-19)							100
TOTAL	100	205	315	430	545	660	775

*projected total enrollment will max at 805 scholars

- d. **Proposed Partner Organization(s):** N/A
- e. **Proposed school mission:** Sankofa Preparatory Academy for Rigorous Cognition (SPARC) Charter School is the innovation of a collection of parents, educators, community members and concerned citizens whose motivation is to provide exceptional public school alternatives to middle school and high school scholars in Nassau and

Western Suffolk Counties in a safe, supportive environment that offers 21st Century learning skills and strategies. The academic design will provide educational plans for general education, special education and scholars with Limited English Proficiency, and will provide each child with the fundamental academic skills and basic knowledge required for his/her maximum cognitive development; the opportunity for each child to develop his/her interests and abilities to the fullest extent of his/her individual potential; and special services to promote the physical, mental and emotional development of each child. SPARC aims to offer middle school and high school scholars an exemplary program designed as a collaboration with families and communities, that provides college and career readiness, while establishing graduates who identify themselves as lifelong learners and employable staff members with excellent work ethics. It is the school's goal to foster in scholars good work habits, integrity, self-discipline, good sportsmanship, self-confidence and a sense of purpose.

f. School overview: The *core elements* of the SPARC program consists of the following: rigorous and individualized college readiness program, extended instructional time, qualitative use of data and assessments, comprehensive and individualized career readiness program, a safe school environment, and exemplary school-wide staff. SPARC will incorporate a Career Technical Education (CTE) model and encourage collaborative relationships with local colleges and universities, BOCES, and ACCESS-VR to provide 21st Century learning and career opportunities for all scholars in the field of their long-term goal interests. The CTE model creates an educational environment that integrates core academics with real-world relevance, which also meets the NYS pathways to graduation.

Organizational design will include extended time for all core courses: ELA, Mathematics, Science, and Social Studies; classes will be structured in a Small Learning Communities model with a maximum of 20 students in most classes; 100% of classes will be ICT to ensure the LRE and additional support for students with an IEP; some looping will be implemented based on student need and community feedback; extended 8.5 hour academic day (8-4:30) with one half hour of daily enrichment after school; Extended Year to 198 days; Mandatory Saturday enrichment for at-risk students (at least 18 sessions per year)

School climate and culture will be driven by the mantra “our school is a family.” We will drive success by creating an environment where failure is not acceptable and therefore is not an option; where success is recognized and rewarded publicly and with a system of discipline which encourages self-reflection and self-governing resulting in behavioral improvement; peer mediation, and public recognition and reward for making healthy choices. A reward-based discipline system with a Code of Ethics and Code of Conduct that holds scholars accountable and which is aligned with DASA and which promotes a positive culture and climate. Our school will require mandatory uniforms for all students and a staff dress code that encourages school pride through the wearing of school colors or school paraphernalia. Teacher pay will be based on performance in addition to credentials and accountability of student success is the responsibility of all team members, thus support staff will be included in co-curricular activities and mentoring programs; and parents will be required to contractually agree to the support and commitment of each scholars’ success.

Curriculum designed to encourage more rigorous and holistic approaches to core

subjects. The school will address all of the tenets of the NYS Common Core State Standards for English Language Arts and Mathematics as well as those for the NYS K-8 curricula in Science and Social Studies, and those set forth by the NYS Regents requirements of those courses in grades 9-12. Where possible, scholars will also approach said requirements through explorations in Advanced Placement courses and college readiness courses.

Professional Development will be ongoing and rigorous, and will take place every summer prior to the first day of school, as well as weekly full staff gatherings and daily grade-level professional development meetings. Focus will be on curriculum review, data analysis, and common planning.

Parent Involvement will be encouraged through open-door communication with parents and the community; Parents will be required through contract to participate in the education process including but not limited to meetings with teachers, participation in the PTSA, co-curricular support, and fundraising efforts as well as seek parent volunteers for recruitment committees, climate and culture committees, and public relations committees. The Board of Trustees is committed to maintaining at least one parent member and will employ two parent coordinators on staff at all times. We will also employ an aggressive and progressive notification system regarding academic performance, scholar absences as well as crisis intervention and response. We will also offer multi-lingual parental assistance programs including adult education programs in the evening and Saturdays where parents will be provided with parenting strategies and language support.

g. Target Population/Community Served: While the physical location of the school will not be within the Hempstead UFSD, Hempstead is our primary targeted population and community to be served. According to the NYSED Student Information Repository System, Hempstead UFSD enrolled 6,705 students in the 2013-2014 school year. The same report indicates that the graduation rate for June 2014 was only 37%. In the fall of 2014, Hempstead UFSD enrolled an additional 1,290 new students. The Hempstead School Board has expressed to the community and to the New York State Education Department that they are struggling to accommodate this sudden population growth, and in October 2014 the district resorted to opening a high school annex to accommodate the overflow of newly enrolled students. This has created a crisis of need for Hempstead, whose performance on the NYSED annual report card has indicated a district that is ***severely underperforming*** (See attachment #2). SPARC Charter School will provide significant and extensive support for all scholars, and particularly scholars in any school district facing ***overcrowding, low-test scores, and specifically those scholars identified as "at-risk."*** Thus, it is anticipated that enrollment will include scholars from Hempstead UFSD, as well as other communities including Uniondale UFSD, Westbury UFSD, Roosevelt UFSD, Wyandanch UFSD, Amityville UFSD and Copiague UFSD.

h. Replication of High Quality School Models: N/A

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

According to the NYSED SIRS, in the 2013-2014 school year, of the 6,705 students enrolled in Hempstead UFSD, 61% were Hispanic or Latino, 35% were Black or

African American, 3% were listed as White and 1% other ethnicities. 66% of all students were listed as economically disadvantaged (approx. 4,438) and 27% listed as Limited English Proficiency (approx. 1,794), and 12% of students were identified as having disabilities (approx. 773). Of the 6,705 students enrolled, 1,362 were enrolled in grades 6, 7, and 8 collectively (approx. 20%). The demographics of the communities of Uniondale UFSD, Roosevelt UFSD, Wyandanch UFSD, Copiague UFSD, Amityville UFSD and Westbury UFSD are similar to that of Hempstead and SPARC would open its doors to those students as well.

To recruit from these populations, we will continue to use a multi-lingual approach ensuring that all written correspondence is provided in both English and Spanish; providing live presentations with both English and Spanish speakers; access to our website with key facts and FAQs, a contact form and phone number where parents may contact the founding group directly for more information; presentations to community groups, civic organizations, faith-based organizations, libraries and service organizations, as well as the local colleges and adult programs where parents may frequent.

It is part of SPARC's mission to ensure that at least 10% of our total population includes students with disabilities and LEP students. It is also part of our mission to service a population of 70-80% of students who are listed as economically disadvantaged.

In our research and studies we have found that schools with proven success include a combination of academic excellence, strong parent/community support, and a school culture where every individual sees him or herself as important to the school community. Thus, we aim to ensure retention of all students by providing (1) curricula designed to be both rigorous and supportive; (2) differentiated instruction provided by highly qualified teachers in integrated co-teaching (ICT), small learning communities; (3) tutoring and mentoring programs that function as co-curricular programs; and (4) mandatory enrichment programs for those students identified most at-risk and (5) a breakfast and lunch program that ensures all children are provided with healthy, nutritious meals that are affordable. Healthy snacks will also be made available for extended day and weekend programs.

In addition, to ensure the ongoing support of parents and the community, we will employ two parents as parent coordinators, recruit at least two parents as members of the Board of Trustees, encourage an open-door policy of collaboration and communication with the Parent-Teacher-Student Association, seek parent volunteers for recruitment committees, climate and culture committees, and public relations committees. We will also offer multi-lingual parental assistance programs including adult education programs in the evening and Saturdays where parents will be provided with parenting strategies and language support.

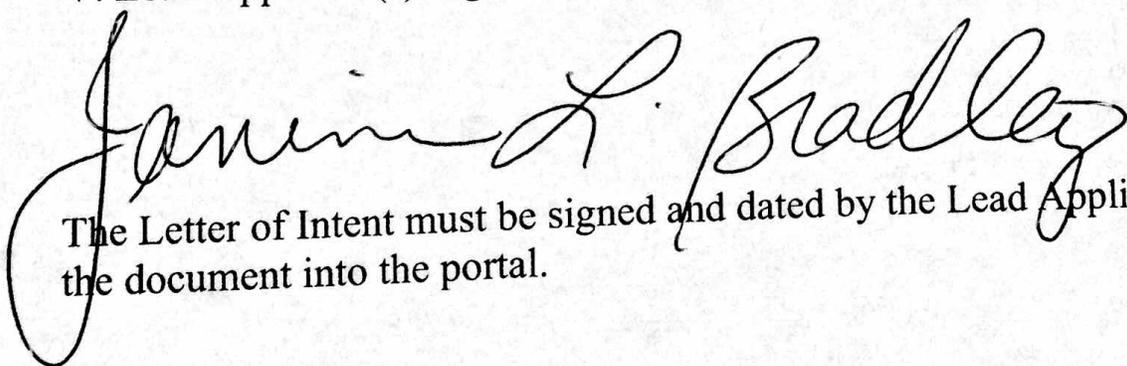
IV. Public Outreach and Community Support

a. Public outreach began in 2014 with an initial meeting with Hempstead's Mayor Wayne J. Hall, Sr. and Deputy Mayor Waylyn Hobbs, Jr. who both agree that the situation with the Hempstead UFSD is critical and seeks relief for the overcrowding of the schools in the Village of Hempstead. Subsequent outreach included meetings with community civic organizations and religious organizations. Feedback was solicited in person via surveys

and open discussions as well as via social-media sites, and a website created specifically for the SPARC Charter School. In addition, we have arranged to provide on-site forums at many of the multiple-family dwellings throughout the community providing information in English and Spanish as well as surveying parents in local Laundromats, supermarkets, libraries, and restaurants. However, we understand that it is crucial for outreach to be ongoing to ensure parental support and communication.

b. The parents and community members of Hempstead UFSD are desperate for an alternative to the current educational system. On more than one occasion, community members expressed their concern for the fact that there exists two charter schools in Hempstead UFSD currently and the tax burden another non-profit would bring to property owners. However, when we explained that SPARC would be located outside of the community and students would attend school similar to being sent to private, Parochial, or Catholic school, the parents expressed great support and anticipation. In addition, parents were very concerned that those children who currently attend one of the existing charter schools would be required to attend the existing public middle and senior high schools, which are struggling to stay afloat. And some parents expressed that although there are two charter schools in Hempstead UFSD, enrollment is limited and the anticipation of another mass enrollment has left community members concerned about overcrowding. Thus, while there is some resistance to having another charter school and opponents to charter schools believe it will have a negative financial impact on the existing public school entity, the majority of parents we have met with are not only in agreement, but are desperately seeking an alternative. And while Hempstead UFSD was identified as a 5% district in the 2012-2013 school year, the recent new developments in mass enrollment, overcrowding, and the continuous inability of the district to meet state standards of academic achievement, make it clear that granting this charter will "have a significant educational benefit to the students expected to attend." (Education Law §2852)

V. Lead Applicant(s) Signature and Date Signed

 6/14/15

The Letter of Intent must be signed and dated by the Lead Applicant(s) before uploading the document into the portal.

NAME OF APPLICANT GROUP MEMBER	EMAIL ADDRESS	CURRENT EMPLOYMENT
Janine L. Bradley	[REDACTED]	Uniondle UFSD Teacher
Vonda-Kaye Dowe	[REDACTED]	Valley Stream UFSD Teacher
Shameka Davis-Walker	[REDACTED]	Uniondale UFSD Home Instruction Coordinator

Edna Petite		C&E Child Care Provider
Joe Bradley		NYC DOE (Queens Preparatory Academy) Teacher

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)
Lead Applicant; M.S. in SBL, teacher for 10 years, Syracuse University Project Advance instructor for 7 years, dance coach for 5 years, former Regents review coordinator, former Summer Bridge coordinator, former corporate trainer and manager, parent, grandparent, community member, student advocate	Operational Director	Trustee	TBD	No
M.S. in Administration, NYS SDA certification, teacher for 13 years, STEP team coach for 12 years	Trustee	Trustee	TBD	Yes
M.S. English Education, 8 years as coordinator for at-risk students on home instruction; 1 year as coordinator of 504 accommodations; 2 years as a leave-replacement teacher; also worked as a teaching assistant in the GED program. Also works with at-risk students and students assigned out-of-school suspensions in the UHS Alternative School in the evenings	Trustee	Trustee	TBD	Yes

<p>NYS licensed Child Care provider for 20 years, former licensed NYS Life Insurance representative, graduate of Hempstead school district, resident of Hempstead and parent</p>	<p>Trustee</p>	<p>Trustee</p>	<p>TBD</p>	<p>Yes</p>
<p>M.A. in Social Studies Education, NYC DOE teacher for 4 years; 7 years as Area Operations Manager at Cablevision Corp.; former resident of Hempstead</p>	<p>Trustee</p>	<p>Trustee</p>	<p>TBD</p>	<p>Yes</p>