



PHASE I: Letter of Intent

Last updated: 06/23/2015

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 | Schoolhouse Academy Charter School of Uniondale |
| Grades Served (K-5, .6-8, 9-12, etc.) During Initial Term | 9-12 |
| Number of Students During Initial Term | 588 |

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 | Lana Thomas | [REDACTED] | [REDACTED] |
| Public/Media Contact Person | Carlo Schiattarella | 646-831-6102 | carlo@schoolhouseproject.net |

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

www.schoolhouseacademy.net

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 | Not Applicable |
| Partner Organization 1 | Not Applicable |
| Partner Organization 2 | Not Applicable |

Proposed Board Chair Signature

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

Lana Thomas

Date

2015/06/23

Thank you for completing this form.

I. Applicant Group Information:

- a. See Attached Table 1.
- b. See Attached Table 1.
- c. **Public Contact:** Carlo Schiattarella; 646-831-6102; carlo@schoolhouseproject.net
- d. **Application History:** Not Applicable.
 - Required Attachments: Attachment 5a: See attached.

II. Proposed Charter School Information

- a. **Proposed School Name:** Schoolhouse Academy Charter School of Uniondale
- b. **Proposed School Location:** Uniondale Union Free School District (Uniondale UFSD). Currently, we are assessing 3 properties with available space in Uniondale. We have not requested to be sited in a school district facility.
- c. **Planned Grades and Enrollment:** SHA will serve 588 students in grades 9 through 12. The table below shows planned enrollment in each year of the five-year charter. Please note we are assuming, approximately, an annual 5% attrition rate, which we expect to be mostly due to families relocating.

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|------------|--------|--------|--------|--------|--------|
| 9th Grade | 150 | 100 | 175 | 175 | 175 |
| 10th Grade | | 143 | 95 | 167 | 167 |
| 11th Grade | | | 136 | 91 | 159 |
| 12th Grade | | | | 130 | 87 |
| Total | 150 | 243 | 406 | 563 | 588 |

- d. **Proposed Management and/or Partner Organizations:** Not Applicable
- e. **Proposed School Mission:** The mission of Schoolhouse Academy Charter School of Uniondale (“SHA”) is to graduate college and career-ready students, especially students at-risk of academic failure, with the necessary skills, knowledge, and real-world experiences required for success in college and a 21st Century competitive, global economy. Our STEM focused hands-on curriculum, career pathway exposure in the STEM fields, and integration of health, nutrition, physical fitness, and mental health prepare students to become critical thinkers, problem solvers, and life-long learners.
- f. **School Overview:** SHA key school design elements are based on 7 overarching components.

First, we believe that creating a positive, supportive, safe, and orderly learning environment is essential for effective teaching and learning to take place. To this end, SHA leadership, teachers, and staff will have high expectations and an unwavering belief that all students can learn and achieve academic success regardless of their socio-economic status, background or designation (e.g. ELL, SWD, FRPL). SHA will create opportunities for administrators and teachers to get to know and make personal connections with students every day (e.g. staff morning greeters and student advisory). SHA will provide students with frequent, positive feedback and make available outlets for positive expression, such as, displaying student art

and writings. Furthermore, explicit and clear behavior expectations will be evident throughout the school and will be based on accountability and consequences.

Second, SHA will implement a STEM focused curriculum emphasizing critical thinking; problem solving skills; numeracy and writing proficiency; hands-on, project-based, collaborative learning; and, the scientific method. The curriculum will challenge students to consider real-world problems in different ways, to detect mistakes, gather relevant data, understand how different parts of a system work, and apply inter-disciplinary knowledge. Moreover, SHA's STEM curriculum will be enhanced with a literacy component emphasizing writing, reading, interpersonal and communication skills. These skills will prepare students to work collaboratively and convey information clearly.

Third, SHA will offer students career pathway exposure and certifications in the STEM fields. This component of the school design will make classroom learning more relevant, give students a unique opportunity to apply acquired classroom knowledge to work based experiences, and acquire the technical skills needed to meet the demands of the 21st century high-tech, high skills jobs. We will partner and collaboratively engage corporations in the STEM fields to provide structured learning experiences. Students will be able to use this experience to meet graduation requirements, earn college credits, and acquire industry-recognized certifications.

Fourth, SHA will implement an integrated approach to health, nutrition, physical fitness, and mental health. This approach will include providing healthy, fresh whole foods for breakfast/lunch and teaching students about how to make healthy food choices. Further, SHA will incorporate daily vigorous to moderate movement for all students (e.g. martial arts, yoga, and morning calisthenics). Moreover, SHA will promote positive mental health awareness and offer mental health services and resources to meet the needs of students.

Fifth, SHA believes recruiting, developing, retaining, and rewarding effective teachers will result in high levels of student achievement. SHA will expend significant resources on recruiting the most talented teachers locally and across the country. To support the development of great teachers in every classroom, we will have personalized professional development plans ("Teacher Success Plans") for every teacher based on their individual needs. Moreover, retaining and rewarding great teachers will be a high priority. To that end, a career ladder system ("Career Success Ladder") will be implemented that rewards outstanding teachers for results with increased compensation, recognition, and promotion.

Sixth, establishing strong instructional leadership is an essential component in supporting high quality teaching and learning. SHA will establish a school-wide leadership team consisting of key school personnel. The leadership team will support teachers to be effective educators. They will utilize a number of strategies to improve teacher performance, including: frequent observation and feedback (formal and informal); videotaping highly effective teachers as a best practices

modeling tool; creating peer mentorships; and individualized target professional development and training.

Seventh, SHA will employ data-driven instruction and on-going assessments. A variety of assessments will be used throughout the school year which will provide valuable information on student academic needs. Initial, frequent, and on-going assessments of student progress will provide critical information about student learning levels and inform decisions about appropriate academic interventions. Further, formative assessments will be utilized, which will help teachers gauge student understanding of the content on a frequent basis. To check for understanding daily, some formative assessments will be embedded within teacher's lessons, including Do-Now and Exit Tickets. With this data, teachers can differentiate instruction and provide direct remediation based on student's individual needs.

Additional key school design features include the following: longer school year (195 days) and longer school day (8 hours); personalized student learning plans; small group strategic tutoring; student advisory; Response to Intervention (RTI); Freshman intensive intervention (e.g. double classes of ELA/Math); uniforms; laptops and tablets for all teachers and students; and, interactive whiteboards in all classrooms.

- g. Target Population/Community Served:** SHA will locate in Uniondale, NY, which is in Nassau County, Long Island. We will serve a racially and ethnically diverse community of mostly African Americans and Hispanics. According to Uniondale UFSD 2013/2014 School Year Report Card, the student demographics are 47% Black/African American, 51% Hispanic, 1% Asian, and 1% White. Seventy percent (70%) of the students are economically disadvantaged. Fifteen percent (15%) are English Language Learners (ELL) and 10% are students with disabilities (SWD). We anticipate that the characteristics of our student population will be consistent with this demographic profile.

SHA target population will be students at-risk of academic failure, ELL, SWD, and students eligible for free and reduced price lunch program (FRPL). The Uniondale UFSD report card student group data shows that 8th graders (incoming freshman), Hispanics, ELL, and SWD students are all at-risk of academic failure. On the ELA and math assessments results for 2013/2014 School Year indicate that 22% of the 8th graders scored proficient on the ELA test and 3% on the math assessments. For ELL and SWD, the results are even more dire: none were proficient on ELA test and 2% on the math assessment. Moreover, although Uniondale UFSD 4 year graduation rate was 73% in 2014, the ELA/Math Aspirational Performance Measure (APM) was only 18%. This statistic clearly shows very few students who graduate are college-ready. The student group data further shows that only 62% of Hispanics, 23% of ELL, and 36% of SWD graduated in 2014. Lastly given the similar demographics, achievement levels, and proximity of surrounding towns of Hempstead, Roosevelt,

and East Meadow, we expect families from these communities to seek enrollment at SHA as well.

h. Replication of High Quality School Models: Not Applicable

III. Enrollment and Retention

First and foremost for all students to succeed, they must believe that all adults (i.e. administrators, teachers, and support staff) have high expectations and hold an unwavering belief that they can learn regardless of their designation as at-risk of academic failure, ELL, SWD, or FPRL. By offering the necessary academic and social/emotional supports, SHA will attract and retain our target groups mentioned above and ensure success for all.

Describe school's strategies to recruit and retain its students, specifically:

a. *Those identified in the school's mission:* At-risk of academic failure.

Recruit: We will widely disseminate information and conduct public awareness campaigns including, but not limited to: distributing marketing materials throughout the community; hosting public information sessions; and, advertising in the penny savers, local newspapers and on radio. More specifically to reach at-risk students, we will foster a relationship with Uniondale UFSD and its two local middle schools that have a significant percentage of students not meeting proficiency. Retain: SHA anticipates a majority of incoming new students will be at-risk of academic failure. To meet this need, SHA will implement Response to Intervention (RTI), a multi-tier approach to the early identification and support of students with learning needs. In addition, SHA will strategically utilize remedial programs in reading, writing, and math and provide double periods of ELA and math to accelerate students to attain proficiency.

b. *Students with disabilities ("SWD"):* Recruit: SHA will outreach to the Nassau BOCES, which serves SWD, and establish relationships with local related service providers.

Retain: SHA will provide special education services as per the student's individualized education plan. SHA will seek to provide a least restrictive environment and inclusive setting with appropriate academic supports for SWD. Academic supports may include but not limited to: co-teaching where appropriate; school-wide special education coordinators; and specialized differentiated lessons.

c. *English language learners ("ELL"):* Recruit: All marketing materials will be translated in the predominant language other than English in Uniondale, which is Spanish. SHA will distribute marketing materials to Hispanic businesses, Hispanic speaking churches, and community based organizations, such as the Hispanic Civic Association. Further, Hispanic speaking recruitment staff will be at all information sessions. Retain: SHA's emphasis on project-based and hands-on learning is particularly effective for ELL students. In addition to "learning by doing", SHA will integrate English language acquisition and subject matter content. Moreover, SHA will have school-wide ESL teachers and classroom teachers will receive training in ESL strategies.

- d. *Students who are eligible applicants for the free and reduced price lunch program ("FRPL"):* Recruit: SHA will outreach to social service agencies that provide services to low-income families. Also, we will distribute marketing materials and hold information sessions at the public housing projects and homeless shelters. Retain: It is likely a majority of FRPL students will be at at-risk of academic failure. Therefore, we will employ the same strategies as mentioned above to retain at-risk students. In addition, SHA career pathway exposure and certifications in the STEM fields will make school more relevant, which is a motivating factor in retaining students.

IV. **Public Outreach and Community Support**

- a. *Public Outreach Conducted to date.* SHA has begun to solicit community input regarding our proposal through grassroots outreach efforts to the following entities, which included meetings, emails, phone calls, and letters:
- *Community-based organizations:* Uniondale Community Council (email), Hispanic Civic Association (meeting); 100 Black Women of Long Island (email/phone call); African American Museum (phone conversation); Uniondale Chamber of Commerce (phone conversation); Long Island Forum for Technology (phone conversation)
 - *Elected officials:* Don Clavin, Receiver of Taxes (meeting); Town Supervisor Kate Murray (letter); Township Councilmember Dorothy Goosby; (letter); State Senator Kemp Hannon (letter); Assemblyman Edward P. RA (letter);
 - *Religious Officials:* The Lutheran Church of the Epiphany, Pastor David Anglada (meetings); Grace Cathedral, Bishop Robert Harris (letter)
 - *SHA Website:* Schoolhouseacademy.net was created to make available information about our proposal to the public, includes an electronic form for visitors to provide input.
 - *Parents:* In obtaining parent and community support signatures, we have spoken with dozens of parents and community residents that are interested in sending their children to our school. Those without children expressed support for a high school that offers a STEM curriculum and career readiness.
- b. *Initial Assessment of Parent Interest.* SHA's parent and community support petition briefly describes our school proposal, provides spaces for parent signatures, contact information, village/town, and the number of school age children. It also informs parents their signature is an indication of interest in this school and directs them to our website for input. To date, we have a total of 223 signatures, 91 have school age children who would be interested in sending their child to this proposed school and 132 are in support of our proposal. Of those with school age children, 89 are from Uniondale and Village of Hempstead and 2 from East Meadow.

Proposed Board Chair Signature and Date



(Lana Thomas)

2015-06-23

| TABLE 1: APPLICANT GROUP INFORMATION | | | | | | | |
|--|---------------|--|---|---|--|------------------------|---------------------------|
| *Minimum of 5 members must be designated as Trustees | | | | | | | |
| NAME OF APPLICANT GROUP MEMBER | EMAIL ADDRESS | CURRENT EMPLOYMENT | RELEVANT EXPERIENCE, SKILLS, AND ROLE ON APPLICANT GROUP (Key Words) | PROPOSED ROLE (if any) (Trustee, Employee, Consultant, or No Continuing Role) | PROPOSED POSITION ON THE BOARD (e.g., officer, trustee, or constituent representative) | LENGTH OF INITIAL TERM | VOTING MEMBER (YES OR NO) |
| Lana Thomas | [REDACTED] | Underwriters Laboratories Incorporated (UL); Staff Engineer | Relevant Experience: STEM background; 17 years as Engineer; Electrical Engineering Technology degree Skills: project engineer; staff management; regulatory compliance; strategic planning; auditing Role on Applicant Group: Steering Plan Committee; Community Outreach Committee | Trustee | Board President | 5 | Yes |
| Susette Preziosi | [REDACTED] | Hewlett-Woodmere UFSD, Teacher | Relevant Experience: Education Background; 17 years in schools as teacher, director, and coordinator; MS in Reading Skills: curriculum and program development; staff management; program management; student assessment; teacher evaluation; teaching reading/writing; human resources Role on Applicant Group: Academic Plan Committee; Community Outreach Committee | Trustee | Academic Committee Chair | 5 | Yes |
| James Ng | [REDACTED] | Wells Fargo Advisor Financial Network; Financial Advisor | Relevant Experience: Finance Background; 25 years as Financial Advisor; Series 6, 7 and 63 licenses. Skills: financial planning, management and oversight; investment; interpersonal and communication Role on Applicant Group: Steering Committee; Financial Plan Committee; Community Outreach Committee | Trustee | Finance Committee Chair | 5 | Yes |
| Paul Frank | [REDACTED] | JP&C Construction; Owner & Vice President | Relevant Experience: Architectural and Construction Background; 25 years as Architect and Commercial Contractor; Registered Architect; B.A. in Architectural Technology Skills: architectural drafting and design; cost estimating; complex scheduling; staff management; project management Role on Applicant Group: Steering Committee; Facility Plan Committee | Trustee | Facilities Committee Chair | 5 | Yes |
| John Schuette | [REDACTED] | Underwriters Laboratories Incorporated (UL); Engineering Manager | Relevant Experience: STEM background; 20 years as Engineer; B.A. Electrical Engineering and Masters in Business Administration Skills: project engineering management & leadership; operational & organizational efficiency; problem solving, and communication; plan & budget development Role on Applicant Group: Facilities Plan Committee | Trustee | Facilities Committee Member | 5 | Yes |

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|--|---------------|--|--|---|--|------------------------|---------------------------|
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| Thomas Walsh | ██████████ | TERADATA Corporation; Business/Industry Consultant | Relevant Experience: Technology, Cable, and data background; 30 years in Technology, Cable Data Industry Skills: strategic planning and operations; marketing/business development; managerial skills Role on Applicant Group: Community Outreach Committee; Finance Plan Committee; Development Plan Committee | Trustee | Development Committee Chair | 5 | Yes |
| Carlo Schiattarella | ██████████ | Schoolhouse Project; Chief Executive Officer | Relevant Experience: Charter school background; 20 years of experience with charter school development, startup, operations, facilities, financing, and budgeting. Board President of NYC Charter High School for Architecture, Engineering, and Construction Industries; Masters in Public Administration Skills: leadership skills; project management; managerial skills; operations; budgeting Role on Applicant Group: Steering Plan Committee Chair; Academic Plan Committee | Chief Executive Officer | N/A | N/A | N/A |
| Andrew McLaughlin | ██████████ | Schoolhouse Project; Chief Operating and Finance Officer | Relevant Experience: 30 years in Facility Development & Construction Management, including charter schools; Skills: project management; budgeting; cost estimating; complex scheduling; staff management Role on Applicant Group: Steering Committee; Facility Plan Committee | Chief Operating & Financial Officer | N/A | N/A | N/A |
| Dr. John Kalaboukas | ██████████ | Educational & Financial Consultant | Relevant Experience: Education Background, including charter schools; 27 years in schools as District Administrator; Principal; Dean; Associate Professor, teacher ; Ed.D Educational Administration & Supervision Skills: Administrative & Instructional Leadership; curriculum and program development; staff recruitment & professional development; data analysis & assessment; teacher evaluation; human resources Role on Applicant Group: Academic Plan Committee; Community Outreach Committee; Facility Plan Committee | Chief Academic Officer | N/A | N/A | N/A |

