



PHASE I: Letter of Intent

Created: 02/08/2015

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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	Science and Technology Academy Charter School (STACS)
Grades Served (K-5, .6-8, 9-12, etc.) During Initial Term	k-5
Number of Students During Initial Term	300

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	Reginald Stroughn	516-443-0516	SciTechACS@gmail.com
Public/Media Contact Person	Reginald Stroughn	516-443-0516	SciTechACS@gmail.com

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

www.scitechacs.org

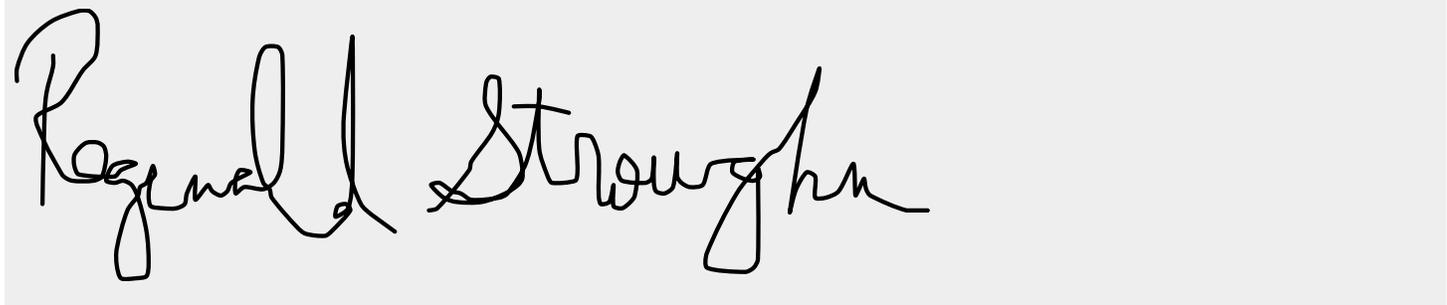
Proposed Management and/or Partner Organization(s), such as a charter or educational management company or a university, academic program partner, or whole school change partner.

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

Proposed Management Company	N/A
Partner Organization 1	(No response)
Partner Organization 2	(No response)

Proposed Board Chair Signature

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

A large, light gray rectangular area containing a handwritten signature in black ink. The signature is written in a cursive style and reads "Reginald Strougher".

Date

2015/02/09

Thank you for completing this form.

Science and Technology Academy Charter School (STACS)

I. Applicant Group Information

ab. See attached Table 1.

c. **Public Contact:** Reginald Stroughn, 516-443-0516; scitechacs@gmail.com

d. **Application history:** On June 3rd, 2012, a Letter of Intent was submitted to the Board of Regents for the 21st Century Preparatory Charter School to be located in Queens, NY. The 2 members who were a part of the team that submitted the above were Abigail Lockett and Bruce Richardson. Applicants were not invited to interview. These members are now part of this applicant group. The Charter goal has remained the same but has been expanded and adapted to reflect the current Common Core State Standards of the Department of Education. Science, Technology, apprenticeship, and increased academic rigor in Social Studies, ELA, and Foreign Languages have been included to prepare students for the 21st Century challenges of college and career.

Attachment 5 (a): New Applicant and Prospective School Trustee Background

Information sheet and Signed Assurance Statement: See attached forms for all proposed trustees.

II. Proposed Charter School Information

a. **Proposed school name:** Science and Technology Academy Charter School (STACS)

b. **Proposed school location:** Queens District 29 NYC. The applicant group will request that the school be located in Queens District 29 facilities subsequent to an invitation to submit a full application

c. Planned grades and enrollment for each year of the 5-year charter school term:

Grade	Year 1: 16-17	Year 2: 17-18	Year 3: 18-19	Year 4: 19-20	Year 5: 20-21
<i>K</i>	<i>60</i>	<i>60</i>	<i>60</i>	<i>60</i>	<i>60</i>
<i>1</i>	<i>60</i>	<i>60</i>	<i>60</i>	<i>60</i>	<i>60</i>
<i>2</i>		<i>60</i>	<i>60</i>	<i>60</i>	<i>60</i>
<i>3</i>			<i>60</i>	<i>60</i>	<i>60</i>
<i>4</i>				<i>60</i>	<i>60</i>
<i>5</i>					<i>60</i>
Total	120	180	240	300	360

d. **Proposed management and/or partner organization:** Not applicable

e. **Proposed school mission:** Science and Technology Academy Charter School (STACS) will use a rigorous STEM curriculum to empower its students to be life-long learners who will flourish academically, socially, and emotionally. Through academic rigor, social and interactive experiences, and development of critical thinking skills, along with the common core state curriculum, students will be prepared for the educational and technological challenges of the 21st Century, as well as for college and career readiness.

f. **School Overview**

STACS will welcome all students with priority given to English Language Learners (ELLs). The percentage of special needs enrollees will reflect district norms. Cognizant that not all ELL students learn at the same level, STACs will employ various methods and strategies such as tiered individualized intervention, cooperative learning, and project based learning. These research based strategies along with using the different modalities will provide essential support for all students and in particular for ELLs across all grades.

Academic Practices: STACS will provide supports which will include instructional intervention, reading and reading remediation programs, counseling and STEM enrichment programs to the targeted population. Individuals qualified in the above mentioned skills will be hired as part of the staff, counselors and paraprofessionals who speak a second language will be given preference during hiring.

Pre-Assessment and Assessment: Goal setting will be used as a tool to closely monitor progress at specific intervals. Review of formative and summative assessments will determine strategies and models used to ensure growth and adequate yearly progress (AYP).

Additional Support: The ELL population along with eligible applicants for Free and Reduced Priced Lunch will also be serviced through a multi-tiered model which includes intervention for students with disabilities. Related Services will also be available. Teachers, Paraprofessionals, ICT-teachers, etc. will be added to these classrooms as needed to scaffold and support instruction.

Community/Parent Support: Students will arrive half an hour before the actual day and will remain an hour after the school day. In addition to relieving parents, this extended time will be used for instructional and academic intervention, enrichment programs, remediation strategies and goal setting. The above mentioned will become scaffolds to assist students.

Partnership of school personnel, parents, church and community: STACS will actively seek to have all stake holders involved in students' academic success. Parent nights, and training sessions will be some of the methods used to help achieve these common goals. Biweekly professional development for academic and support staff will be offered by specifically trained DOE personnel and by our affiliators in Science and Technology. STACS, together with Queens High School for the Sciences at York College have established a solid partnership where these high school students will provide tutoring and mentoring to all grade levels in STACS.

Partnerships with SEMAA (Science, Engineering, Mathematics and Aerospace Academy), NASA (National Aeronautics and Space Administration), and COMPASS (Comprehensive After School System of NYC) are being currently finalized and their skilled contributions will become an integral part of our academic core curriculum.

Curriculum: STACS will implement a rigorous in depth curriculum aligned to both the New York Common Core State Standards P-12 and the New York State Board of Regents Agenda, emphasizing English language development, mathematics, science, the arts, and humanities. EngageNY, which is developed and maintained by the New York State Education Department (NYSED), will provide lessons in ELA, Mathematics and Social Studies. These programs will provide and support students with essential concepts. To help monitor student growth measure of student learning (MOSL) will be used periodically to ensure that students are on target. Along with Data-Driven Instruction (DDI), students learning will be enhanced as they acquire communication and language skills. These learning models will help create real life experiences that will prepare students for college and career.

Science will be geared towards inquiry and process based skills. Inquiry & process based skills will allow students to make a series of discoveries through the use of applications that will prepare students to investigate important issues in the world around them. The culture of STACs will create an atmosphere that is supportive of diverse cultural backgrounds while celebrating students' individuality as it partners with other STEM programs.

The Social Studies instructional program will focus on the development of higher-order thinking skills as they learn about cultural and global occurrences. Through the use of an encompassing social studies curriculum, students will learn about community economics, government rules and leadership roles along with citizens' rights and responsibilities. STACS will utilize the available resources in the community i.e. – Hospitals, Public Housing Complexes, Businesses, Fire & Police Departments, etc., to enhance the development of tolerance and patience. Diverse families will be studied tracing the changes and developments over time and the effects upon their cultures, customs, beliefs, and values. In addition, the school will promote the development of social consciousness and civic responsibility. Students will have opportunities to participate in school and community-based service projects where they will gain future marketable skills for life. A primary focus will be on the development of student social and political awareness and the relevance of these issues to their lives, their families and their community. The school instructional program will avail itself of the cultural resources in New York City, Long Island and surrounding areas. Field trips and cultural events

embedded in the curriculum, will be used to launch, enrich and reinforce units of study. These experiences will create the background knowledge that many immigrant and disadvantaged students lack. These experiences, both inside and outside of the classroom, will reinforce positive habits for life-long learners.

Along with Mrs. Michelle Obama's program, Physical Education and Nutrition Education will be part of the daily regimen in our fight against childhood obesity. A carefully designed nutritional and physical education program will be structured to meet the specific needs of our population. Physical Education will provide daily exercise routines and participation in sports activities while the nutritional aspect will provide information to maintain good health and eating habits. Partnerships and visits from the neighboring health establishments will provide us with resources and current information to maintain optimum health.

Technology education will emphasize not only computer literacy but also the connection between technology and the remedies for problems encountered in everyday life. Whiteboard and Smartboard technology, digital content and learning through activity will facilitate learning in flipped classrooms and will enhance opportunities to communicate and learn from others through digital content. Through skype and other enhanced technologies students will be able to visit other classrooms around the world and gain valuable knowledge.

STACS will foster an environment where boys and girls – in uniform - will receive instruction in gender specific classrooms beginning in Grade 3. Single gender classrooms will reduce distractions and thus promote the development of academic skills. Weekly scheduled school-wide events for the entire student body will inculcate proper social behaviors. The program *I Civic*, championed by Justice Sandra Day O'Connor, will promote good citizenship and an understanding of U.S. government at all levels. Further, character education will enhance and support the instructional program and promote the development of future leaders with an appreciation for all cultures. Emphasis will be given to the values of tolerance and acceptance needed to succeed in the 21st Century, a truly global society. Given the huge number of Spanish speakers both in the U.S. and worldwide, Spanish language instruction will begin in Kindergarten and continue through grade 5. STACS will embody a rigorous academic curriculum that will be taught by highly qualified teachers in an inclusive, supportive, nurturing, and learning environment. STACS will implement a differentiated instructional approach to support all students and in particular English Language Learners and students with special needs. The instructional staff will be supported by a comprehensive professional development program. To combat the poor retention rate in charter schools, the *Science and Technology Academy Charter School* will align teacher salaries and benefits to the New York City school system. Professional development will be an outgrowth of self-assessment and reflection that promote collaboration and collegiality. The school will create a culture that supports teachers in fulfilling their goals by providing them with meaningful training, leadership opportunities, and experiences in innovative educational practices and strategies.

Extended Year

The students will receive an additional 20 days of instruction – Summer Bridge Program- during the month of July to provide enrichment and/or remediation as needed (beginning in Grade 2 and going through Grade 5). *STACs* will use this time for specific programs such as academic or enrichment activities, STEM electives, tutoring, citizenship and career experiences.

The school will support parents in exercising their responsibility by fostering a dynamic school-family partnership. To assist working parents, students will be greeted and welcomed by school leaders and teachers with a smile, then served breakfast starting at 7:00 AM and will be served until 7:40. At 7:45 students will attend a General Assembly that will aide in creating a positive tone for the day followed by *The Pledge of Allegiance* and the national anthem. School events, individual students and individual teachers will be highlighted and celebrated, reinforcing the high expectations and a positive tone.

g. Target Population

District 29 has a diverse student population. Within this community of 14% Hispanic and 2% Asian are also students from other countries who are bilingual. Creole is also a dominant language spoken in this community. Many immigrant parents in these neighborhoods are mono-lingual or speak limited English resulting in a need for their children to have extra help in the English Language Arts. This deficit creates a need for a school that caters heavily to ELLs. The results of the ELA and mathematics scores for grades 3-5, indicate that students need more intense support in both these crucial core areas. STACS intend to make a contribution to the academic community to correct this deficiency by offering an enhanced, comprehensive literacy and mathematics program that caters to the specific needs of the students in District 29.

STACs with its promise of an enriched, rigorous, in-depth curriculum in both science and technology will greatly fulfill this need. Low income working families, ELL students, low performing students, and students who are at risk will be offered a smaller, safer environment to grow and develop holistically. Parents who recognize the need to be fluent in the language in which they and their children live will find that STACs can fulfill this need. Test score statistics from District 29 confirm the need for a charter like STACs at this time.

Overall, this student population which comprises 67% African-American, 14% Hispanic, and 2% Asian has scored poorly on both the ELA and Math standardized tests. District wide 76% of students in grades 3 through 8 scored below proficiency in ELA while 75% scored below proficiency in Math. Both ELL students and students with disabilities did not make adequate yearly progress (AYP) in 2013-2014. 77% of students are eligible for free and/or reduced lunch. STACs educational contribution will fulfill this deficiency by developing and utilizing accredited programs that will bridge this gap.

h. Replication of High Quality School Models: Not applicable

III. Enrollment and Retention of Students

Recruitment

STAC's will employ an aggressive recruitment program to attract and recruit our targeted population in District 29. STACs will partner with families, businesses, multicultural agencies, housing projects, churches, head start programs, and tenant associations sending them information through flyers and brochures on a regular basis. STACs has created a web site as an additional recruitment tool (www.scitechacs.org). The website will provide information regarding STACs proposed curriculum, services, partnerships, and mission.

STACs will endeavor to recruit at risk students, special education students and ELLs who have not met the common core state standards performance levels in ELA & Math. In the 2013/2014 school year both ELL students and students with disabilities did not make AYP (adequate yearly progress). 76% of students in grades 3 through 8 scored below proficiency in ELA while 75% scored below proficiency in Math.

STACs has also created a survey site for the purpose of recruitment at the following website (<http://goo.gl/forms/ZjfmoqHZcc>). Members have attended community activities such as street fairs, sports activities, school board meetings, town hall meetings, church meetings, and other community events and meetings.

The STACs outreach team has reached out to the following organizations within the District 29 community and are forming solid relationships to ensure student enrollment success: Queens Episcopal Dioceses which has 3 churches in District 29, The Forty Projects located in South Jamaica Queens, The Baisley Projects located on Guy R. Brewer and Baisley Blvd. in Queens, Sutphin Blvd. Housing Projects located on Sutphin Blvd. in Queens and other neighboring projects. We are developing a working relationship with the following organizations: SCO Family of Services which deals with foster, homeless, sheltered, and displaced families, Foster Care Parent Association of Heartshare Human Services of NY, Nonprofits Organizations Cultural Collaborative, and Safe Space Jamaica Headquarters, all of which are located in Queens District 29.

Retention

One key element that STACs will employ to retain its students is to allow parents to see tangible proof of growth and success of students. One of the models to be implemented will be the Common Core State Standard Curriculum. Differentiation will be an integral part of lesson so that the needs of each student can be met. STACs will utilize the interests and strengths of each student as a means of strengthening instructional delivery and ensure better outcomes. The ELL population will also be serviced through a multi-tiered model which includes intervention programs for students with deficiencies and disabilities. Goal setting will be used as a tool for monitoring progress at specific intervals. They will also be exposed to a varied approach to learning which will include tiered assignments.

For ICT (Integrated Co-Teaching Classes) both the general education and special education teachers will collaborate with the planning and delivery of instruction to students. Teachers will employ the use of different modalities to ensure academic growth. Modifications will be made to the curriculum without weakening the standards yet meeting the mandates of the IEP's. Progress and behavior will be monitored by both teachers and administration through pre-assessments and assessments portfolios, checklists, teacher observations, in-house tests and quizzes, peer collaboration and standardized tests. A staff of highly qualified competent teachers will be responsible for the delivery of the common core curriculum and the modifications that are part of the students' instructional plan. Certification requirements will model the NYC DOE. STACs will collaborate with the Counsel for Special Education on issues pertaining to relevant students.

Through enrichment programs, before and after school, students will be able to improve in all areas. Additional strategies that will be used to retain at risk and low income students are the following: Innovative and advanced technology programs; hands on participation and celebration of the Arts in our curriculum; Career day celebrations/individuals to share success stories; using social and cultural institutions to emphasize the connection between the academics and real life; small groups participating in differentiated instruction; coaching and mentoring from specialized staff who will offer extra curricula academic support and enrichment.

IV. Public Outreach and Community Support

- a. In the Summer of 2014, the STAC's team embarked on their out-reach mission by meeting with community school board 29, religious leaders, parents, and local political officials. To date, announcements have been made at many community based organizations in district 29. The following has expressed interest in playing a significant role within STACs: (a) Restoration Springs – 191-07 Jamaica Avenue, (b) Mount Miriah AME church – 116-20 Francis Lewis Blvd., (c) New Greater Bethel – 215-32 Jamaica Avenue, (d) New Greater Bethel – 219-09 Linden Blvd., (e) Gifted Learning Tutoring Center – 220-09 Merrick Blvd., (f) Kennedy in Home Tutoring – 90-10 218th Street, (g) Ace Academic Tutoring – 96-09 Springfield Blvd., and (h) Grant tutorial Svc. Inc. – 109 Francis Lewis Blvd. In addition, surveys were conducted in both English, Spanish & Creole. Other means included social media and STAC's website www.stachacs.org along with a survey website <http://goo.gl/forms/ZifmoqHZcc>. Outreach will be on-going.
- b. Our initial assessment of interest in a specialized charter school has been very positive with parents indicating that extended time and a rigorous curriculum will fulfill their needs. The District 29 community not only welcomes this venture but believes that an alternative to public school is crucial to their children's success. With the eager and positive support from the community, STAC's will endeavor to meet and surpass all expectations. Proof and documentation of Parent Interest and Support can be found at the above survey website.

V. Proposed Board Chair Signature and Date

Reginald Stroughn

Reginald Stroughn

6/23/2015

June 23, 2015

NAME OF APPLICANT GROUP MEMBER	EMAIL ADDRESS	CURRENT EMPLOYMENT
Jonathan Destine	[REDACTED]	Fahari Academy Charter School-Director of Data Technology and Assessment
Abigail Lockett	[REDACTED]	P.S.191/Paul Robeson School - Director of After School Programming
Edgar Mera	[REDACTED]	Fahari Academy Charter School-math department chairman and teacher mentor
Bruce Richardson	[REDACTED]	Project Manager, Senior Associate; Ammann & Whitney Consulting Engineers

Coleen P. Stanford-Odle

Retired NYC Teacher

Warren Ross

Fahara Academy Middle School - Social
Studies 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 No Continuing Role)	PROPOSED POSITION ON THE BOARD (e.g., officer, trustee, or constituent representative)	LENGTH OF INITIAL TERM	VOTING MEMBER (YES OR NO)
Jonathan Destine currently works as a technology expert which consists of but is not limited to the following computer programs: ie. ATS, FAMIS, Galaxy, L2RPT and all other NYC DOE portals for organizational stability, data reporting, and other operational functions. Mr. Destine will function as lead for the technological education and advances for Science and Technology Charter School.	Employee	N/A	N/A	No
Abigail Lockett has worked for over the past 20 years in school business affairs. Her duties have included Business Administrator for Pupil Personnel Services, Teacher Integration Specialist, Manager of Business Operations, Charter School Consultant, Director of Finance & Operations, Data Administrator and currently Director of After School Programming.	Trustee	Trustee	3 Yrs.	Yes
Edgar will use his mathematical strengths to assist in the planning and development of the Common Core State standards curriculum that will enhance students mathematical intelligence at STACS.	Trustee	Trustee	3 Yrs.	Yes
Bruce Richardson has over thirty years of experience in design, construction documentation production and construction administration,Experienced in personnel supervision and needs assessment,Experienced in project organization and delivery,Possess good communication skills	Trustee	Trustee	3 Yrs.	Yes

<p>Manager of Architectural Practice: 2 years, Senior project manager: over 20 years, Designer/detailer, construction administrator, cost estimator: over 20 years</p>				
<p>Coleen P. Odle is a retired educator from New York City Public Schools after 30 years of service. Mrs. Odle has experience as an English teacher with a Master's degree in Reading Science, as Dean of Students, and as a Curriculum Writer, and as an content advisory committee member for the New York State Teacher Certification Examinations. Mrs. Odle is also mentioned in "Who's Who among Americas Teachers" in the year 2003. With this broad educational experience, Mrs. Odle will be able to assist in curriculum development and implementation that will enable STACS to maintain a rigorous Common Core Curriculum which will offer success in finding their place in the 21st century society</p>				
<p>Veteran special education teacher with a license for both elementary and middle school. Mr. Ross also holds a Master of Arts in History degree as well as a license in Social Studies for New York State. Having coached basketball and other recreational activities, he will bring his vast experience in youth services and mentorship to the school. He also resides in District 29.</p>	Trustee	Trustee	3 Yrs.	Yes

