

Letter of Intent: Applicant and Media Contact Form

Created Friday, February 01, 2013

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All applicants seeking to establish a charter school authorized by the Board of Regents to open in 2014 must submit a Letter of Intent to Apply, which requires completion of this applicant and media contact form, and an upload of your 5 page Letter of Intent to Apply as outlined on pages 14 of the 2013 RFP and Application Kit. Please submit these tasks by 5:00 PM on February 1, 2013. Applicants who do not submit a complete Letter of Intent to Apply by this deadline will not be permitted to submit a Full Application.

a. 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).

Ari Preparatory Charter School of Excellence

Whether submitting an application in Round 1 or Round 2, all new charter school applicants seeking public space in New York City must fill out a "Request for DOE Space" by January 31, 2013. The Request Form can be found at <https://docs.google.com/spreadsheet/viewform?formkey=dHNTYVFueWd4RWhmLW5CNHBqV>

b. Preferred school location.

Select the preferred geographical area on the left and then select the preferred school district or community school district on the right.

NYC CSD-Queens: CSD 28

Select a second geographical area on left and then select the school district or community school district on right.

NYC CSD-Queens: CSD 29

If necessary, select a third geographical area on left and then select the school district or community school district on right.

None

c. Applicant(s) information, including mailing address, phone number, and email address, and information establishing that the applicant(s) is a parent, teacher, school administrator or community resident.

(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	Street Address, City, State, Zip
Lead Applicant	Qiane Dolvin	██████████	██████████	██████████

Co-Applicant

As the Lead Applicant(s), I (we) can best be described as a:

(Multiple responses permitted)

- Current or former Teacher

d. Media Contact: please provide a phone number and/or email address to which public inquires about the proposed charter school may be addressed.

	First and Last Name	Best Phone Number (###-###-####)	Email Address	URL (type web address or the word "none")
Media Contact	Kushan Stampley	646-571-7438	ariprecse@gmail.com	www.ariprecse.org

e. Planned grades and enrollment in each year of the proposed charter term.

	Ages (or age ranges)	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
K	5-6	60	60	60	60	60
1st	6-7	40	60	60	60	60
2nd	7-8	0	40	60	60	60
3rd	8-9	0	0	40	60	60
4th	9-10	0	0	0	40	60
5th	10-11	0	0	0	0	40
6th	0	0	0	0	0	0
7th	0	0	0	0	0	0
8th	0	0	0	0	0	0
9th	0	0	0	0	0	0
10th	0	0	0	0	0	0
11th	0	0	0	0	0	0
12th	0	0	0	0	0	0
Ungraded	0	0	0	0	0	0
Total		100	160	220	280	340

f. 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 36-39 of the application kit for definitions and guidance as only "significant" partnerships should be listed here).

f. 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. Proposed Management Company	(No response)
f. 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. Partner Organization 1	Triple Threat Performing Arts Academy
f. 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. Partner Organization 2	(No response)

Thank you for completing the Applicant and Media Contact Form which will be duplicative of some information contained in your letter of intent. Having information in this form allows the Department to merge applicant contact information into our existing data system. Please proceed to upload your signed and dated 5 page Letter of Intent to Apply.

ARI PREPARATORY CHARTER SCHOOL OF EXCELLENCE

LETTER OF INTENT

**Submitted To: The Regents of The University of the State of New York
Charter School Office
89 Washington Avenue
Albany, New York 12234
(518) 474-1762
charterschools@mail.nysed.gov
February 1, 2013**

I. Applicant Information

a. Lead Applicant: Qiane Dolvin, [REDACTED]
ariprecse@gmail.com, Elementary School Teacher

b. Media Contact: Kushan Stampley, (646) 571-7438, ariprepse@gmail.com

c. Founding Group

Qiane Dolvin Elementary School Teacher, Community Resident	14 years teaching experience, camp director, grade leader, administrator for nonprofit organization, member of board of trustees for head start program	Proposed School Leader
Shamika Walker Operations, Human Resources, Medical, Community Resident	9 years nonprofit management experience, 12 years medical assistant experience	Board Member
Kushan Stampley Entrepreneur, Youth Services	4 years business management experience, leader of young men's initiative program	Board Member

d. Board of Trustees

Kushan Stampley	See above
Christine Lawrence-Fitzgerald Education	20 years special education experience
Taina Etienne, Esq. Legal, Youth Services	8 years contract law experience
Patricia Powell Education, Professional Development and Management	4 years special education teaching experience, 25 years management/professional development experience
Shamika Walker	See above
Fred Towles Finance, Governance, Youth Services	Over 10 years accounting experience, board governance experience

e. **Replication or Network Information:** Not Applicable

f. **Application History:** Not Applicable

II. Proposed Charter School Information

a. **Proposed School Name:** Ari Preparatory Charter School of Excellence

b. **Proposed School Location:** Community School District 28, Jamaica Area. We plan to request incubation space in the NYC DOE, but are in the process of securing other venues for occupancy.

c. **Planned grades and enrollment:** The anticipated teacher/ student ratio in all grades will be 1:20. We have accounted for attrition and will backfill all seats. See chart at right.

GRADES	YEAR 2014-2015	YEAR 2015-2016	YEAR 2016-2017	YEAR 2017-2018	YEAR 2018-2019
K	60	60	60	60	60
1	40	60	60	60	60
2		40	60	60	60
3			40	60	60
4				40	60
5					40
TOTAL	100	160	220	280	340

d. **Proposed Management and/or Partner Organization:** We have partnered with David Robertson of Triple Threat Performing Arts Academy (a nonprofit performing arts program) and plan to utilize Charter School Business Management for financial management and oversight.

e. **Proposed School Mission:** The mission of Ari Prep is to cultivate and challenge children to excel academically. By capitalizing on student's interests and motivations, students at Ari Prep will be introduced to various majors and given the opportunity to select a course of study that will provide them with the option to choose between a traditional or specialized high school.

f. **School Overview:** Ari Prep will be a K-8 school (grades 6-8 second charter term). Our vision is to create an environment which motivates every child to strive to meet his or her personal and academic goals. We believe that every student, given the opportunity, can achieve success with a strong foundation based on student choice and a rigorous academic environment. We aim to be a community partner and highly regarded choice for both parents and children. Ari Prep's foundational values are comprised of the following:

EDUCATIONAL CHOICE

The charter school movement is all about giving parents a choice in their child's education. Ari Prep aims to take educational choice one step further by allowing elementary school students to choose their own course of study. Students will choose from computer technology, culinary arts, visual and performing arts (these courses were chosen based on research and student and parent interest surveys). All Ari Prep students will take introductory courses in each major and then choose one to specialize in. Students in grades K-1 will be introduced to visual and performing arts. Students in grades 2-3 will be introduced to technology and culinary arts. At the end of 3rd grade students, teachers and parents will work together to help each child choose a course of study. In the 4th grade students will begin their course of study and complete its scope and sequence in the 8th grade (grades 6-8 second charter term). Students will continue

studies in addition to their major. This will be accomplished by captivating their intrinsic motivation through differentiated activities and learning through exploration. By being exposed to various educational options students can make informed decisions about their future. It is our goal to give our target population more options. After attending Ari Prep students will have more opportunities to attend not only a traditional high school but a specialized high school if they so choose.

HIGH EXPECTATION

Ari Prep will be committed to high expectations and utilizing student's interests as a motivation for academic success. We will involve all stakeholders in meeting our student achievement goals—administrators, parents, teachers, and community members. It will take a collaborative effort of all parties involved if we are to prepare our students for top high schools, colleges and competitive careers. Our extended school day schedule (7:40-4:00), extended calendar year (186 days), integration of subjects through the Core Knowledge Scope in Sequence curriculum, specialized majors and unyielding commitment to ensure ample opportunities for students' in-depth understanding of their core and major subjects.

DATA DRIVEN INSTRUCTION

Ari Prep will embrace data driven accountability systems. Research shows that accountability through data provides a clear picture of their schools performance. Accountability is only possible with clear and measureable expectations. Ari Prep will create an environment where all elements of student, teacher, leadership, and board performance will be measured on an ongoing basis. By means of frequent analysis of real-time formative data as well as review of summative data, teachers will tailor instruction to the needs of the students.

RIGOROUS AND ENGAGING ACADEMIC CURRICULUM

Our K-8 classrooms will provide students with a rigorous academic curriculum that will set the groundwork for the reading and writing demands of upper elementary, middle and high school. We will replicate a portion of the Carl C. Icahn Charter School's educational model which research has proven to be successful in increasing test scores. This will be done by incorporating McGraw Hill's balanced literacy and math curriculum and E. D. Hirsh's Core Knowledge Curriculum for science, social studies, music and art. In addition to this core curriculum students will receive teaching in character education, language instruction, culinary arts, computer technology, visual and performing arts.

We are committed to increased effective time on task. Our extended day, extended year and afterschool programs will provide additional time on task and provide target students with academic interventions. Our early childhood program provides students with targeted daily instruction in ELA--minimally 120 minutes and Math--minimally 60 minutes in order to ensure proficiency in basic literacy and math skills. Students will also receive an additional 60 minutes of Spanish language instruction (three times a week) and 60 minutes (daily) after year four.

INSTRUCTIONAL SUPPORT FOR STUDENTS AT RISK

Our curriculum supports differentiated instruction which will allow teachers to provide effectual individualized instruction to address the needs of English language learners, students with disabilities and at risk students. Ari Prep will have dedicated instructional personnel strategies and resources that address students at risk so they meet arduous learning standards. To address the needs of these students Ari Prep will establish an intervention team consisting of administrators, classroom teachers and special education teachers and consultants. In conjunction with general education staff, special education personnel will

provide support to classroom teachers while working with students individually and in small groups to provide adequate services. All students deemed as in need of academic intervention regardless of IEP status will receive push in or pull out services three times a week as well as after school interventions.

CHARACTER EDUCATION/TOKEN ECONOMY

Ari Prep's character education program S.O.A.R. will consist of monthly education of core values such as honesty, self-discipline, kindness, generosity, courage, fairness, justice, equality, and respect. Administrators, teachers and staff will plan projects and events around these topics. Students will study and create projects demonstrating their understanding of these values. In addition, the identification of core values will be used as positive reinforcement. This includes "catching students being good" and praising them or giving tickets or points that can be exchanged for privileges or prizes.

PROFESSIONAL DEVELOPMENT

Ari Prep believes that in order for its students to be successful both academically and socially their teachers must be trained and prepared to provide them with the knowledge they need. For teachers to meet the students' needs they must be supported and trained. Their skills must be used to further their own teaching practice and others. Research shows that an inspiring and informed teacher is the most important school-related factor influencing student achievement. Ari Prep embraces the concept that professional development must be infused throughout the school week. This means that the school has set aside time each week for teachers and staff to engage in reflective practice, individual planning and collaboration with their colleagues within and across grade levels. This is why Ari Prep will invest 125 hours a year in professional development for its staff. Professional development will be provided five ways: two week summer training, 3 full staff training days, weekly professional development, weekly team meetings and informal/ formal teacher evaluations. We will use NSDC's (National Staff Development Council) Staff Development Standards created in 2007 as an accountable measure to ensure we are implementing quality professional development practices individually and corporately. With the knowledge from ongoing professional development and best practices in all areas individuals will be given an opportunity to further their career within Ari Prep.

g. Target Population: Ari Prep aims to bridge the education gap between students in the Jamaica and Forest Hills/ Rego Park area. We will primarily serve students from neighborhoods in Jamaica which is a predominantly African American community with a sizeable Hispanic, Asian and White population. We anticipate the majority of our students to (1) originate from low-income households; (2) be English Language Learners; and (3) students with disabilities and have constructed our program to meet their needs. Additionally, our anticipated population will include students from areas within the district where schools are identified by the DOE as "in need of improvement".

III. Enrollment and Retention: To attract and recruit students, members of Ari Prep will embark on an ongoing outreach campaign in neighborhoods of CSD 28 by (1) posting flyers and placing notices in local newspapers, supermarkets, communities of faith, community centers and apartment complexes; (2) conducting open houses at appropriate locations throughout the community, including after-school programs, youth centers and community-based organizations serving youth and families in CSD 28; (3) creating press releases and engaging in outreach to relevant media outlets including, minority and foreign language media; (4) canvassing neighborhoods in CSD 28 to further reach interested families; and (5)

leveraging our partnerships with local head start programs. All recruitment materials will be provided in multiple languages.

To ensure the retention of all students including English language learners, students with disabilities and students eligible for free or reduced fare lunch Ari Prep will provide interventional support services, resources for parents and students and ensure that every child's need is met in the least restrictive environment that fosters their motivation and embodies all foundational values of the school community.

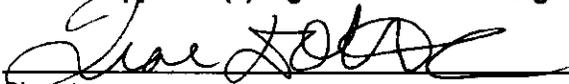
IV. Public Outreach and Community Support

a. Public Outreach:

<p>*Met and spoke with newly elected 10th district Senator Jason Sander, Jr. Also met and spoke with former 10th district Senator Shirley Huntley.</p> <p>*Sent correspondence to community leaders and spoke with representatives for Gregory Meeks and Ruben Wills who have expressed interest. Jason Hilliard, a representative for Congressman Meeks plans to attend planning meetings for Ari Prep.</p>	<p>*8/25/12 Attended Blanche Memorial Church Community Day- gave out information on school and spoke with community members who signed petition of support.</p> <p>*9/9/12 Attended Rochdale's Community Day- gave out information on school and spoke with community members who signed petition of support.</p>
<p>*Say No to Violence Rally 8/7/12 on Austin Street (Forest Hills) - gave out information on school and spoke with community members who signed petition of support.</p> <p>*8/22/12 meeting at II Second Chance Deliverance Church, Inc. - open meeting with community members who gave feedback on school design.</p>	<p>*Spoke to Jamaica Development Corp (who pledged their support) and area Catholic Churches regarding available space.</p> <p>*Contacted and gained support from local head start programs.</p> <p>*Survey of 3rd, 4th and 5th grade students to ascertain their interest in course selection for majors.</p>

b. Community Support: Through its public outreach efforts to date, the founding team at Ari Prep has garnered support and/or expressed interest from elected officials, parents, students, community residents and business owners in the area of CSD 28 and beyond. With the help of feedback from surveys and open meetings we were able to develop a school design model that embodies the ideologies of the community and surmise that a more extensive outreach campaign will be favorable to Ari Prep.

V. Lead Applicant(s) Signature and Date Signed


 Signature:
 Qiane Dolvin
 Lead Applicant

2/1/13
 Date: