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).

Compass Charter School

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-Brooklyn: CSD 17

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

NYC CSD-Brooklyn: CSD 13

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	Michelle Healy	[redacted]	[redacted]	[redacted]
Co-Applicant	Brooke Peters	[redacted]	[redacted]	[redacted]

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

(Multiple responses permitted)

- Current or former Teacher
- Community Resident

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	Todd Sutler	917-747-8075	compasscharter@gmail.com	none

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	63	63	63	63	63
1st	6-7	63	63	63	63	63
2nd	7-8	0	63	63	63	63
3rd	8-9	0	0	63	63	63
4th	9-10	0	0	0	63	63
5th	10-11	0	0	0	0	63
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		126	189	252	315	378

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	(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 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.

I. Applicant Information

a. Applicants' Information

Name	Mailing Address	Phone & Email	Role
Michelle Healy	[redacted]	[redacted]	Educator
Brooke Peters	[redacted]	[redacted]	Educator
Todd Sutler	[redacted]	917-747-8075 [redacted]	Educator

b. Media contact: Todd Sutler, compasscharter@gmail.com

c. Applicant founding group: The applicants are co-founders of The Odyssey Initiative (www.odysseyinitiative.org), whose mission is to document and share effective structures and practices being utilized at some of America's most successful schools. They have met with leaders and teachers at 37 schools in 14 states and will continue their research through June.
Michelle Healy (Director, Curriculum and Instruction) graduated from the Childhood and Special Education program at New York University in 2006 and completed the requirements for her M.S.Ed. Mathematics Leadership at Bank Street College of Education in December 2012. She taught third and fourth grade at Future Leaders Institute in NY, NY, for two years, and spent three years teaching third and fifth grade at Community Roots Charter School in Brooklyn, NY.
Brooke Peters (Director, Curriculum and Instruction) is a National Board Certified Teacher in Literacy. She holds a B.A. in Psychology and a B.S. in Elementary Education from Indiana University and a M.A. in the Literacy Specialist Program from Teachers College, Columbia University. She spent four years teaching kindergarten in Los Angeles as part of the Teach for America Corps and taught kindergarten and first grade at Bronx Charter School for the Arts for five years. In 2011, she taught first grade at Community Roots Charter School.
Todd Sutler (Director, Strategic Development) co-founded the 3rd and 5th grades at Community Roots Charter School. Previously, he was the director of the After School Academy at The Boys' Club of New York, and he taught at Bank Street School for Children and Manhattan Country School. Todd was a Vice-President at Merrill Lynch where he traded bonds in New York, Toronto, and Tokyo. He holds a B.A. in Economics from Amherst College and a M.S. in Elementary Education from the Bank Street College of Education.

d. Proposed members of the school's initial board of trustees:
Nancy M. Cardwell is completing her Ph.D. in Social Personality Psychology at the City University of New York and writing a book on applied child development theory. She is a former member of the faculty at Bank Street College of Education where she taught child development and educational advocacy. Nancy holds an Ed.M from Harvard University Graduate School of Education and M.S. from Bank Street College of Education.
Eric "Wally" Gingold is the Chief Executive Office of NES Energy Inc., a leading supplier in the design, development, and implementation of lighting energy conservation projects. In a previous career, Wally taught 5th grade in the South Bronx within the Department of Education. He was also a member of the United States Army Special Forces.
Dorian Muller is the Director of Property Management at Brooklyn Community Housing

Services. He is the parent of a Community School District (CSD) 13 student.
James Patchett is a Vice President in the Urban Investment Group at Goldman Sachs. James has financed community development projects across the country, with a focus on charter school facilities. Previously, James worked at NERA Economic Consultants, where he assisted public agencies and private companies in evaluating economic development initiatives. James holds a B.A. in Economics from Amherst College and an M.B.A. from Stanford University.
Eliza Spang is the Learning Products Manager and Co-Director of the Informal Learning Lab at Institute of Play. She is responsible for the long-term advancement of the integrated learning model pioneered by the Institute in both formal and informal learning environments. Eliza has over 13 years of experience as a high school science teacher, teacher educator, adjunct professor and educational consultant in New York, Massachusetts, and California. She holds a Ph.D. in Curriculum and Teacher Education from Stanford University Graduate School of Education.

e. Replication or network information: Not applicable

f. Application history: None

II. Proposed Charter School Information
a. Proposed school name: Compass Charter School (CCS)

b. Proposed school location: CSD #17 and CSD #13. We request to be sited in district facilities.

c. Planned grades and enrollment in each of the years of the proposed charter term: At full size, CCS will serve students in grades K-5. The table below depicts the school's projected enrollment in each year of the proposed five-year charter term. The school will reach full planned enrollment of 378 students in its fifth year (2018 - 2019).

Grades	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019
K	63	63	63	63	63
1	63	63	63	63	63
2	-	63	63	63	63
3	-	-	63	63	63
4	-	-	-	63	63
5	-	-	-		63
Total	126	189	252	315	378

d. Proposed management and/or partner organization(s): Not applicable

e. Proposed school mission: CCS is a safe and nurturing educational environment that honors the individuality of each learner. By engaging in a process of inquiry, our graduates will be equipped with the necessary skills to lead fulfilling personal and professional lives, including a developed sense of self, the ability to think in innovative and flexible ways, and the inspiration to make a positive impact on their community.

f. School overview:

- CCS will use the Common Core State Standards (CCSS) along with student progress data from both formative and summative assessments to collaboratively plan high-quality and rigorous units of study. These units of study will regularly include cross-curricular experiences and lessons.
- Students in grades K-5 will loop with their classmates and teachers for two consecutive school years (K-1, 2-3, 4-5). Due to this longer teacher-student relationship, educators will be able to develop a deeper view and understanding of each child in their classroom in order to tailor instruction to better meet individual student needs.
- Our extended school day will run from 8:00a.m. to 4:00p.m. for four days a week. One day a week, the school day will run from 8:00a.m. to 1:00p.m due to early release for teacher/staff development. We will also offer an after school enrichment program with academic and extracurricular activities.

Curriculum

- CCS values the inquiry process and students at all grade levels will engage in meaningful interdisciplinary projects. All students will participate in a variety of research practices including observations, question development, interviews, artifact collection, field visits, note-taking and hands-on experiments.
- In an ever-changing world, we believe that it is crucial for our students to learn to meet the needs of the present generation while simultaneously keeping the needs of future generations in mind. To cultivate this thinking, our students will study their relationship with the world using a lens of sustainability. Our students will participate in integrated projects focused on the living world, social justice, and economic justice.
- We will support the use of literacy skills across subject areas by creating units of study to teach specific reading, writing, listening, speaking, and language content outlined in the CCSS. Using a balanced literacy framework, our students will engage in a daily reading workshop, writing workshop, word study session, and read aloud in addition to integrated literacy work.
- The mathematics program will emphasize student-driven exploration, problem solving, collaborative group work, and discussion that supports the conceptual understanding of mathematics. We will draw from multiple resources to plan CCSS aligned units of study including TERC Investigations, Contexts for Learning, and Math Solutions.
- We view the arts as a channel for learning, communication, expression, and creativity. Teachers and arts specialists will collaboratively plan integrated units of study and our schedule will include time for arts teachers to co-teach with each classroom teacher.

Professional Learning Community

- We will create a professional learning community where teachers will participate in individualized goal setting sessions, data-driven decision making, peer coaching, ongoing observation and reflection, professional literature book clubs, curriculum studies, and action research. Our infrastructure will provide opportunities for staff to assume leadership roles within these practices.
- We will build staff capacity to create a school culture that values sustainability and the arts by establishing partnerships with curriculum consultants, experts in the field, and community organizations.
- One early release day per week will provide time for staff development and common planning between classes and grades.

- Our staff will convene annually for a summer institute where we will build a professional community, meet students and families, revisit the CCS mission and vision, create and revise units of study, and prepare the learning environment.
- We will foster a positive and supportive school community in which all members- students, families, and staff members- are welcomed to participate in school-wide meetings, multi-age electives, student learning presentations, and math/literacy nights.

g. Target population and the community that the school intends to serve: According to CSD 13's 2010-11 state report card, the district's diverse student population totaled 22,114 students: 59% Black, 17% Asian, 15% Hispanic, and 8% White. 73% of students qualified for free and reduced lunch. 5% of the students had limited proficiency with the English language. In CSD 17's 2010-2011 state report card, the district's student population was 26,188: 83% Black, 13% Hispanic, 2% Asian, 1% American Indian, and 1% White. 86% of students qualified for free and reduced lunch, and 10% had limited proficiency with the English language. Using the strategies described in Section III, CCS will meet or exceed The Board of Regents enrollment and retention targets for students with disabilities, English language learners, and students who qualify for free and reduced lunch.

III. Enrollment and Retention of Students with Disabilities, English Language Learners, and Students who are Eligible for the Free and Reduced Price Lunch Program

CCS holds a multifaceted view of diversity, and will strive to create a student population reflective of the residents in CSD 13 or CSD 17. CCS will conduct a comprehensive recruitment campaign to enroll students with special needs, English Language Learners, and/or those who are eligible for free/reduced lunch. The founding team and CCS volunteers will distribute information about the components of our program that will benefit these student populations. We will conduct door-to-door distribution and direct mailing of our brochure translated into languages represented in the community. We will host presentations and distribute information at preschools, daycares, community centers, and community-based organizations that serve non-English speaking populations, advocate for students with disabilities, and/or offer support to low-income families. Our website will comprehensively list these services and will include an online application. CCS will also utilize social media sites to highlight our programs.

CCS will prioritize the creation of a welcoming community environment that celebrates and supports diversity. We will incorporate an inclusion model and will offer integrated co-teaching. We will provide access to related services including counseling, speech, occupational therapy, and physical therapy. We will inform the CSDs' Committee on Special Education of our services and request that they share our program with interested families. CCS will have translators available for family conferences and mandatory meetings and will use DoE services to translate school documents into languages represented in the school. We will frequently host school-wide community gatherings to promote an environment that honors the accomplishments of each student. Teachers will communicate regularly with families via phone, email, or face-to-face meeting to discuss their child's academic and social progress.

IV. Public Outreach and Community Support

a. Over the past year, the applicants met with groups of families in Brooklyn residences, businesses, and preschools to hear their hopes, interests, and concerns with public schooling in

CSD 13 and CSD 17. CCS has invited attendees to share their feedback with us online. The feedback has informed our planning of CCS. The applicants also met with CSD 13 Superintendent Barbara Freeman to share their vision for CCS and to receive feedback on the plan. Superintendent Freeman offered valuable advice on ways to engage the school community and work towards a smooth transition into an existing school building. We have also engaged the community using a CCS Facebook page and Twitter. We are also in the process of creating a website with information about the school and a public space to share feedback about our vision and school model.

b. Families have specifically expressed a desire for schools that emphasize critical thinking skills, prioritize community engagement, and utilize a project-based approach to learning that incorporates real world contexts. To date, we have met with over 150 families in Central Brooklyn. We have secured approximately 200 signatures from Brooklyn residents affirming that they would consider sending their child to CCS. In addition to our own outreach, a spring 2012 study by the New York City Charter School Center highlights Central Brooklyn (including CSD 13 and CSD 17) as one of the three areas in NYC where a majority of students apply to charter schools. The charter school waiting list in Central Brooklyn was 15,126 students.

V. Lead Applicants Signatures and Date Signed

Michelle Healy	Brooke Peters	Todd Sutler
Michelle Healy	**Brooke Peters**	**Todd Sutler**
2.1.13	2/1/13	2/1/13
Date	**Date**	**Date**