E³ Charter School – Letter of Intent
Explore. Engage. Empower

Thank you for the opportunity to submit our Letter of Intent. We propose to build a Middle School in NYC, comprised of grades 5-8, that will challenge adolescents to **explore** their skills, talents and opinions in order to **engage** in real world challenges and ignite their passion for learning. At E³ students are **empowered** to think about the world, their relationship to it and their ability to influence it in new and innovative ways. By organizing the curriculum thematically and using an open-ended, inter-disciplinary, project-based approach, we aim to personalize and deepen the learning experience of each student.

I. Applicant Information

a. Co-Lead Applicants:

Tatiana Hoover
[redacted]

Claire Lowenstein
[redacted]

b. Media Contact:

Tatiana Hoover – torghoover@aol.com 917-710-5932

c. Founding Group:

Claire Lowenstein, a graduate of NYC Leaders in Education Apprenticeship Program, is currently an Assistant Principal at The Manhattan School for Children, a NYC DOE K-8 school. An educator for fourteen years, Claire holds a Master Degree in Education, and another in Administration SBL Certification. Her relevant experience and skills include: Supervisor of special education, NYC Innovation Zone coordinator, Middle School ELA and History teacher, Special Education teacher, new teacher mentor, Literacy coach: Teachers College reading and writing workshop model, Curriculum writer: creating Common Core Standards-based units of study, Teachers Network Leadership Met Life Fellow.

Tatiana Hoover, an immigrant from Brazil, has been a resident and active community member of District 3 for over 25 years. She has 3 sons who graduated from Dist. 3 Public Schools, and has served as PTA President, Treasurer, SLT Chair and as an elected member of Community School Board 3. Involved for many years in not-for-profit youth sports organizations, Tatiana was a Member of the Board of Directors for West Side Soccer League, NY Gothams and Commissioner of the West Side Little League. Employed as Parent Coordinator, Technology Specialist and currently as the Business Manager for The Manhattan School for Children, she is experienced in all facets of non-instructional administration as well as fundraising and grant writing. For many years, Tatiana served as a Fundraiser to the Re-election Committee of the late Congressman Ted Weiss.

Daniel N. Arshack graduated in 1983 from the Antioch School of Law and thereafter practiced criminal and civil rights law in Washington D.C. In 1987, he joined the Legal Aid Society, Criminal Defense Division, in New York City. While there, he represented thousands of indigent defendants in criminal court and successfully tried dozens of cases. In 1991, he began his own firm in Manhattan, Arshack, Hajek and Lehrman P.C., concentrating on criminal defense, commercial litigation and medical malpractice defense cases. In each aspect of Dan's life he has sought to expand the possibilities of his environment. As a parent, when faced with an unacceptable public school in his New York City neighborhood, he formed a coalition of parents who convinced the local school district to permit them to start a school, The Manhattan School for Children, open to all, which is now ranked as one of the best public schools in NYC. Dan is a member of the Board of Directors of the International Criminal Defense Attorneys Association and a former president of the NY Association of Criminal Defense Lawyers and is Co-Chair of the International Affairs Committee of the National Association of Criminal Defense Lawyers.

Don Sunderland has over 25 years of technology management experience in the finance and education industries. Don held leadership positions at Lehman Brothers, Sumitomo Bank Capital Markets, and UBS where he managed overall technology and global support as well as software development. Through his wife, Ruth, he became involved in The Manhattan School for Children, a public school that their children attended. In 1998, he left Wall Street to join Edison Schools, the nation's largest private manager of public schools; first as Chief Information Officer, and later as Chief Administrative Officer. Through Edison he helped bring innovative technology to tens of thousands of students. After leaving Edison in 2006 he joined IBM Global Business Services to head up their K-12 strategy and practice, and was subsequently recruited to Misys PLC, a UK-based software house serving the finance and health care industries. In 2009, he left Misys to devote himself to developing eXerBlast, where he is president and CEO. eXerBlast is an innovative family fitness franchise offering measured 3-D exercise through interactive game play.

Nancy E. Easton is a co-founder of Wellness in the Schools, a non-profit organization that inspires healthful eating, environmental awareness and fitness as a way of life for kids in public schools. She is a former New York City public school teacher, mentor and principal. Nancy was previously a partner of The Learning Project (TLP), a nonprofit organization that designs and manages schools, where she started TLP One Middle School. She earned her undergraduate degree from Princeton University, her Master's Degree from Bank Street College of Education, and her Administration and Supervision certification from City College and Fordham University. Nancy is a founding board member of Girls on the Run Manhattan. She also serves on the Board of Friends of Princeton Track and the Samara Fund. She lives in New York City with her husband and three children, who attend public schools.

David Crisanti is the founder and General Manager of Privero Capital Partners, a NYC hedge fund. Prior to founding Privero, Dave was the founder and Managing Director of the Global Equity Arbitrage division at Credit Suisse and a

vice-president at Kidder, Peabody. Dave is a tutor with Two Together, a NYC program for at risk middle school students, and a contributor to the Huffington post. He received a BA in economics from Princeton University.

d. Proposed Board of Trustees: Same as above.

e. Replication or Network Information: Not applicable

f. Application History: Not applicable

II. Proposed Charter School Information

a. Name: E^3 Charter School

b. Location: The intended location is in New York City, District 3, with partnerships with the following existing public schools: Manhattan School for Children and The Beacon High School. As there are thousands of housing units being added to the Upper West Side by 2015, there is a great need for new middle schools in District 3. Currently, nearly 1,300 parents have signed an online petition to encourage elected representatives, the Community Education Council, and the NYC Dept. of Education to "tackle and resolve the imminent seat crisis."

c. Planned Grades and Enrollment:

PROJECTED ENROLLMENT				
Grades	2013-14	2014-15	2015-16	2016-17
5th	60	60	60	60
6th		60	60	60
7th			60	60
8th				60
Totals	60	120	180	240

A Middle School starting with Grade 5, E^3 will open with a first cohort of 60 5th Grade students. Each subsequent year will phase in a new grade level and by year four (2016-17), the school will have a total enrollment of 240 students.

d. Proposed Partner Organizations: Developing innovative partnerships with a wide range of providers will allow for improved learning outcomes, expanded equitable access for students, provide support services to families and allow E^3 to extend the classroom into the community. We look forward to working with the following who will assist, support and participate as thought partners in the development of our school: The Manhattan School for Children, The Beacon High School, The Island School, Wellness in Schools, Blue Engine, Sun Works, the Center for Educational Innovation-Public Education Association (CEI-PEA), and Apple.

e. Proposed School Mission: To foster the development of a vibrant and flexible educational environment that incorporates the complex electronic and social structures in which the students live their lives. E^3 will actively assess and foster our students' skills, talents and opinions, challenging students to ignite their passion

for learning. We will develop life-long learners, well equipped to create a sustainable life for themselves and future society. Our students will be responsible agents of change, not only for themselves, but also their community and the world.

f. School Overview: At E^3 students are charged with thoughtful and challenging assignments that are created by collaborative teacher teams and project managers. Teachers, as facilitators of learning, will partner with experts and innovators, to work with students in developing real-world connections.

Engaged in self-initiated research, students will learn how to work cooperatively, to problem solve and to think critically while completing complex projects. In a school with flexible walls, work can be completed individually, in small multi-age groups or in larger sessions led by experts in various fields. With the use of data to inform instruction, as well as an advisory support system, E^3 will offer an array of strategies designed to keep students safe in a middle school environment thereby ensuring strong student academic and social achievement.

By organizing the curriculum thematically and using an open-ended, interdisciplinary-project based approach, E^3's staff aims to personalize and deepen the learning experience for each student while providing frequent, high-quality, on-the-spot assessment.

Curriculum Framework: With a specially developed curriculum, students will engage in multiple "iChallenges" – intensive, interdisciplinary courses based on Common Core Standard requirements. In order to graduate, students must earn credits in seven curricular areas: English Language Arts, Social Studies, Humanities & the Arts, Science, Math, Languages other than English, Wellness (Sports/Fitness) and Family & Consumer Sciences.

Credits are earned through successful completion of iChallenges which are designed to enhance student understanding of global concepts, as well as to develop and apply 21st Century academic and vocational skills. Through challenge based learning, a student leverages the technology they use in their daily lives to solve real world problems. Knowledge acquired through iChallenges will allow students to build sustainability in their lives, in their community and in the world.

Space/Schedule: In an open, vibrant and flexible educational environment, students will have access to personal space, learning studios, conference/meeting rooms and breakout rooms. Also planned are workrooms/library, gym, art and music studio, and a kitchen/cafeteria for culinary classes and for in-house meals and snack preparation.

E^3 is a year-round school. The daily schedule is fluid and allows students flexibility to meet their daily, weekly, monthly and bi-annual goals. Students, families and staff have constant access to the school community through in-person connections and by utilizing technology and social networking tools.

g. School Target Population: E^3 will serve a student population that is economically, racially and culturally diverse. Public schools operating in District 3 serve on average: 47% of students who qualify for free lunch, 6% qualify for reduced-price lunch, 8% of students classified as Limited English Proficient, 10% Students with Special Needs. District 3's Racial/Ethnic Origin: 29% African American, 36% Latino, 7% Asian, 27% White. Applications to E^3 will be accepted from any family interested in participating, with a lottery system used to determine selection. Preference will be given to District 3 residents. In subsequent school years, we will give priority to siblings of students already enrolled.

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.

E^3 is a school based on the principals of Universal Design, an environment that is accessible by everyone, in which students of different racial/ethnic, socio-economic, physical and academic abilities come together. To attract and recruit students, including applicants eligible for free and reduced lunch, we intend to reach out to community-based organizations, hold multi-lingual open house(s), and disseminate materials thru local press and digitally via social media. Our goal is to retain all of our students. Our highly individualized instruction model will ensure that ELLs will continue to learn in all content areas as they move towards English proficiency and our staff will receive training in ESL and second language acquisition in order to help students develop their English language ability. For students with disabilities, we plan to replicate The Manhattan School for Children's inclusion model by including children with motor impairments, children who are non-verbal and children with unique learning styles into a general education setting. E^3 will provide "Seamless Immersion Inclusion" with special needs providers, designated instructional personnel and staff fully trained on instructional processes to support our students. At E^3 every child will succeed in the least restrictive environment.

IV. Public Outreach and Community Support

Thru an online petition, requesting additional Middle Schools, District 3 parents have voiced their concern about the limited options that exist for their children. We believe there is sufficient interest in our school to enable it to reach the anticipated enrollment. The founding group has begun an outreach initiative in order to ensure that families, parents and community members are aware of the school thru City Council Member Gale Brewer, the Community Education Council middle-school committee, CEI-PEA, and collaborative partners The Manhattan School for Children and The Beacon High School. Public outreach will continue with community events, surveys, information flyers and brochures, presentations at local community boards and associations, multi-lingual open house(s), thru the local press and digital media.

Respectfully submitted,

Tatiana Hoover
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