LETTER OF INTENT

New Visions Community Charter: High School for the Humanities V (HUM V)

I. Applicant Information

a. Applicant Name: Ronald Chaluisan and Lori Mei
CMO Administrators

[redacted]

Mailing Address: [redacted]

b. Media Contact: Timothy Farrell

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c/d. Founding Group, including Proposed Board Members						
Name						**Role**
School to be assigned to one of the NVCCHS's existing Boards: Northwest Bronx, South Bronx, or Brooklyn	Proposed for Brooklyn Board		Northwest Bronx Board		South Bronx Board	
	Jerry Garcia		John Sanchez, Chair		Angel Rodriguez, Chair	Prop. Bd Member
	Rev. Carmen Walston	**O**	Mirza Sanchez-Medina (Co-chair)	**O**	David Faber	Prop. Bd Member
	Jennella Young	**R**	Gary Ginsberg	**R**	Yvette Armstrong	Prop. Bd Member
	Joycelyn Dillon		Caroline Kennedy		Robert Menken	Prop. Bd Member
	David Briggs		Ariel Flores		Sheila Breslaw	Prop. Bd Member
			Sarah Wills		Edna Vega	Prop. Bd Member
			B J Casey		Nancy Grossman	Prop. Bd Member
	Ronald Chaluisan		Ronald Chaluisan		Ronald Chaluisan	Prop. Bd Member
Ronald Chaluisan	School Creation, Curriculum Design, Partnership Development, Leadership and Organizational Development, Leadership Identification – *Vice President, NVPS Charter Division*					Support/CMO
Lori Mei	Charter School Operations, State Compliance, Assessment Systems, Data Analysis—*Director NVPS Charter Ops*					Support/CMO
Janet Price	Curriculum Development, Leadership Identification, Teacher Recruitment—*Director NVPS Charter Instruction*					Support/CMO
Kami Lewis Levin	Curriculum Development, Teacher Coaching—*Instructional Specialist, Lead NVPS*					
Jennie Soler-McIntosh	Community Outreach, Student Recruitment, Parent Engagement—*Director NVPS Community Engagement*					Support/CMO
Stacy Martin	Finance, Administration, IT – *NVPS Chief Operating Officer*					Support/CMO

e/f. Application History	Authorizer	Submitted	Granted
NVCHS for Advanced Math & Science	SUNY	5/2010	12/14/2010
NVCHS for the Humanities	SUNY	5/2010	12/14/2010
NVCHS for Advanced Math & Science II	SED	3/31/2011	9/13/2011
NVCHS for the Humanities II	SED	3/31/2011	9/13/2011
NVCHS for Advanced Math & Science III	SED	3/31/2011	withdrawn
NVCHS for the Humanities III	SED	3/31/2011	Withdrawn
NVCC: HS for Applied Math and Science III	SED	6/25/2012	In process
NVCC: HS for the Humanities III	SED	6/25/2012	In process
NVCC: HS for Applied Math and Science IV	SED	6/25/2012	In process
NVCC: HS for the Humanities IV	SED	6/25/2012	In process

After supporting the creation of 99 high schools through the intensive New Century High Schools Initiative (NCHSI) from 2001 to 2009, New Visions' efforts expanded to include the development and

implementation of a charter high school initiative that hopes to bring 18 charter schools to high-need neighborhoods throughout New York City. NV seeks to co-locate its Charter High Schools (NVCCHS) on campuses with NYC district high schools; co-location allows for the efficient provision of services across a campus, including the establishment of clinically rich teacher training and leadership development programs, the sharing of Common Core curricula, and coaching for teacher effectiveness. NV continues its commitment to deep community engagement around the establishment of such campuses and its collaboration with the UFT and CSA to address building-specific issues. Of the founding group, only Ronald Chaluisan sits on the Boards of the existing NV Charter High Schools. This founding group is submitting applications in Round 3 for two pairs of New Vision Charter High Schools to open in 2013 and be located thoughout Brooklyn and the Bronx (to be determined in consultation with the NYC Department of Education (NYCDOE)) -- New Visions Community Charter: HS for Applied Math and Science V, HS for Advanced Math and Science VI, HS for the Humanities V, and HS for the Humanities VI.

II. Proposed Charter School Information

a. Charter School Name	New Visions Community Charter: High School for the Humanities V (HUM V)
b. District of Location	Districts: Bronx and Brooklyn, NYC

c. Planned grades and enrollment for each year of proposed charter

Grades	Ages	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
9	13-15	125	124	150	150	150
10	14-16	0	125	125	150	150
11	15-18	0	0	122	122	146
12	16-19	0	0	0	120	120
# students		**125**	**249**	**397**	**542**	**566**

We do not expect to back-fill students in Grades 11/12. Students who have not participated in the Lower House acceleration program will not be able to effectively meet the demands of the Upper House when Juniors and Seniors will be engaging in college-learning experiences.

d. Proposed Management Company/Partners	New Visions for Public Schools

e. Mission Statement New Visions Community Charter High Schools (NVCCHS) provide all students, regardless of their previous academic history, the highest quality education in an atmosphere of respect, responsibility and rigor. NVCCHS ensure that graduates have the skills and content knowledge necessary to succeed in post-secondary choices by engaging students, teachers and administrators in learning experiences that allow risk-taking, embrace multiple attempts at learning, cultivate students' imaginative and creative abilities, and celebrate achievement. Through an intensive study of English, Social Studies & Arts concepts, students generate research questions, develop the skills necessary to answer those questions, create products that demonstrate understanding, and defend their knowledge publicly.

f. School Overview The instructional model accelerates student learning during coursework in the Lower House so that, regardless of where students start academically, they can exit from 10th grade at proficiency (*requirements: pass four Regents; produce an "on-demand" writing piece that favorably compares to the 10th grade Common Core anchor papers for informational or argumentative writing; complete an independent research project; present and defend it to peers and faculty*) and move on to

study in the Upper House, where they are prepared for post-secondary opportunities through AP courses, career explorations and potential certifications, internships, externships and/or community-embedded projects. Students engage with NV-designed challenge-based curricula requiring them to use the Lincoln Center Institute's (LCI) Capacities for Imaginative Learning to solve complex problems; are prepared to present their knowledge coherently in writing; learn to apply their knowledge to understanding new situations; and are supported as they present and defend their knowledge publicly. We have built into the model the following:

System of Assessment and Continuous Assessment of Data The NVCC instructional framework includes the regular and coordinated use of diagnostic and formative assessments to understand the content and skills students have mastered and where they struggle. Assessment begins during the summer Bridge to High School, during which students take the Gates-MacGinitie reading diagnostic, Performance Series Math assessment, and ACT: EXPLORE exams in Reading, ELA, Math and Science to determine their baseline performance levels. Students will take the ACT set of exams to measure progress throughout High School (9th grade EXPLORE, 10th grade PLAN, 11th-12th grade ACT).

Challenge-Based Curriculum aligned to Common Core Standards NVCC uses a challenge-based approach to engage students in learning and foster the use of imaginative capacities for problem-solving. In a typical challenge-based unit, students work with a finite set of resources that focus on a particular topic; ask questions that do not have pre-determined answers; construct an answer supported by evidence; construct a product (position paper, PowerPoint, newscast, video blog); present their product, and defend their position publicly. Thus the classroom dynamic is shifted from one where students passively receive information to one where students must act in order to meet a challenge or solve a problem.

Learning Framework: Capacities for Imaginative Learning The Framework allows students and teachers to practice and master habits of learning; the Capacities (*notice deeply, question, make connections, reflect/assess, create meaning, embody, identify patterns, exhibit empathy, take action, and live with ambiguity*), derived from LCI's study of works of art, nurture students' abilities to imagine and create. These habits create a common language and culture among students and teachers, and foster coherence from class to class and project to project.

Adult Inquiry Teachers participate in a formal inquiry process through Cohort Inquiry Teams. The purpose of this work is to systematically study the connection between the selected pedagogical strategies teachers are employing and actual student outcomes, allowing teachers to make necessary modifications to curriculum and pedagogy in real time.

Cascade of Writing Teachers select one of the three Common Core-defined forms of writing and coordinate the implementation of classroom assignments across core content classes in continuous 2- to 3-week cycles. We use the Literacy Design Collaborative framework and a common rubric to give feedback to students during and at the end of each cycle.

Anchor Projects Students produce end-of-trimester projects in which they apply the content and the skills they have learned in their core content classes to new situations.

The NVCCHS model uses an innovative approach to maintaining a high level of cognitive demand and rigor when working with at-risk students: because NVCCHS will use a common grading policy, there will be opportunities over the course of the year for the Cohort Inquiry Teams from one NVCCHS school to assess the anchor projects of students from another school - thus making the assessment process public and beginning a process that will lead to school interdependence regarding accountability of outcomes.

g. Target Population NVCCHS seeks to serve high school students who reside in high-needs neighborhoods in Brooklyn and the Bronx with a predominance of low income and non-English speaking families and/or high incidents of students with special needs. We are also working with the NYCDOE to identify and serve districts where there is a need for high school seats for families impacted by the closure of Persistently Low Performing schools.Because we are still in conversation with the NYCDOE to finalize our school location, we have identified key neighborhoods in Brooklyn and the Bronx based on analyses of multiple indicators, including NYCDOE's list of failing high schools, a comparison of high school graduation rates, and U.S. Census data.

While only 65.5 percent[1] of the 2007 Brooklyn cohort graduated from high school, graduation rates in district public schools vary widely—in our targeted neighborhoods, the rate is considerably lower than the borough-wide rate. For example, in district 16 median household income is $33,657 as compared with $43,755 for Brooklyn as a whole, and the comparable graduation rate for the 2007 cohort was 45%.[2] In the Bronx, another targeted area, the median income borough-wide is $33,794; the 2007 cohort borough-wide graduation rate is 57.5% with specific target districts performing at 57% (D.7), 49% (D.8), and 53% (D.12).[3]

III. **Enrollment and retention of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced lunch program.** To ensure that we meet the Board of Regents' enrollment and retention targets, NVCCHS employ multiple strategies to publicize the school as an important option for diverse populations. Outreach strategies leverage our collaboration with community-based organizations (CBOs) and community clergy, elected officials, and non-profit leaders. We reach out to families of prospective students through direct mailings to the families of all 8th grade public school students in targeted zip codes and door-to-door flyer distribution. Recruitment and application materials are translated into the predominant languages of the community, and we engage with the feeder middle schools in the district where our school will be located. We are in the process of expanding our database of middle schools in the districts that contain Persistently Low Achieving schools including district public schools, charters and Catholic schools in order to facilitate outreach to principals, guidance counselors and parent coordinators and create awareness about our proposed charter school. Based on our experiences with our current charter schools in the Bronx, we are expecting a large number of applications to the new NVCCHS; should the number of applicants exceed capacity, a lottery will be used to admit students and remaining students will be placed on a waiting list - a system we have created and utilized successfully for our existing charter schools.

We continue outreach to organizations that advocate for special needs populations and CBOs serving families with mental health needs or students with disabilities (SWDs), such as Resources for Children with Special Needs, the NYC Immigration Coalition and Advocates for Children, as well as the mental health network and provider community that works with children in the foster care system. NVCCHS will retain their population of high need students by addressing the academic and socio-emotional needs of individual students - using diagnostic data to develop and implement individualized instructional plans to ensure the academic success of every student, identifying students' socio-emotional needs and providing

[1] *http://schools.nyc.gov/Accountability/data/GraduationDropoutReports/default.htm*
[2] *The New York State District Report Card Accountability and Overview Report, District 16, 2010 – 11*
[3] *http://www.city-data.com/income/income-Bronx-New-York.html; The New York State District Report Card Accountability and Overview Report, Districts 7, 8 and 12, 2010 – 11*

them with an array of Guidance and Social Work services based on their individual needs in order to maximize their success.

IV. Public Outreach and Community Support

Public Outreach: New Visions works with the local community organizations and institutions to host or promote community forums, parent information sessions, high school enrollment fairs, open house sessions and, where feasible, allow us access to their existing programs that target students and families eligible for enrollment in our school. We also use the local print media in the neighborhoods proposed for our schools to advertise our information forums and student recruitment sessions as an additional way of promoting our schools. Our partnership efforts allow us the opportunity to not only promote our charter schools but to begin to develop relationships that can lead to partnering opportunities around student and family support services, teacher supports and overall school development and student learning opportunities.

Connecting the charter schools to various agencies throughout New York City is another priority for the Community Engagement Unit of the charter schools. To this end New Visions frequents events in and around the five boroughs including: the Faith-Based Symposium for Job Development in New York hosted by U.S. Senator Kirsten Gillibrand, the 8th Annual Bronx Mental Health Fair, the DL21C's Education Series in Manhattan and Brooklyn, and the Faith and Foster Care Summit hosted by the Casey Family Program, ACS of New York City and FPWA Faith Based Partnerships. NV has also engaged in direct conversations with The Brooklyn Borough President's Office, The Bronx Borough President's Office, Imani House, Crown Heights Youth Collective, Calvary Baptist Church, Mosholu- Montefiore, Cadman Congregational Church, Bedford Stuyvesant Restoration Corp., Community Break Services, BronxWorks, YAFFA Cultural Arts Incorporated, The DOE Fund, Brooklyn District Attorney's Office, Multiple Avenues to Success, Brooklyn Children's Museum, JAIA Youth Empowerment, Legacy Inc., Brooklyn Community Foundation, Make the Road NY and CAMBA. The New Visions Community Charter High Schools outreach process focuses on building the communities' understanding of charter schools, providing broad access for admission, creating partnerships that support the schools and stressing why they are an important option for all families.

Community Support: We are pleased to report that the response has been very positive and that there is great receptivity to our proposed model; community leaders have expressed a sense of urgency for quality charter seats at the high school level, and appreciation that we are reaching out early in our process of school design and proposal submission, that we have a commitment and a plan for serving and retaining high need students, and that NV has a 20-year history of opening and supporting district public schools throughout the city. NV currently serves as a Partner Support Organization for the NYCDOE, providing leadership, operational and instructional supports to 76 district public schools. This relationship affords us unique insights into the needs of the student population we will serve and experience in supporting and managing the co-location of schools in shared campus space. Our conversations have generated a great deal of good will and commitments of support including offers to serve on our Community Advisory Boards, broker conversations with parents and community residents, host recruitment and informational session for families, facilitate entry into after-school programming serving our target students and partner around meeting the health, social and cultural needs of our students and families.

Lead Applicant: Ronald Chalmers Date: August 15, 2012

Lead Applicant: Lori Mei Date: August 15, 2012