



2018 PHASE I: Letter of Intent

Created: 06/29/2018 • Last updated: 07/05/2018

Basic Contact and Application Information

New 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 a New Operator Applicant Group (which does not operate a Regents-authorized charter school or does not operate any schools currently) or an Existing Education Corporation (which operates one or more Regents-authorized charter schools) is submitting this Round 1 Letter of Intent.

Existing Ed Corp (operating one or more Regents-authorized charter schools)

Name of Existing Education Corporation

| | Name of Existing Education Corporation | Number of Charter Schools Existing Ed Corp Currently Operates |
|--|------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| | NYC Charter High School For Architecture, Engineering And Construction Industries (AECI) | 1 |

Proposed Charter School Name(s)

(Please write out the full name of the proposed new charter school(s), and include the words "charter" and "school" in the naming).

| | Name of Proposed School(s) | Grades Served Over Charter Term (K-5, .6-8, 9-12, etc.) | Max # of Students Served Over Charter Term |
|--|------------------------------------------------------------------------|---------------------------------------------------------|--------------------------------------------|
| | AECI II: NYC Charter High School for Computer Engineering & Innovation | 9-12 | 500 |
| | | | |

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 | Carlo Schiattarella |  | |
| Public/Media Contact Person | Carlo Schiattarella | | |

List of Key Design Elements

List the key design elements which are those features of the school that are innovative or unique to the school’s mission and goals, are core to the school’s overall design, and critical or integral to its success. The design elements may include a specific content area focus; unique student populations to be served; specific educational programs or pedagogical approaches; unique calendar, schedule, or configurations of students and staff; and/or innovative organizational structures and systems. Approved schools will be accountable for implementation of the key design elements included in their charter.

| | |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Computer Engineering and Innovation |
| 2 | Strong Academic Foundations |
| 3 | Instructional Excellence |
| 4 | Project-based Learning Classrooms |
| 5 | Support for the Whole Student |
| 6 | Development of Young Professionals with Core Values |
| 7 | Intensive College Readiness Preparation; 8. Data-Informed Teaching & Learning; 9. Distributed Leadership; 10. A Positive Culture of High Expectations and Mutual Respect |

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

<https://www.aeci2charterhs.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.

(Refer to the application kit for definitions and guidance as only "substantial" partnerships should be listed here).

| | |
|-----------------------------|----|
| Proposed Management Company | NA |
| Partner Organization 1 | NA |
| Partner Organization 2 | NA |

Proposed Board Chair Signature

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

A handwritten signature in black ink, appearing to read "S. Hattoulla". The signature is written in a cursive style with a large initial "S" and a long horizontal stroke.

Date

2018/07/05

Thank you for completing this form.

Dear Mr. Frank:

We are delighted to share with you our letter of intent to apply for a charter to open AECI II: NYC Charter High School for Computer Engineering & Innovation in Community School District, located in the South Bronx.

I. APPLICANT GROUP INFORMATION

a. Applicant Group Members: See attachment (Table 1: Applicant Group Information)

b. Public Contact: Carlo Schiattarella, Proposed Board Chair: Telephone: [REDACTED]

c. Application History: We have not previously applied for a charter to any of the NYS authorizers for AECI II. AECI I, the “sister school” to AECI II, was authorized by the New York City Department of Education in 2008 and currently operates under the NYC DOE authorization.

II. PROPOSED CHARTER SCHOOL INFORMATION

a. Proposed School Name: AECI II: NYC Charter High School for Computer Engineering & Innovation

b. Proposed Mission Statement: To create an integrated, rigorous academic program that provides students with the necessary skills, knowledge and practical experience to pursue college and a career in Computer Engineering.

c. Proposed Location: AECI II intends to locate in New York City Community School District 7. The school will apply to co-locate in an existing NYC DOE school but has contingency plans to operate in privately-owned space.

d. Target Population/Community Served: AECI II’s student population will be representative of students currently enrolled in CSD 7. Currently, CSD 7 enrolls approximately 18,200 students in grades K-12, over 7,000 of whom are in grades 9-12. Of the total students in CSD 7, 70% are Hispanic or Latino, 26% are Black or African American, and the remaining 4% are American Indian or Alaska Native, Asian or Native Hawaiian/Other Pacific Islander, White or Multiracial. The vast majority of students (93%) are economically disadvantaged, 18% are English language learners, and 26% are students with disabilities.

e. Planned Ages, Grades and Enrollment: Based on earning a charter and being approved for opening in Fall 2019, we plan the following enrollment schedule for AECI II.

Chart 1: AECI II Enrollment Plans

| | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|--------------------------|-----------|-----------|-----------|-----------|-----------|
| Grades Served | 9 | 9-10 | 9-11 | 9-12 | 9-12 |
| Student Age Range | 13-16 | 13-17 | 13-18 | 13-19 | 13-19 |
| Total Enrollment | 125 | 250 | 375 | 500 | 500 |

f. Proposed Management and/or Partner Organizations: AECI II will be managed by the proposed Board of Trustees and partner with organizations to support curriculum design and professional development. We will not engage a charter management organization.

g. Replication: AECI II is modeled on AECI I, a charter high school focused on architecture, engineering and construction industries that has been successfully serving the students of the South Bronx (District 7) since 2008. The two schools will share one Board of Trustees. Note that the Board is adding an additional member with expertise in computer engineering to help ensure their capacity to oversee both schools and their unique themes. Charles Gallo, current Principal of AECI I, will transition to the role of Chief Educational Officer for both AECI I and AECI II. AECI I’s current Assistant Principal, will become principal of AECI II and a new principal will be selected to lead AECI I. Gallo will split his time between the two schools in proportion to the adding of grade levels and students at AECI II (see Chart 1, above):

Chart 2: Chief Educational Officer’s Time at AECI I and AECI II

| | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|-------------------|-----------|-----------|-----------|-----------|-----------|
| AECI I | 80% | 70% | 60% | 50% | 50% |
| AECI II | 20% | 30% | 40% | 50% | 50% |
| Total Time | 100% | 100% | 100% | 100% | 100% |

The goal of the replication is to build upon and leverage the success of AECI I while ensuring continuity and ongoing success at the original school.

h. School Overview: AECI II will emphasize science and math proficiency, effective communication and critical thinking skills through a standards-based core curriculum. AECI II will promote career opportunities in computer

engineering and innovation (e.g. design and development of electronics, computer hardware and software, and applications) through a program of academic excellence, which includes opportunities for project-based learning and apprenticeships. Through collaboration with industry partners and post-secondary institutions, students will gain exposure to “real world” career and college-preparatory learning experiences. We are proposing to build the school around 10 key design elements:

1. **Computer Engineering and Innovation** – At AECI II, students will explore careers, skills, knowledge, and practical experiences leading to college and a career in the computer engineering industry (e.g. design and development of electronics, computer hardware and software, and applications). AECI II will emphasize science and math proficiency, effective communication, and critical thinking skills through a standards-based core curriculum. Students will be creators of technology rather than just consumers, engage in real world technological challenges, and gain skills that are specific to computer engineering and innovation that culminate in industry standard certifications. These skills will be transferable across disciplines and careers.
2. **Strong Academic Foundations** – AECI II will focus on helping incoming students accelerate learning quickly and establish the strong academic foundation necessary for long-term success. In 9th grade, all students will engage in double periods of English and math to help ensure that they have the language and math skills necessary for success in our project-based technology and engineering curriculum. A special bell schedule will allow students who are struggling or need additional instructional time to receive an additional 90 minutes each week of small group tutoring with teachers. In addition, AECI II will offer a Saturday Academy that meets at least 20 times throughout the school year and will provide more than 100 hours of additional instructional time for students who need additional academic support.
3. **Instructional Excellence** – AECI II recognizes that our students’ success is directly correlated to the quality of our instructional staff. We will offer a comprehensive human capital management program that includes intense recruitment of top-quality educators (both new and experienced) and continuous professional growth opportunities through partnerships with Columbia University Teachers’ College, TEQ, LSA Learning and Lead On, as well as other professional organizations. AECI II teachers will have dedicated time in their daily schedules to engage in both content and grade-level professional learning communities (PLCs) where they can engage in reflective practices. We will offer a career ladder for teachers that rewards their growth and success with increased compensation and professional responsibilities. To help teachers ascend this career ladder, AECI II leadership will conduct frequent observations, provide timely, meaningful teacher feedback, assign mentors to new teachers and provide coaches to help teachers address specific areas of growth (e.g. interdisciplinary curriculum design, classroom management, and pedagogy).
4. **Project-based Learning Classrooms** – AECI II will promote academic rigor, emphasizing critical thinking and problem solving, through a project-based learning instructional program. Students will “learn by doing.” In order to support this intensive mode of hands-on learning, AECI II will limit class sizes and maintain 60-minute class sessions (with double periods for incoming freshman in English and Math). Furthermore, classrooms will be designed to foster peer-to-peer collaboration (e.g. collective work spaces) and engage in use of technology (e.g. interactive whiteboards in all classrooms, students will use Chromebooks, laptops, and TI Inspire Calculators).
5. **Support for the Whole Student** – AECI II students will come from diverse home and prior educational environments, with a wide range of needs. Our goal is to provide each student with the full range of support that s/he needs in order to evolve into a young scholar and professional capable of success in both college and career. To this end, we will assign a single guidance counselor to each cohort of new 9th grade students, and this counselor will remain with that cohort of students through graduation. The counselor will serve as the central point of contact between student, parents, teachers and the administration, securing resources and support to meet the unique needs of each student. Furthermore, AECI II will maintain a full time social worker on staff to help students address socio-emotional development through their high school experience.
6. **Development of Young Professionals with Core Values**– From our dress code to our instructional design, AECI II will support students to create and develop positive, professional learning environments. Students will engage in project-based learning experiences that integrate “real world” applications of academic skills, require effective peer-to-peer collaboration (including group design, development, peer review and revisions), culminate in public presentations, and allow for reflective learning and skill development. Students will also engage in internships where they can gain on-the-job experience and apply their academic skills in authentic professional situations. Based on AECI I staff and students’ shared commitment to four Core Values that sustain both grit and character, the AECI II community will also teach, learn and uphold the same Core Values of Perseverance, Achievement, Integrity, and Respect.

7. **Intensive College Readiness Preparation** – AECI II students will be prepared to attend and graduate from quality higher educational programs. We will assign each student a single college advisor who will facilitate daily college advisories and hands-on support for all students. The advisor will help students: identify target colleges/universities through online research, attendance at college fairs and trips to select colleges; complete all application requirements, including SAT/ACT preparation, development of college essays, and securing letters of recommendation; pursue and secure financial aid, including completing FAFSA and scholarship applications. Furthermore, through partnerships with Syracuse University Project Advance, Lehman College Now, City College Now, Bronx Community College, and Monroe College, AECI II will offer dual-enrolled credit classes for juniors and seniors. These dual-enrolled courses prepare students for the increased rigor of college-level classes and result in college credits that students can transfer into the college of their choice.
8. **Data-Informed Teaching & Learning** - AECI II will support both teachers and students to use data to inform teaching and learning. Teachers will use formative and interim assessments to set benchmarks, measure student growth, make overall instructional course corrections, and individualize instruction to meet specific students' needs. Teachers will provide actionable feedback to students on a regular basis across all disciplines so that students understand what they need to do in order to improve their work and can then take those next steps. Continuous improvement through data-informed teaching and learning will guide all members of the AECI II community.
9. **Distributed Leadership** - AECI II will use a distributed leadership approach that focuses on shared tasks, activities and processes among staff rather than hierarchies and positions/titles. Leadership Teams will cluster around the core components of running an effective school--instruction, curriculum, a culture of learning and professionalism, operations, student-teacher-parent relations, and accountability--and be facilitated by different members of the teams as appropriate to the situation. For example, while the Dean of Students is accountable for the overall social emotional support of students, the school social worker will facilitate training and implementation of SEL policies and programs, and mentor teachers will help support new teachers in implementing SEL in their classrooms. This approach extends up to and includes the Board of Trustees, which will be composed of experts in various aspects of teaching, learning, leadership and organizational management, and will bring those talents to support school staff appropriately.
10. **A Positive Culture of High Expectations and Mutual Respect** - Recognizing that a culture of trust and high expectations for all students starts with the school leader, the AECI II school leader will consistently articulate a coherent vision for school culture and climate-positive practices that promote academic and social learning while valuing student diversity. The school leader and all teachers will engage people, ideas, and resources to put into practice the programs that will realize high expectations of achievement and student engagement with the content and with one another. The staff will recognize the contributions of diverse students when developing the school culture by implementing a culturally competent curriculum that is relevant to students' lives and backgrounds.

III. ENROLLMENT & RETENTION STRATEGIES

a. Strategies for Attracting and Recruiting Students

1. Students identified in the mission: The two key components of AECI II's proposed mission are: 1) to prepare students for college and career success; 2) engage students in the field of Computer Engineering. In order to meet the first part of our mission, AECI II is actively reaching out to the entire CSD 7 community where graduation rates hover around 57% (compared to the 74% citywide and 80% statewide).¹ We plan to leverage the success of our sister school, AECI I, where 97% of 12th-grade students graduated in 2017.² In order to meet the second part of our mission, we are forming partnerships with City College Grove School of Engineering to develop a leading-edge curriculum in Computer Engineering that is aligned with college-level curricula so that our students can graduate and transition successfully to higher education programs in the field. We will engage students and families through strategies similar to those we are currently using to gain support for the proposed school and described in part IV of this document, including reaching out to local middle schools, advertising via social media that targets zip codes in the South Bronx, holding open house/information sessions at AECI I where parents and students can meet school leaders (principal and Board members) as well as observe how the shared key design elements are currently being implemented (see KDE's 2-10 in Part II, above).

2. Students with Disabilities: AECI II will follow similar strategies used by AECI I to recruit students with disabilities (SWDs), which won a bronze medal from US News and World Report in 2017 for its success in recruiting, retaining and graduating SWDs (Currently, AECI I educates 23% SWDs, which is above the citywide

¹ data.nysed.gov.

² Ibid.

average). Some of the strategies we will use include: During the open houses and informational sessions, we will promote our success with SWDs at AECI I, signaling to parents that our school welcomes all students. When we meet with parents of SWDs, we will explain our enrollment process, which includes a full review of the student's IEP and revising in collaboration with the parents, student and CSE to move them towards an inclusion approach. We offer two teachers in every classroom and use the Integrated Co-Teaching (ICT) approach, which provides access to the general education curriculum and specially designed instruction to meet students' individual needs. Prior to opening, we will encourage families to tour AECI I to see our ICT program in action and, once open, tours at AECI II.

3. English Language Learners: Of the 18% of students in CSD 7 that are designated English Language Learners, the vast majority speak Spanish as their primary language. In order to recruit these students, AECI II will continue the bilingual outreach efforts utilized to gain support for the proposal school and described in part IV of this document, including distribution of all materials and web information in both English and Spanish, holding open information and focus groups sessions in both languages, and making Spanish-speaking parents of AECI I students (where the ELL rate is currently 12%) available to discuss the "sister school" with parents and students in their primary language. Additionally, we have learned from our experience with AECI I that communicating clearly that the school's theme (computer engineering) is open, accessible and beneficial to all students, will be a high priority in our outreach and communications.

4. Economically Disadvantaged Students: As in the case of AECI I, we will actively recruit from the CSD 7 community to enroll the same or greater percentages of economically disadvantaged students (Currently, AECI I enrolls the same percentage as the CSD 7 rate of 93%). All of our outreach efforts are spread across the district, which will be given priority in the lottery. Therefore, we do not anticipate any challenges in reaching economically disadvantaged students.

b. Strategies for Retaining Students

1. Students identified in the mission:

For all incoming 9th grade students, AECI II will hold a two-day orientation/transition to high school program in August. Students will meet their Advisory teacher, review their schedules, walk through the classrooms, and get their school uniforms. The school social worker will help teachers lead team-building exercises that draw on best practices in social emotional learning (SEL). Throughout the school year, each student will meet in their Advisory twice a week (45 minutes each session) where the social worker and school counselors lead them in SEL experiences appropriate to their age group and in response to identified needs within the group such as mental health, stress management, conflict resolution, family loss, and more. AECI II will have 1 guidance counselor per grade plus 1 college counselor in addition to the social worker who work in tandem to identify students' social emotional/wellness needs and address them early to help minimize their impact on their academics. As college and career success are key components of AECI II's mission, we will also help students gain a success mindset early on by visiting college campuses as early as 9th grade, holding an annual college fair on site, and taking groups of students to larger college fairs. We will also have professional in the field of computer engineering visit the school regularly, to discuss the wide range of career opportunities open to the students.

2. Students with Disabilities:

AECI II will use the Integrated Co-Teaching (ICT) model to offer the most inclusive educational environment for students with disabilities (SWDs). The ICT approach allows SWDs to be educated with their peers, an important social development experience, particularly at the high school level. In addition, research shows that ICT provides a direct means of special education service delivery that is neither stigmatizing nor isolating to special education students while allow the students to receive the content expertise of the general educator and the disability expertise of the special educator.³ By providing SWDs with as inclusive an educational program as possible, AECI II will be able to meet the full needs of these students—academic, social and emotional—and increase the likelihood that they will want to remain at our school. We have had great success with this model at AECI I where the percentage of SWDs served (23%) is higher the citywide average.

3. English Language Learners:

The primary second language for ELLs in District 7, where AECI II will be located, is Spanish. With this in mind, AECI II plans to hire a full-time ESL specialist who will lead development of cross-disciplinary school wide teams that include specialists in ALL, content-area teachers, counselors and other key staff. These teams will have a

³ Weiss, Margaret and John Wills Lloyd (2002). "Congruence Between Roles and Actions of Secondary Special Educators in Co-Taught and Special Education Settings." *Journal of Special Education*, vol 36, no 2 (58-68).

common planning period where they can align curriculum, integrate cross-content projects, identify, address and monitor student issues and progress. The goal of these teams is to provide continuity of support across the curriculum for ELLS.

In addition, all 9th graders at AECI II will have a double period of ELA. For ELLs, the ESL specialist will join the classroom through an Integrated Co-Teaching (ICT) approach. The ESL specialist will also join content-area classrooms through the ICT approach to help ELLs learn the specialized language of each academic subject area (e.g. hypothesis, denominator, etc.), as well as academic cohesion words and phrases (e.g. *thus, therefore, as a result of*) and specialized academic process words (e.g. *explicate, enumerate, define*). This holistic approach to educating ELLs will, we believe, help retain students and prepare them for long-term academic success.

4. Economically Disadvantaged Students:

As described above, AECI II will use a number of strategies that have proven effective for meeting the needs of economically disadvantaged students who face challenges with transition to high school, have unique social-emotional needs, and are typically under-exposed to visions and opportunities for long-term academic and career success. Please see b.1 for more information about these programs.

IV. PUBLIC OUTREACH AND COMMUNITY SUPPORT

a. Community Outreach Conducted to Date

AECI II is modeled on AECI I, a charter high school focused on architecture, engineering and construction industries that has been successfully serving the students of the South Bronx (District 7) since 2008. In 2017, AECI I graduated 97% of its students within four years (compared to 74% citywide). Also in 2017, AECI I was recognized in the *US News & World Report National Rankings* and earned a bronze medal based on students' college readiness and performance on state tests. AECI I currently enrolls 450 students and maintains a waiting list of 600 students.

In response to the need for more high quality educational opportunities for high school students in the South Bronx, particularly Community School District 7, the AECI I Board of Trustees decided in Fall 2016 to pursue opening a "sister school" in the same district. During the 2016-17 school year, board members and school leaders from AECI I met with parents, students, community members, college partners and local businesses to identify a theme for the new school that could build on AECI I's successful instructional practices and expand student college and career readiness. In Fall 2018, the AECI I Board decided to pursue a charter to open AECI II - NYC Charter High School for Computer Engineering and Innovation. The AECI I Board established a planning team for AECI II, which includes AECI I Board members and school leaders, as well as parent leaders and experts in computer engineering. This team has conducted the following outreach to date:

- Solicited support through online and paper petitions.
- Solicited feedback through online and paper surveys about school design.
- Launched a public website (www.aeci2charterhs.org) and social media (Facebook).
- Distributed flyers and brochures to parents and local businesses.
- Held a series of public information meetings (both English and Spanish sessions).
- Held a series of focus group meetings among parents (both English and Spanish sessions).
- Performed outreach to elected officials who represent the community.
- Performed outreach to local community leaders.
- Performed outreach to the District 7 Community School Superintendent and Community Education Council.
- Met with computer engineering faculty from local colleges and universities.
- Emailed leaders from all feeder middle schools to share with them our plan and request their input on our school design.

Please see Table 2: Documentation of Outreach & Feedback and Actions Taken for a detailed listing of activities related to the forms of outreach described above.

b. Initial Assessment of Parent Interest/Demand for the School

Broadly speaking, there is significant demand for additional high quality public educational opportunities in CSD7. According to a report by the New York City Charter School Center, there were approximately 3 applicants for every open seat in a charter school in CSD 7 in the 2017-18 school year (6,020 applicants for 2,020 seats).⁴ As previously

⁴ 2017-18 New York City Charter School Lottery Estimates, New York City Charter School Center, May 2017 (available at <http://www.nyccharterschools.org/sites/default/files/resources/NYCCSC-LotteryReport-2017-18.pdf>).

stated, AECI I currently enrolls 450 students and maintains a waiting list of 600 students. Thus far, we have collected the following evidence of support from parents and the community:

- 538 petition signatures in support of opening the school.
- Over 5,300 “online” constituents, including 370 unique visitors to our website, 5,000 people reached via Facebook ads and views and 22 “followers” of our Facebook page).
- We have met with 59 parents through information sessions and focus group sessions.
- 45 parents have responded to our survey about what they would like to see included in the design of AECI II.
- 114 students of AECI I have responded to our survey focused on their experiences and recommendations for replication
- We have received letters of support from elected officials and community leaders.

General Statements of Support for AECI II

As noted in Table 2, we have received several letters of support for AECI II, including letters from NYS Assembly Members Carmen Arroyo and Michael A. Blake, as well as from partners in high education such as Dr. Roberta Lenger Kang, Teachers College, Columbia University.

Parent & Community Input on School Design

During our outreach process, the emphasis has been on collecting feedback on the specific school design of AECI II, not just garnering general support for a new charter school. Responses to the parent survey reflect overall support for the school design with 90% of respondents rating all KDEs “important” or “very important”. Parents also gave us important feedback about their ability to attend in-person meetings of the PTA and with guidance counselors that have led us to develop multiple means for communications in our school plan, including phone consultations and flexible hours for our guidance counselors. Parents also weigh in on curricular offerings in computer engineering (our theme), with computer programming and electricity and electronics noted as priorities (selected by 45% or more parents), and Google Sketchup, robotics and automotive engines and transportation as secondary priorities (selected by 25-35% of parents). Finally, we are asking parents about their preferences when it comes to the disciplinary model and currently, the survey presents an almost even split between those who prefer a restorative justice model, zero tolerance model or a blend of the two. Our intent has been to use a restorative justice approach and we believe we need to do a better job of communicating to parents how it works and its benefits.

During the large informational meetings, AECI II planning team members held and recorded Q/A sessions. During the smaller focus group meetings, a member of the AECI II planning team facilitated discussion while another member took notes. Parents continually expressed that college readiness is a high priority. Several expressed concerns about college affordability. In response, AECI II will offer SUPA and AP courses that provide students with college credits, help increase their admissions rates, help them become more competitive for scholarships, and can reduce the time they spend enrolled in college. A number of parents expressed confusion about AECI II’s theme, expecting that it would be the same as AECI I (architecture). To help address this confusion, the planning team integrated “computer engineering” in its logo, revised the mission statement to clearly state the commitment to computer engineering, and revised all promotional materials to highlight the school theme. Lastly, parents initiated conversations about “policing” and the role of security guards several times and asked about the school’s security plans and disciplinary processes. In response to these inquiries and responses to the parent survey (see above), AECI II’s planning team has committed to using a restorative justice model for school discipline, which aims at building a supportive and accountable environment for students and avoids creating a sense that students are being “policed” at school. The AECI II planning team is also pursuing partnerships with the 40th precinct to help bridge the gap between the police and community.

We continue to collect input from parents, as well as students and other stakeholders to inform our application. Please see Table 2 for a summary of feedback from these many sources.

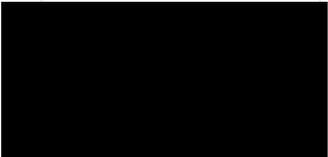


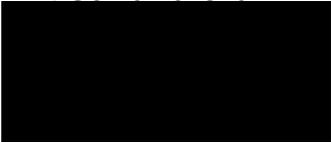
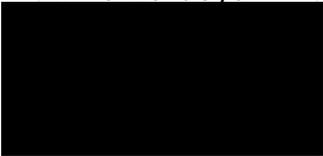
Table 1: Applicant Group Information

Created: 06/29/2018 • Last updated: 07/05/2018

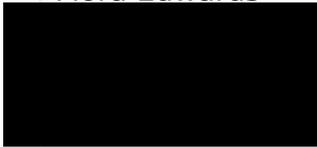
Must include a minimum of 5 members proposed as Trustees

Applicant Group Information

| | Name/Phone/Email Address | Current Employment | Relevant Experience/Skills and Role on Applicant Group | Proposed Role in School (e.g., trustee, employee, none) | Proposed Position on Board (Officer, Trustee, Constituent Rep) |
|---|-----------------------------------------------------------------------------------------------------|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|----------------------------------------------------------------|
| 1 | Charles Gallo  | Principal, AECI I | Academic and Instructional School Leader (Principal or Assistant Principal) for 14 years with measurable student performance results; Expert on Curriculum & Assessment, Staff Development and Supervision, School Culture, Community Outreach/Partnerships, and Performance Accountability | Chief Academic Officer, AECI II | NA |
| 2 |  | Vice Principal, AECI I | Certified School Building Leader; Expert in Student Achievement Data Analysis, School-wide Goal Setting, Staff Professional Development & Coaching, Academic and Instructional Affairs, | Principal, AECI I | NA |

| | | | | | |
|---|----------------------------------------------------------------------------------------------------------|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|------------------------------------------------------------------------------------------------------------------|
| | | | Scheduling, Curriculum & Assessment, Community Outreach/Partnerships | | |
| 3 | Carlo Schiattarella  | CEO, Schoolhouse Project | 8 year board member of AECE I; Board Chair of AECE I; on Executive Committee, Academic Affairs, Budget & Finance, Personnel, Community Outreach; 24 years of experience with charter schools; experience in creating new charter schools and overseeing budgets, operations, and facility development | Trustee | Chair of AECE II Board; Committees: Executive, Academic Affairs, Budget & Finance, Personnel, Community Outreach |
| 4 | Irma Zardoya  | President & CEO, New York City Leadership Academy | Board Vice Chair of AECE I; on Executive Committee, Academic Affairs; Over 40 years of experience as a teacher, principal, superintendent of schools and regional superintendent; has opened new schools | Trustee | Vice Chair of AECE II Board; Committees: Executive, Academic Affairs |
| | | | 3 year Board Member of AECE I, Budget & Finance; manages a firm | | |

| | | | | | |
|---|---------------------------------|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--------------------------------------------------------------------------------------|
| 5 | Alberto Villaman [REDACTED] | President & CEO, HAKS | of over 650 professionals and engineers in large engineering projects; experiences includes managing multi-million dollar budgets | Trustee | Committees: Chair of Budget & Finance |
| 6 | Andrew McLaughlin [REDACTED] | COO and CFO of Schoolhouse Project | Board Member of AECI I with experience on the following committees: Budget & Finance, Personnel, Facilities; Professional experience in facilities, building design and construction; has coordinated multi-million dollar projects | Trustee | Committees: Budget & Finance, Personnel, Facilities; Grievances, Academic Affairs |
| 7 | Derrick Spaulding [REDACTED] | Senior Director, Leadership Development, New York City Leadership Academy | Board Member of AECI I, Academic Affairs; 15 years of experience as a teacher, principal, and educational consultant; has experience in creating and supporting new schools as well as overseeing budgeting, operations, curriculum, parent outreach and staff development. | Trustee | Committees: Academic Affairs, Grievance, Budget & Finance, Family Engagement |
| | | | Board Member | | |

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| 8 | Ricardo Cosme Ruiz  | Director of Intergovernmental & Community Affairs, Neighborhood Association for Inter-Cultural Affairs | of AECI I; specializes in Multicultural populations, the local needs and strengths of the Bronx, ESL populations, neighborhoods and communities and has deep experience in garnering support from elected officials and key stakeholders; Serves on AECI I and II Community Outreach committees | Trustee | Committees: Chair of Facilities, Fundraising, Real Estate, Community Outreach, Family Engagement |
| 9 | Flora Edwards  | Private practice attorney | Legal Counsel of AECI I since the inception of the school; expert in contracts and agreements | Legal Counsel of AECI II | NA |
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Application History

Identify whether any member of the current applicant group has ever applied to this or another charter entity to open this proposed school or another charter school, either in New York State or outside of New York State. Indicate the date on which the application(s) was/were submitted and to which charter entity; briefly describe the outcome of the charter entity’s decision; and provide a concise description of significant modifications made in this application (if applicable).

AECI I, the “sister school” to AECI II, was authorized by the New York City Department of Education in 2008 and currently operates under the NYC DOE authorization. Irma Zardoya was a founding board member in the application for this school.

In 2015, two members of the AECI II applicant team, Mr. Schiattarella and Mr. McLaughlin, were part of an applicant team for the proposed Schoolhouse Academy Charter School of Uniondale in Staten Island; however, the team was not invited to submit a full application after the Letter of Intent phase.

Table 2: Public Outreach Information

Table 2 is not counted toward the page limits

| Date(s) of Outreach (mm/dd/yy) | Target Stakeholder Group | Description of the Outreach | Location of Outreach | Input Obtained | Action Taken on Input | Number of Attendees |
|--------------------------------|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| 10/6/2017 | Community Leader | In-person meeting with Assemblywoman Carmen E. Arroyo (84th District Bronx County) | 384 E. 149 street, Bronx, NY | Ms. Arroyo will support the new school and offered support for the proposal. | AECI will send draft outline of AECI II application to Ms. Arroyo in mid-July to receive additional feedback | 5 including AECI Board Chair and Vice Chair, AECI Principal Dr. Charles Gallo, Ms Arroyo, Mr. Stanley DeLaCruz, assistant to Ms. Arroyo |
| 3/20/2018 | Parents of AECI I students | At AECI PTO meeting, app team provided informational flyers on AECI II; invited all to share flyers and to join upcoming AECI II info sessions | AECI I PTO Meeting, South Bronx, NY | Signatures of support on petition; received verbal feedback from parents indicating enthusiasm about AECI II and agreement to take home and disseminate flyers about AECI II with other families | As a result of the PTO meeting, AECI developed a survey for AECI I parents to provide detailed feedback on the school model for AECI II | 15-20 parents |
| 4/1/2018 | All parents of AECI I students | Sent a mass parent newsletter announcing replication intention; invited all to AECI II info sessions to provide input | Email | NA | NA | 405 parents |
| 4/18/2018 | Community Leader | In-person meeting with Assembly Member Michael A. Blake (79th District – The Bronx) and follow-up email from board member | A Town Hall Meeting | Mt. Ruiz met with Mr. Blake at a town hall meeting and discussed at length the new school. AM Blake is proud of the work AECI is doing for his constituents and feels that AECI II will continue will do the same. | AECI II sought and received a letter of support from Blake confirming his belief that AECI II will benefit students of the South Bronx. | 2 including Mr. Blake and AECI Board Member Mr. Ruiz |

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| | | Ricardo Cosme Ruiz providing Mr. Blake with more info about AECI II | | | | |
| 4/21/2018, 11 am to 1 pm | Prospective families of AECI II; community members; general public | AECI II Open Informational Session (publicly posted); "LEARN ABOUT AECI II" (1 of 2) | AECI I, South Bronx, NY | Attendees were provided a PowerPoint on aspects of the school design and a day in the life of a student; prospective parents were interested in confirming location of school; they provided feedback that near the vicinity of AECI I is recommended | Applicant team plans to share any space updates with all interested stakeholders via email and website (collected contact info from attendees) | 11 attendees from the community |
| 4/28/2018 11 am to 1 pm | Prospective families of AECI II; community members; general public | AECI II Open Informational Session (publicly posted); "LEARN ABOUT AECI II" (2 of 2) | AECI I, South Bronx, NY | <p>1. Attending parent expressed need for school to equip student for college courses and feel confident when entering their first year of college.</p> <p>2. Another parent in attendance suggested the application team provide programs that establish a school relationship with the police to ensure students are secure.</p> <p>3. Attendees sought clarification on the role of the AECI I theme (Architecture) in AECI II.</p> | <p>1. AECI II team altered KDE language to prioritize college readiness via AP courses, college level courses (resulting in college credit) and internships via external partnerships with colleges and career-relevant organizations.</p> <p>2. The school design team is considering a hybrid traditional discipline/ restorative justice model. Furthermore, the team will actively seek to bridge potential gaps between the police, students and the school. Charles Gallo, principal AECI I, spoke with police community relations officers Maguire and Diaz about AECI II and provided literature to shore up these relationships based on this feedback.</p> <p>3. AECI team responded that AECI I will focus on Architecture while AECI II will focus on computer engineering.</p> | 22 attendees from the community |
| 5/5/2018, 11 to 1 pm | Prospective families of AECI II; community members; general public | Focus Group (publicly posted); "SHARE YOUR THOUGHTS - FOCUS | AECI I, South Bronx, NY | In response to "What would you like to see at our new school that would make you feel secure in enrolling your child?", repeated answers included: Self-defense | AECI II will use a safety officer at the school entrance and continue to build a sound and open relationship with the local police. | 9 prospective parents |

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| | | GROUP” | | <p>classes / Student safety measures of all aspects, including front of school guard / Student protection</p> <p>In response to "How do you feel Computer Engineering and Innovation would impact our school district and community?", answers included: Parent 1 - It would improve the knowledge of our student in engineering. It will motivate the students to make a difference in the world for generations to come / Parent 3 - It would help children understand the meaning of hard work / Parent 5 - It will build a stronger foundation for our children.</p> | The app team was pleased to receive positive feedback from prospective parents on the school theme of computer engineering and innovation. | |
| May - July 2018 | Prospective families of AECI II; community members; general public | Survey to Inform AECI II School Design | Available on public website; widely shared via email blasts; also available at AECI I Front Office | <ol style="list-style-type: none"> 1. All proposed KDEs were ranked as “very important” by a significant majority of the survey respondents 2. 66% said they would come to PTA meetings that were “Monthly or every one that I can” 3. 93% would commit to regular (2x/month) contact with a guidance counselor 4. 83.7% are open to a Saturday instructional time or enrichment activities for students 5. There was mixed data on which disciplinary model was best - | The app team reviewed all responses, generated a summary report and then reviewed as a team to respond to and incorporate feedback. The team identified the following points as requiring modifications to the school design: PTA meetings will be held monthly except for the summer. AECI II team was most interested in the parent response to meeting regularly with the guidance counselor to discuss student progress and goals, and would like to incorporate into the school. Baseball and basketball will be offered as sports. Computer programming, electronics, and robotics will be included in the curriculum. .AECI I currently offers after-school extra support as well as a Saturday Academy and tutoring; this will be replicated at AECI II based on feedback. | 45 respondents |

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| | | | | <p>with relatively similar rankings for “no excuses”, restorative, and a hybrid.</p> <p>6. Baseball was the most requested sports activity</p> <p>7. Computer programming, electronics, and robotics are requested thematic courses</p> <p>8. 91% would allow their child to stay 1-2 days per week after school for small group instructional support for any class he/she is failing or struggling</p> <p>9. When asked, “<i>What is most important for our team to know in designing this school?</i>”, the most popular responses included: 1) Great Leadership; 2) Student safety; 3) Highly qualified teachers; 4) A big building with central air conditioning.</p> <p>10. When asked, “<i>What do you think is missing from the high schools in your community?</i>”, the most popular responses included: 1) Great Teachers, mentors, and male role models; 2)</p> | |
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| | | | | Parental involvement and good communication with the school staff; 3) Metal detectors/security; 4) Extra activities for students/after-school programs | | |
| May-June 2018 | Current AECI I students | Student Survey to Inform AECI II School Design | Online; made available to students at AECI I | <p>Highlights from student responses to our online, anonymous survey:</p> <p><i>“What aspects of AECI should be replicated and offered to more students at our 2nd location?”</i></p> <p>Most popular student answers were: 1) The culture of respect and student voice; 2) The sense of community, support, and flexibility from teachers and counselors; 3) College preparation; 4) The X-period to make up missed work and receive teacher guidance; 5) The bond with the school leader; 6) Available technology; 7) Computer courses; 8) Sports; 9) Early release on Wednesdays and Fridays.</p> <p><i>“What aspect of AECI should *not* be replicated at AECI II in your opinion and why?”</i></p> <p>Most popular students answers were: 1) The uniform; 2) No phones at lunch rules; 3) Making X-period mandatory; 4) A lot of homework.</p> <p><i>“What is missing at AECI that we should consider adding to the design of AECI II?”</i></p> <p>Most popular student answers were: 1) More building space; 2) Trips to expose students to more opportunities; 3) More clubs and activities; 4) More AP courses; 5) Brighter colors.</p> | <p>The app team reviewed all student responses, generated a summary report and then reviewed as a team to respond to and incorporate feedback. The feedback provided by adult community residents and prospective parents was prioritized although the candid student feedback guided the team in confirming particular decisions related to the new school, such as:</p> <ol style="list-style-type: none"> 1. Keeping the X-period (although it will be mandatory) 2. Valuing relationships, student voice, and a positive school culture as a KDE 3. The team is interested in pursuing more AP courses and more college credit courses at AECI II based on student feedback. | 114 survey respondents |

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|------------------------------------|--------------------------------------------------------------------|------------------------------------------------------------------------------------------|--------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| March, April, May, June, July 2018 | Prospective families of AECI II; community members; general public | Petition (paper and online; Spanish and English) | Available on public website; distributed at all community meetings | 200 online signatures 537 paper signatures Total = 737 signatures | No action necessary | 737 signatures |
| March, April, May, June, July 2018 | Prospective families of AECI II; community members; general public | Feedback and support received via anonymous public website submissions | Public website submissions | <p>“Can’t wait to see the new school open!!!!”</p> <p>“I would like my child to attend to AECI II”</p> <p>“The school has a good reputation would like my child to go there.”</p> <p>“My friend’s son graduated from AECI I. My friend was very happy with her son there.”</p> <p>“Love the fact that another high school is going to open.”</p> <p>“I would love for my son to attend there.”</p> | No action necessary | 6 submissions |
| 5/21/2018 at 4:00 PM | Potential partner, City College Grove School of Engineering | Partnership meeting with the CCNY Grove School of Engineering and current AECI principal | CCNY Grove School of Engineering, 160 Convent Avenue, NYC | <ol style="list-style-type: none"> 1. AECI received guidance on selection of theme (elective) classes that align with both post-secondary facilities and careers. 2. AECI shared the need for an individual to join the board to provide guidance and expertise in the programming and the needs of an engineering college in order for students to gain undergraduate admissions in a four-year engineering program such as CCNY. 3. Dr. Walser suggested that to gain student exposure to college level courses on | <ol style="list-style-type: none"> 1. Elective classes suggestions observed 2. AECI is continuing to seek board member addition from field of engineering. Dr. Walser is considering the role. 3. AECI team will take Dr. Walser’s offer to provide exposure to college engineering courses. 4. Curriculum adjustments were made. | Charles Gallo and Ardie Walser, Ph.D., Associate Dean of Academic Affairs The Grove School of Engineering; Hector Rodriguez, AECI Director of Operations |

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| | | | | <p>engineering campuses, he could schedule campus visits for students to participate in STEM programs for high school students and summer enrichment programs.</p> <p>4. Dr. Walser stressed the need for students to have both Calculus and Physics in order to successfully navigate through the Grove School of Engineering.</p> | | |
| 5/14/18 | Community leaders; local police | Meeting at 40th Precinct resulting in Letter of Support from Gabriel DeJesus, 40th Precinct Community Council | 40th precinct, NYPD | Dr. Charles Gallo and Gabriel DeJesus discussed parent feedback on a positive relationship between students in the proposed school and the local NYPD. Gabriel issued a letter of the support for the proposed school and committed to continuing the conversation around student safety in the proposed school. | None required. | Dr. Charles Gallo and Gabriel DeJesus |
| 4/24/18 | Educational community members | Meeting with Dr. Roberta Lenger Kang, Initiative Director, Center for the Professional Education of Teachers Teachers College, Columbia University, resulting in letter of support | AECI I (CPET is currently working with AECI I in the capacity of teacher support / development) | Dr. Kang provided support for the model of PD that is currently provided at AECI I and encouraged the culture of growth and development for staff in the AECI II model. | Dr. Kang provided a letter of support for AECI II. | Dr. Charles Gallo and Dr. Roberta Lenger Kang |
| 6/12/18 | Community Leaders | Outreach via email to Rafael Salamanca Jr. Council | Email | Only support was provided | Mr. Salamanca's office is working with the AECI team to schedule a summer school or fall visit | Mr. Salamanca |

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| | | Member, 17th District, The Bronx, to provide details on new school model, resulting in letter of support | | | at AECI I to see the model in action. | |
| 6/7/18 | Community Leaders | Outreach via email to Luis R. Sepulveda NYS Senate District 32, to provide details on new school model, resulting in letter of support | Email | Senator Sepulveda requested a tour of the AECI facility in order to meet the students and the staff | Senator Sepulveda is scheduled to visit the school on Thursday, July 26, at 10am. | Mr. Sepulveda |
| 4/23/18 | Community Leader | Dr. Charles Gallo emailed Carron Staple, High School Superintendent , Bronx, DOE to provide notice of application and request feedback | Email | No reply received | NA | Ms. Carron Staple |
| 6/10/18 | District 7 Middle School Principals | Dr. Charles Gallo emailed all District 7 Middle School Principals (district and charter) to provide details on the AECI II application and request feedback on the model | Email | No replies received | NA | 23 Middle Schools contacted |
| Week of June 4th, 2018 | District 7 Middle School Guidance Counselors | AECI I Guidance Counselor placed phone calls to CSD 7 Middle School Counselors to seek feedback on strengths and needs of potential | Phone Calls | No replies received | NA | 5 Middle School Counselors contacted |

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| | | incoming student population | | | | |
| June 21, 2018 | Community Leader | Bronx Borough President Rubin Diaz received information about the proposed school design and provided a letter of support | Email | Letter of support received | NA | Bronx Borough President Rubin Diaz |

AECI II FOR COMPUTER ENGINEERING & INNOVATION

AECI II is a proposed charter school that we hope to launch with grade 9 in fall 2019, serving up to 125 students in the South Bronx. Following our first school year (2019-2020), AECI II will add a grade each year until the school serves grades 9-12 in 2022-2023.

AECI II is based on the measurable successes achieved by students and staff at AECI I, a high school centered on the construction industries that has been successfully serving the students of the South Bronx since 2008.

THEME:

Computer Engineering and Innovation

LOCATION:

South Bronx
Community School District 7

TARGET OPENING:

Fall 2019

GRADES SERVED:

| | | |
|------------|------------|-----------------|
| SY 2019-20 | Grade 9 | Enrollment: 125 |
| SY 2020-21 | Grade 9-10 | Enrollment: 250 |
| SY 2021-22 | Grade 9-11 | Enrollment: 375 |
| SY 2022-23 | Grade 9-12 | Enrollment: 500 |



NYC CHARTER HIGH SCHOOL FOR COMPUTER ENGINEERING AND INNOVATION

A PROPOSED CHARTER HIGH
SCHOOL IN THE SOUTH BRONX

APPLYING TO NY STATE
EDUCATION DEPARTMENT
AUGUST 2018

CONTACT US:

WWW.AECI2CHARTERHS.ORG

AECI2CHARTERHIGHSCHOOL@GMAIL.COM

 WWW.TWITTER.COM/AECI2NYC

 WWW.FACEBOOK.COM/AECI2NYC

WWW.AECI2CHARTERHS.ORG

COMMITTED TO THE FUTURE

MISSION:

To create an integrated, rigorous academic program and career preparatory learning environment that provides students with a foundation of the necessary skills, knowledge and practical experience to pursue a path leading to college and a career in Computer Engineering.



OVERVIEW:

AECI II will emphasize science and math proficiency, effective communication and critical thinking skills through a standards-based core curriculum.

AECI II will provide a program of academic excellence, which includes opportunities for project-based learning, apprenticeships, and exposure to "real world" career and college-preparatory learning experiences.

GET INVOLVED!

A critical part of the application is demonstrating community support for the school. Please join us for an Open Session or Focus Group to learn more about AECI III!

APRIL 21, 2018 | 11-1PM LEARN ABOUT AECI II

Open session for potential parents and students to learn about plans for AECI II. *In English and Spanish.*

APRIL 28, 2018 | 11-1PM LEARN ABOUT AECI II

Open session for potential parents and students to learn about plans for AECI II. *In English and Spanish.*

MAY 5, 2018 | 11-1PM FOCUS GROUP ABOUT AECI II

Small group focus group on the school design; facilitated by a parent leader. *In English.*

JUNE 2, 2018 | 11-1PM FOCUS GROUP ABOUT AECI II

Small group focus group on the school design; facilitated by a parent leader. *In Spanish.*

VISIT OUR WEBSITE TO SIGN
OUR PETITION OF SUPPORT!
WWW.AECI2CHARTERHS.ORG

KEY DESIGN ELEMENTS:

COMPUTER ENGINEERING & INNOVATION

AECI II will emphasize science and math proficiency, effective communication and critical thinking skills through a standards-based core curriculum. Students will be creators of technology rather than just consumers, engage in real world technological challenges, and gain skills that are specific to computer engineering that culminate in industry standard certifications.

STRONG ACADEMIC FOUNDATIONS

AECI II will focus on helping incoming students accelerate learning quickly and establish the strong academic foundation necessary for long-term success. Incoming students will engage in double periods of English and math to help ensure that they have the language and math skills necessary for success in our project-based technology and engineering curriculum.

DEVELOPMENT OF YOUNG PROFESSIONALS WITH CORE VALUES

From our dress code to our core values of Perseverance, Achievement, Integrity, and Respect, students will thrive in a professional learning environment. Students will engage in learning experiences that integrate "real world" applications of academic skills, collaboration, internships, and public presentations to allow for reflective learning and skill development.

INTENSIVE COLLEGE PREPARATION

AECI II students will be prepared to attend and graduate from quality higher educational programs. We will assign each student a single college advisor who will facilitate daily college advisories and provide hands-on support through all steps of the college application process.

A POSITIVE CULTURE OF HIGH EXPECTATIONS & MUTUAL RESPECT

AECI II school leader will consistently articulate a coherent vision for a school culture that promotes high expectations for academic and social learning while valuing student diversity. AECI II students and staff will feel personally invested in maintaining a safe, deliberate, and positive environment in which student learning is the central focus.

AECI II



NYC Charter High School for Computer Engineering & Innovation
A Proposed Charter School

[Mission](#) [Theme](#) [Instructional Model](#) [Our Sister School](#) [Get Involved](#) [Email Us](#) [FAQs](#)



Get Involved!

We are currently preparing our application for a charter to open AECI II in the South Bronx in Fall 2019. A critical part of the application is demonstrating community support for the school. You can help strengthen our application by signing [our petition](#) and completing a short [survey](#) about the school design. The more input, the better, so please share these links with your friends and neighbors!

[SIGN OUR PETITION](#)

[COMPLETE SURVEY](#)

You can also join us at our upcoming events held at AECI I where we will share information about AECI II and collect your feedback on the school design. The more input, the better, so please share these events with your friends and neighbors!

LEARN ABOUT AECI II - OPEN SESSION
APRIL 21, 2018 | 11 - 1PM

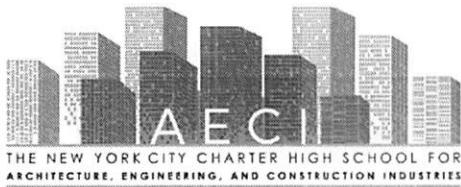
LEARN ABOUT AECI II - OPEN SESSION
APRIL 28, 2018 | 11 - 1PM

SHARE YOUR THOUGHTS - FOCUS GROUP
MAY 5, 2018 | 11 - 1PM

SHARE YOUR THOUGHTS - FOCUS GROUP
JUNE 2, 2018 | 11 - 1PM

All events held at AECI I,
838 Brook Avenue, Bronx, NY 10451

©2017 by AECI II



Dr. Charles Gallo, Principal
Colin Healy, Assistant Principal
Carlo Schiattarella, Board Chairperson

AECI II May 5 Focus Group Session
LOCATION: AECI

A meeting was held on May 5th, 2018 that outlined the proposal of AECI II to parents in community and then asked them to share their reactions and feedback. A total of 9 community members came. They were given a presentation of our plans, including CSD location, the target student population and grades to be served, the KDEs, and the educational program offered based on the theme and the AECI model.

The moderator then opened the floor for suggestions and recommendations.

Here is some of the feedback we captured:

Question - What would you like to see at our new school that would make you feel secure in enrolling your child ?

Parent 1 - We would like to see self-defense classes.

Parent 2 - Protection of my child's life.

Parent 3 - I would like to see the welcoming of the staff. I would also like to see the secure safety measures of all aspects of students while attending school.

Parent 4 - There would be a security in the front of the school for protection.

Parent 5 - That they care about true education.

Parent 6 - More security guards.

Question 2 - How do you feel Computer Engineering and Innovation would impact our school district and community ?

Parent 1 - It would improve the knowledge of our student in engineering. It will motivate the students to make a difference in the world for generations to come.

Parent 2 - This is good news. I think it will impact school and the student will benefit a lot from it.

Parent 3 - It would help children understand the meaning of hard work.

Parent 4 - It would show people what good can actually happen if change occurs.

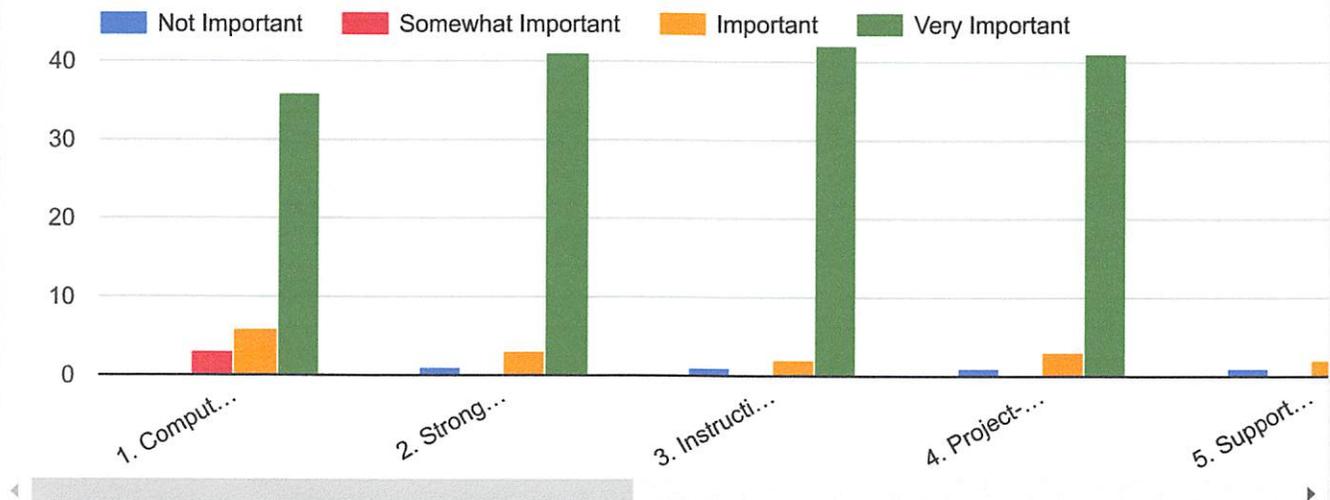
Parent 5 - It will build a stronger foundation for our children.

A summary of our meeting will show that parents have a need and desire for a strong security presence for AECI II. They also are very excited to see the new school open within our community to expand our program and be able to welcome more students into our school community.

Survey to Inform AECl II School Design

45 responses

Our school program will be built around 10 key design elements that represent what's most unique and important about AECl II from the perspective of students, parents, and staff. Please rate how important each key design element is to you.



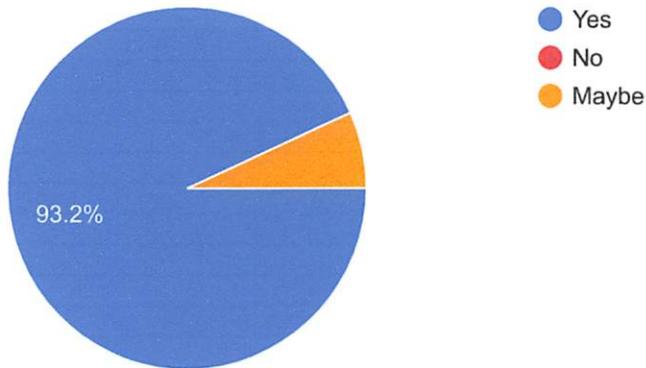
How often would you come to parent teacher association meetings?

44 responses

Monthly surveys are that I

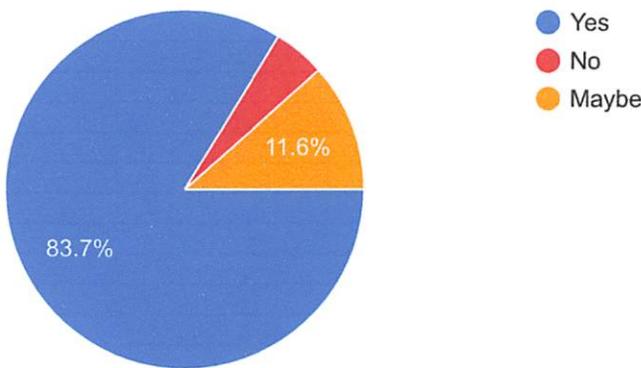
Would you commit to regular (2x/month) contact with a guidance counselor assigned to your student?

44 responses



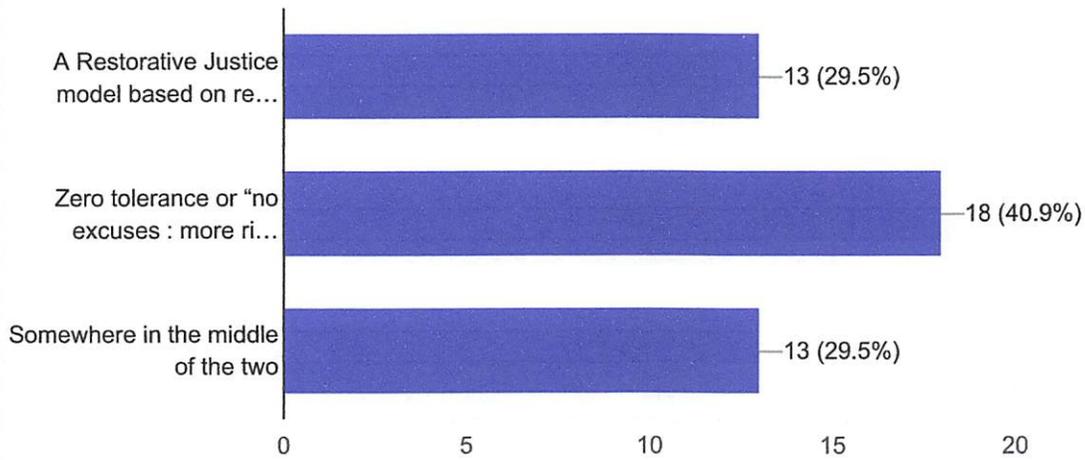
Are you open to a Saturday instructional time or enrichment activities for students?

43 responses



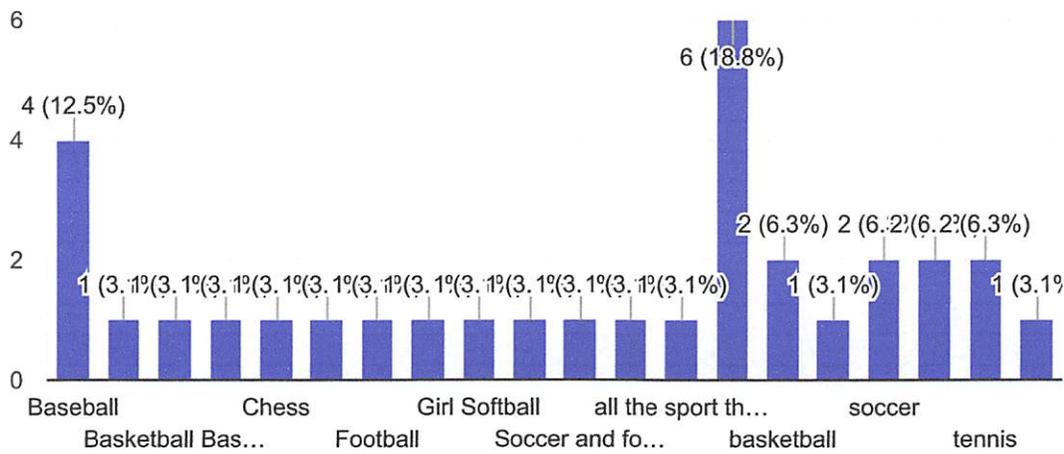
Which of the following disciplinary models would suit your student best?

44 responses



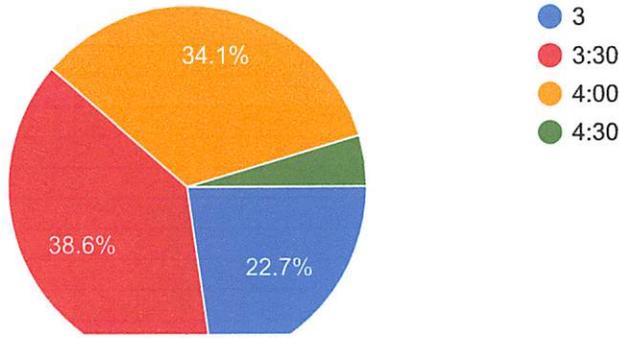
What sports do you hope we could offer?

32 responses



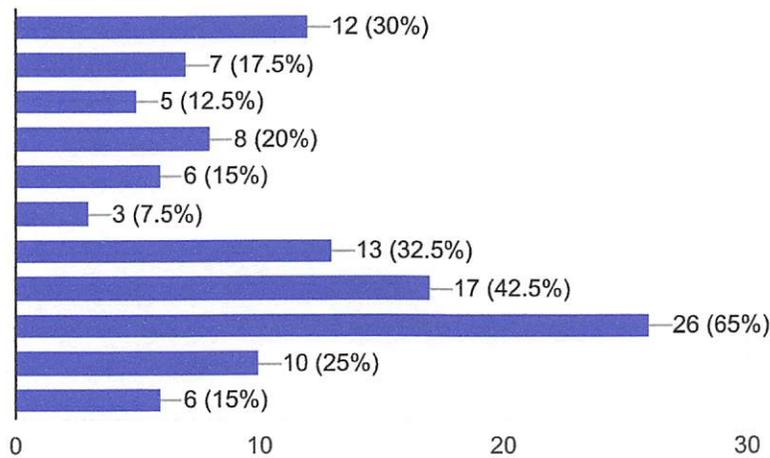
What time should the school day end?

44 responses



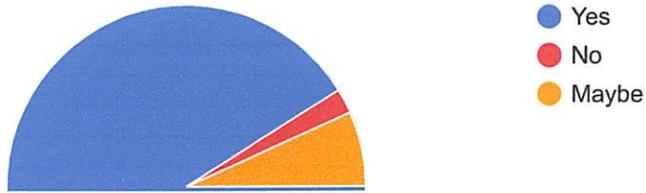
What types of courses in engineering, computer science, technology are of interest to you/your student?

40 responses



Would you allow your child to stay 1-2 days per week after school for small group instructional support for any class he/she is failing or struggling with?

45 responses



What is most important for our team to know in designing this school?

21 responses

na

It is important for teachers to be highly qualified and certified. This school needs to have diversity. The new school need opportunities for students to have paid internships. Students who need remedial or IEP support. The school needs staff who are friendly courteous and available when students are in crisis.

the safety of the children and more security guards.

Parental contact regarding the whole child

it should be build on helping kids learn better and more instructional

Every child has different needs

saftey.

students to be in safe building.

Big lunchroom

Leadership

Great Leadership

Leadreship and Good teaching

A nice Big Building Central Air

A good Area

A big space, big classroom, and central air.

Great Classroom and a big Gym.

Bigger Classrooms and Gym

A safe building

Central air in the classwork

Safety Building

is for students that might own the school in the future

What do you think is missing from the high schools in your community?

27 responses

na

Programs that meet the needs of all students. Mentorship and parental involvement.

communication

Rigors opportunity

A football field, a pool somewhere where the kids can go burn of some stress and be more involved with there community and stay of the streets.

School spirit, A community that works together to better the education of our children.

metal detectors

Good staff, Teachers

Good teaching.

Security

Extra periods to help the students with any subject they are failing or need help with.

Commitment

Afterschool Programs

Security

Good Communication with the staff and teachers

Extra Activities for students

Good Schools

Extra Activities for the youth.

Extra Activities

sports fields

after school activities

Good Leadership

better lunch food

more male rolemodels

teachers that care

gym and a swimming pool

sports fair

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