

Letter of Intent: Contact Information Form

Created Saturday, July 05, 2014

Updated Sunday, July 06, 2014

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All applicants seeking to establish a charter school authorized by the Board of Regents to open in 2014 must submit a Letter of Intent to Apply, which requires completion of this contact form, and an upload of your 5 page Letter of Intent to Apply as outlined in the 2014 RFP and Application Kit. Please submit these tasks by 3:00 PM on February 3, 2014. Applicants who do not submit a complete Letter of Intent to Apply by the 3:00 PM deadline will not be permitted to submit a Full Application.

a. Proposed Charter School Name

(Please write out the formal and full name for the school you proposed, and include the words "charter" and "school" in the proposed name).

Questbridge Preparatory Charter School

b. Preferred school location.

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

NYC CSD-Queens: CSD 29

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

NYC CSD-Queens: CSD 28

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

None

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

(The entire chart may not be visible on your screen. Use the "tab" key to move from column to column. The first column will remain static as you do so).

	First and Last Name	Best Phone Number (###-###-####)	Email Address	Street Address, City, State, Zip
Lead Applicant	Jeremiah Grant	[REDACTED]	[REDACTED]	[REDACTED]

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

(Multiple responses permitted)

- Current or former School Administrator
- Community Resident

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

	First and Last Name	Best Phone Number (###-###-####)	Email Address	URL (type web address or the word "none")
Media Contact	Lycia Grant	347-809-0173	lygrant1@gmail.com	None

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

	Ages (or age ranges)	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
K	4-5	72	72	72	72	72
1st	5-6	72	72	72	72	72
2nd	6-7	0	72	72	72	72
3rd	7-8	0	0	68	68	68
4th	8-9	0	0	0	66	66
5th	9-10	0	0	0	0	60
Total		144	216	284	350	410

f. Proposed Management and/or Partner Organization(s), such as a charter or educational management company or a university, academic program partner, or whole school change partner.

(See pages 40 of the application kit for definitions and guidance as only "substantial" partnerships should be listed here).

Proposed Management Company	N/A
Partner Organization 1	N/A
Partner Organization 2	N/A

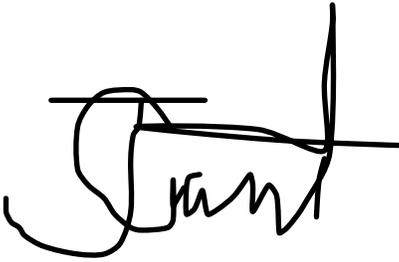
Lead Applicant(s) Signature and Date

You have the option of adding your signature(s) as the Lead Applicant or Co-Lead Applicants directly on the bottom of your Letter of Intent before you scan and upload it into the portal.

OR you may sign below using the mouse on your PC or stylus on your mobile device to sign your name.

Lead or Co-Applicant listed in section c above.

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

A handwritten signature in black ink, appearing to be 'J. Smith', written over a horizontal line.

Date Signed (Lead or Co-Applicant)

2014/07/05

Co-Applicant listed in section c above

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

Date Signed (Co-Applicant)

(No response)

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

Questbridge Preparatory Charter School

I. Applicant Information

a. **Lead Applicant**

Jeremiah Grant

[REDACTED]

Jeremiah Grant is a community resident and a former school administrator.

b. **Media Contact**

Lycia Grant

Tel: (347)-809-0173 E-mail: Questprepcs@gmail.com

c. **Applicant Group Information**

Jeremiah Grant is a community resident and as former K-12 school administrator for Bethlehem Christian Academy and Oxford Christian Academy in Richmond Hill, NY. He previously served as Adjunct Professor for Penn Valley Community College in Kansas City, Missouri where he successfully co-pioneered two family development programs. He also served as Head Start Site Manager for KCMC Child Development Corporation as well as other large corporations. Jeremiah and Lycia first conceived the idea of the school. He holds degrees in several disciplines including a Master's degree in Business Management and will serve in the proposed role as CEO overseeing the business operations of the school. **Dr. Smita Guha** practices her pedagogical skills as a professor at St. John's University. She brings experience as a coordinator of the Early Childhood Program and tenured as a full time professor in Early Childhood Education. She is also faculty advisor of New York City Association for Childhood Education International (ACEI). Dr. Guha will serve in the role of adviser to the school. **Gregory Pietrzak** is an attorney with bar admissions to the states of New York and New Jersey representing a wide range of immigration matters, including family-based petitions, employment related petitions and counsel to employers on I-9 compliance law. He is well acquainted with the issues faced by immigrant families and children. Mr. Pietrzak will serve as Board Vice Chair. **Lycia Grant** has served as a K-5 Assistant principal and classroom teacher and is currently completing a Master's degree in Education toward obtaining certification as a School Building Leader. She also holds a Master's degree in Marketing and has a background in training and real estate. She is currently Director of the Learning Solution Center and a current community resident. **Todd Stimmel** General Counsel and growth/turnaround CEO with over 25 years of experience spanning law firm partner, in-house counsel, private equity portfolio management, and hands-on business leadership. He is an expert at integrating legal and business strategies to maximize value and drive ROI, while mitigating risk. He has managed and raised funds in the millions of dollars for various companies and projects. Mr. Stimmel will serve as a board member. **Phillip Stanford** is an Adjunct Professor at Medgar Evers College and a retired school administrator in CSD I. His experiences include teacher training, curriculum development, teacher and program evaluation and working with alternative school programs. He is also a current community resident. Mr. Stanford will serve as a board member.

Lorna Lightfoot is an Accounts Payable/Receivable Manager with her company. She has experience in finance and college admissions. She is a Notary Public and has a keen sense of operational responsibilities. **Lenora Allen-Hines** brings a fresh perspective from the administrative side of advertising/marketing and sales industry. She is an Executive Secretary with Black Entertainment Television. **Horace Aiken** is a Public Accountant with over twenty years of experience in accounting and auditing. Several of those years have been in the not-for-profit industry as an auditor as well as Chief Financial Officer. His experience includes working

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with both private and charter schools. He is also a current community resident. Mr. Aiken will serve as Board Treasurer. **Dr. Scherly Leon** is a practicing physician with New York Hospital of Queens. Dr. Leon has published and given several presentations on medical topics. In addition to her medical experience, some of her other skills include fundraising and research. Dr. Leon will serve as Board Chair. **Carola Craig** is the Parent Coordinator for Queens Gateway to Health Sciences Secondary School. Her responsibilities include building and maintaining parent partnership at the school. She has provided several years of successful parent engagement and advocacy at the school. Ms. Craig serves a diverse community of parents and has a great understanding of cultural diversity and how to work with a variety of parent groups. She is also a current community resident and will serve as Board Secretary. **Twinkle Morgan** serves as Executive Director for a scholarship and college success program for students in New Jersey. She also launched and operated a college-prep program for young men of color in New York City for the past four years. Twinkle brings experience from these roles as well as experience in working with charter schools and in fundraising from her work with the charter management organization, Uncommon Schools-NYC. Twinkle managed numerous projects required to ensure the successful start-up of Uncommon Schools and served as Director of Development over public and private fundraising across its first 11 schools during its launch and first four years of operations. She also brings experience from her work as a Wall Street executive and as management consultant for over ten years. Ms. Morgan will serve as a board member.

Each founding group member has been on the board for a significant amount of time and contributed to the development of the proposed plan with Todd and Twinkle serving less time.

- d. **Initial Board of Trustees Information:** The response to I.c. above indicates the relevant experience, skills, amount of time involved with the planning group and key contribution. Gregory Pietrzak; Phillip Stanford; Horace Aiken; Dr. Scherly Leon; Carola Craig; Todd Stimmel; Twinkle Morgan; Vacancy is reserved for a parent representative.
- e. **Replication or Network Information:** Questbridge Preparatory Charter School (QPCS) is not a replication of another school model; thus, we are not seeking to invoke the language of the law in the current NYS Charter School Act and receive a charter as a replication. QPCS’ carefully designed model is grounded in research, based on best practices and draws upon the works of education theorists such as Jean Piaget, Lev Vygotsky, John Dewey and Howard Gardner.
- f. **Application History:** In March 2014, Jeremiah Grant submitted an application to the New York State Education Department (Board of Regents) to open Questbridge Preparatory Charter School (QPCS). QPCS withdrew its application in order to further develop the school program.

II. Proposed Charter School Information (name, location, grades, partners)

- a. **Proposed School Name:** Questbridge Preparatory Charter School
- b. **Proposed School Location:** Community School District 29 in Queens, NYC
- c. **Planned Grades and Enrollment for Each Year:** Grades K-5

Growth Chart

<u>Grade</u>	<u>Ages</u>	<u>Year 1</u> <u>2015-16</u>	<u>Year 2</u> <u>2016-17</u>	<u>Year 3</u> <u>2017-18</u>	<u>Year 4</u> <u>2018-19</u>	<u>Year 5</u> <u>2019-20</u>
K	4-5	72	72	72	72	72
1	5-6	72	72	72	72	72
2	6-7		72	72	72	72
3	7-8			68	68	68
4	8-9				66	66

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5	9-10					60
Total		144	216	284	350	410

**The numbers are adjusted for student attrition*

The school intends to start in 2015 with 144 students in grades K-1, and then phase in an additional grade each year until the school reaches grade 5. At that time the complete elementary school will service approximately 410 students.

QPCS will partner with Columbia University Teachers College, Pace University STEM Consortium, the Behavior Intervention Support Team (BIST), Logo Foundation and Leed Green Associates. These institutions and groups will provide staff development, curriculum development and professional support as needed to ensure the success of the school as we facilitate our students' learning. QPCS has consulted with professors at St. John's University Education Department, the organizations listed above, The Bankstreet School for Children as well as visited and spoken with several charter schools leaders in this process for relationship building and student success.

- d. **Proposed Management/Partner Organization:** Not applicable
- e. **Proposed School Mission:** QPCS' mission is to prepare a diverse community of K-5 students to excel in Science, Technology, Engineering and Math (STEM) for the 21st Century, and to create an environment where students are inspired and supported to always do their best. In order to do so, students will be provided with a rigorous, well-rounded, project-based and experienced-centered curriculum that will prepare them for excellence in school and life.
- f. **School Overview:**

QPCS will incorporate key design elements that are grounded in research, evidence based and successfully implemented in schools in many areas of the United States, including New York City. It will welcome all students, including students at risk of academic failure, Students with Disabilities (SWD), English Language Learners (ELLs), Title I students and provide a viable and successful educational option for them and their families. Cognizant that not all students come prepared at the same level, the school will implement critical instructional and interventional strategies across the grades to ensure academic success. Our instructional approach incorporates project-based learning /direct instruction (PB/DI), which supports all students. A unique part of our mission and rigorous curriculum is an intense focus on Science, Technology, Engineering and Math (STEM). The curriculum will be aligned with the Common Core Standards. By focusing intensely in these areas, we believe our students will be better prepared to meet the demands of a knowledge society. Special attention will be given to English language arts, social studies and the arts. Students' learning will be further enhanced through the study of Spanish and computer programming. As we endeavor to develop the whole child, physical education, academic service learning as well as our after-school, summer enrichment and green components will play a critical role in the school program. These components will also provide students with opportunities to participate in projects that develop their sense of caring and appreciation for each other, their community and the earth.

Gradual Release of Responsibility (GRR) will be used as our overarching instructional model paired with PB/DI and Columbia University's Teachers College Reading Writing Workshop (RWW), the specific model for ELA. In this way, our students will be engaged in rich literacy content while at the same time developing the skills inherent in critical thinking, strategic reading and writing. In addition to helping our young learners to become avid, skilled readers, writers, and reflective thinkers, a goal of the Reading and Writing Workshop is to "support expert literacy instruction through research and the

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professional development of teachers and school leaders.” By gradually assuming increased responsibility for their learning, students will thrive as they become competent, independent learners. Importantly, the peer learning aspect of these methodologies is highly effective in working with students of all groups, including, SWD, ELLs, Title I students and At-risk students. PB/DI, GRR and RWP provide excellent opportunities for teachers to differentiate instruction. Assessment will inform teaching. This ensures student needs are identified and instruction is tailored to address recognized concerns. An important part of our mission is to instill in students values of understanding and respect for others through an integration of the Six Pillars of Character and the Behavior Intervention Support Team (BIST) models. These approaches promote personal and social responsibility through a process of actions and reflection, enabling students to develop the skills necessary for leading productive lives.

Our instructional staffing model and class schedule will allow two teachers to provide instruction within each K-5 classroom of 24 students. Our organizational design elements include extended time on task for students. QPCS will offer a longer school day and year so that all students will have a greater opportunity to meet proficiency standards in all subject areas. Teachers will engage in collaboration as they work with students in small groups providing effective scaffolding. The instructional staff will be supported by a comprehensive professional development program. QPCS will create a culture of high expectations for both staff and students. Collaboration, reflection, teamwork, mutual respect, accountability, and innovative thinking will be shared values within the school.

Developing and nurturing relationships with families will be a critical component of the school. Parents are seen as partners in their child’s success. Community involvement will also play a critical role in building and maintaining a successful school. These design elements as well as the overall staffing plan meet the diverse needs of all students including at-risk students. Our fiscal plan supports these elements through direct allocation of resources as well as in-kind services such as pro bono work for our facility preparation and technology set up provided by some of our partners, saving us thousands of dollars in start-up costs. These design elements reflect QPCS’ mission, goals, and each of the objectives delineated in Education Law 2850(2).

Extended Year

Students will receive an additional 10 days of instruction. The Summer Bridge Program held during the month of July will provide enrichment and/or remediation as needed.

Extended Day

7:00 a.m. - 7:45a.m. Breakfast	7:45 a.m.- 8:00a.m. Assembly
8:00 a.m. - 3:15p.m. Instruction	3:15p.m.- 5:30p.m. After-School Program

g. Target Population

Students will be recruited from the District 29Q community. District 29Q has a diverse student population: 66% Black, 12% Hispanic, 8% Asian, and 7% White. The district’s school population reflects the demographic trends of the general population. QPCS will welcome all students including students at-risk of academic failure, ELLs and SWD and Title I students. According to the 2012 New York State Report Card there are 164,908 Special Education students in the borough of Queens. Overall, students in this district score poorly on both the ELA and Math Standardized tests. In the latest student data, the overall ELA score for 2013 was 21.65 percent proficient. The math score was 20.16 percent. *These scores were the lowest throughout the borough.* Academically, children have struggled in CSD 29Q. The New York State Report Card also shows that for 2011-

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12, 50%, 48% and 48% of all 3rd, 4th and 5th graders respectively scored below proficiency standards on the NYS ELA exam and 50%, 43%, and 40% of all 3rd, 4th and 5th graders respectively scored below proficiency standards on the NYS Math exam. The percentage of Blacks and Hispanic students scoring at Levels 3 and 4 were 25 to 35 percentage points lower than their White and Asian counterparts in both these exams. According to the 2012 New York State Report Card 63% of the students in this district were eligible for the free or reduced price lunch (FRPL) program and 8% of students were classified as Limited English Proficient (LEP).

III. Enrollment and Retention of Students with disabilities, ELLs and eligible for FRPL

QPCS will welcome all students, including students at-risk of academic failure, SWD, ELLs and Title I students. We will engage in a focused effort to attract, recruit, and ultimately retain all students, particularly the population mentioned above. Our outreach program will extend to all district elementary school programs. We will retain our students, particularly those from these At-risk populations, because of our comprehensive system of support, family engagement and instructional model that not only uses data to inform instruction; but provide scaffolding and intervention strategies that ensure no child falls through the cracks. We will market our school to neighborhoods in CSD 29Q where a predominance of low income/poverty-level families and non-English speaking families reside. We will leverage the community-base contacts of our team and the many community leaders we have engaged, including clergy, elected officials, nonprofit administrators, directors of preschool and Head Start programs, among other stake holders who serve non-English speaking and/or economically disadvantaged as well as SWD constituency. These meetings will highlight the academic program; inclusive school culture; academic support and intervention services specifically focused on ELLs, SWD and Title I children. We will also target preschools serving SWD and network with early intervention providers. All recruitment and application material will be available in the predominant languages of the community.

QPCS' representatives will communicate the school's mission to as many families through school fair and events, information sessions within the identified communities, such as in houses of worships; local CBO and organizations serving low income children, ELLs and SWD; flyers; website and newspapers including those focused on minority populations. Based on our assessment of community interest we are confident that we will be able to reach our anticipated enrollment. The two charter schools currently in the district have been experiencing an overwhelming demand for seats with each school maintaining a waiting list of over 500 students. We will meet or exceed enrollment and retention requirements for these students as required by New York Statues Sec. 2852(9) (b) (i).

IV. Public Outreach and Community Support

To date, founding group members have presented at houses of worship such as the Greater Allen A.M.E Cathedral of NY, Beth-El Baptist Church and other organizations in District 29. The founding group have conducted community meetings and presented to Community Board 13Q public meeting, Queens Village Civic Association public meeting, Queens Village Public library, St. Albans Public Library, Cambria Heights Public Library, local YMCA, NAACP, elected officials, community leaders, created a facebook page and survey, received newspaper publicity (Queens Chronicle) and have secured letters of support. We are continuing to reach out to parents and gathering signatures. We are receiving eager support from parents and the community who welcome this venture and believe that this is critical for the future success of the children.

Jeremiah Grant

Date