

21st Century Preparatory Charter School

I. Applicant Information

a. Applicant Information

Rosa Escoto



Rosa Escoto has been an educator for over 40 years.

b. Media Contact

Rosa Escoto

phone 516-608-4236; email: 21centprepcs@gmail.com

c. Founding Group

Rosa Escoto began her pedagogical career as an intermediate school teacher; served as teacher trainer for the Office of Bilingual Education; was a Title VII Project Director; served as assistant principal at an intermediate school in Brooklyn and retired as an elementary school principal. As a retiree, she opened Evergreen Charter School and served as principal for two years. Ms. Escoto will provide overall support to the school and the principal as needed.

Abigail Lockett has worked for the past 19 years in school business affairs. Her duties have included Business Administrator for Pupil Personnel Services, Teacher Integration Specialist, Manager of Business Operations, and Director of Finance & Operations. She will serve as director of operations in compliance management and overall budgetary and financial operations.

Anthony Mosca has been in education for forty years in both elementary and secondary schools. In 1992, he became a staff development specialist and has remained current, still teaching and training at the present time. His experience in teaching and training at all level makes him unique. He is certified in ESL instruction, Kagan Cooperative Learning Strategies and differentiated instruction. He will bring his vast knowledge of educational strategies to the staff of the school.

d. Board of Trustees

Ann Belzner retired this year from Price-Waterhouse where she worked as a financial analyst. Ms. Belzner has been a Chasdrew Fund board member for many years. She is a champion of educational issues and is eager to sit on the board to bring both a financial and practical voice to the initiative.

Dr. Patricia Mason is a professor of Education at Molloy College in Rockville Center, NY. She will be both a curriculum voice and a staff development voice at the school leading the extended year component of the school.

Kenneth Emeghebo has worked in human services for the past thirteen years running community youth programs in Nassau County, New York. Currently, he is an advisor in the Brooklyn Bridge Academy. He will bring his vast experience in youth services to the school. He also lives in District 28.

Milady Baez is a retired superintendent from Queens. She served NYC public school children for over 30 years as a bilingual teacher, assistant principal, principal and Instructional Superintendent of Region 4. Her vast knowledge of

education and school management will enhance the school and the Board of Trustees.

Rev. Donovan Leys is pastor of St. Stephen's Episcopal Church and a member of the Queens/Nassau Diocese. He will bring his experience as a community leader and youth mentor to the school.

e. and f. are non-applicable.

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

The 21st Century Preparatory Charter School (21st CPCS) will be located in District 28 in Queens, NYC. It is designed as a K-12 school that will give priority to English Language Learners (ELL) and/or students who have interrupted formal education (SIFE). If approved, during the first five years of the charter, the school will service 550 students in grades K- 10.

21st Century Preparatory Charter School Growth Chart

	Year 1	Year 2	Year 3	Year 4	Year 5
Grades Per Year	K,1and 6	K,1,2,6,7	K,1,2,3,6,7,8	K,1,2,3,4,6,7,8,9	K,1,2,3,4,5,6,7,8,9,10
# of Students per year	150 Total K = 50 1 st =50 6 th =50	250 Total K= 50 1 st = 50 2 nd =50 6 th = 50 7 th = 50	350 Total K=50 1 st =50 2 nd =50 3 rd = 50 6 th =50 7 th =50 8 th =50	450 Total K=50 1 st =50 2 nd =50 3 rd =50 4 th =50 6 th =50 7 th =50 8 th =50 9 th =50	550 Total K= 50 1 st =50 2 nd =50 3 rd =50 4 th =50 5 th =50 6 th =50 7 th =50 8 th =50 9 th =50 10 th = 50

The *21st CPCS* will partner with the Chasdrew Fund and Molloy College. The Chasdrew Fund (a non-profit educational family foundation) will provide individualized staff development, in kind, while Molloy College will provide professional support as well as further staff development as needed.

e. Mission Statement

The *21st CPCS* will empower its students to be scholars, citizens and life-long learners who will flourish academically, socially, and emotionally, through both academic rigor and experiences, to be prepared for the educational challenges of the technological world of the 21st Century.

f. School Overview

The *21st CPCS* will welcome all students with priority given to English Language Learners (ELL), and students with interrupted formal education (SIFE). The percentage of special needs enrollees will reflect district norms. Cognizant that not all ELL and SIFE students come prepared at the same level, the school will implement critical instructional strategies across the grades which

will include but will not be limited to language development strategies, cooperative learning, and projects based learning. These strategies are research based and are essential support for all students and in particular for ELL's and SIFE.

All students need to develop academic, social and emotional levels of competence that will prepare them to be productive members of society and contributors to the workforce; therefore, the school will implement a rigorous curriculum aligned to the Common Core, emphasizing English language development, mathematics, science, the arts, and world community cultures. Physical Education/Nutrition Education will be part of the daily regimen in our fight against childhood obesity – a raging problem in today's sedentary society. The school will enhance instruction through the use of technology. Technology education will emphasize not only computer literacy but also the workings of the computer and the remedies for simple everyday problems encountered in daily use. Video communication and electronic boards will facilitate learning in virtual classrooms and will enhance opportunities to communicate and learn from others who are not locally located. In addition, the school will promote the development of social consciousness and civic responsibility. Students will have opportunities to participate in school and community-based service projects whose focus will be the development of student awareness of social and political issues and the relevance of these issues to their lives, their families and their community.

The Chasdrew Fund, through their North Carolina Educational Farm, will contribute lessons in all disciplines - Science, Social Studies, Math and Language development - through virtual learning and teleconferences. The incorporation of telecommunication as a means of instruction will enhance the teaching/learning experience of our digital age students. These lessons create real life experiences that will enhance communication skills and the development of academic language – language in real world contexts. This learning model will prepare students to collaborate on projects using Kagan Cooperative Learning Strategies where socialization and respect are imbedded. The culture of 21st CPCS will create an atmosphere that is supportive of diverse cultural backgrounds while celebrating student's individuality.

The instructional program will focus on the development of higher-order thinking skills and problem solving. The school instructional program will avail itself of the cultural resources in New York City, Long Island and surrounding areas. These field trips, imbedded in the curriculum, will be used to launch, enrich and reinforce units of study. These experiences will create the background knowledge that many immigrant and disadvantaged students lack. These experiences, both inside and outside of the classroom, will reinforce habits for life-long learners.

The 21st CPCS will create a learning community that will be safe and nurturing - a place where boys and girls – in uniform - will receive instruction in gender specific classrooms beginning in Grade 2. Single gender classrooms will reduce

distractions and thus promote the development of academic skills. Regularly scheduled school-wide events – both boys and girls - promoting proper social behavior will be a major part of the weekly activities. The program *I Civic*, championed by Justice Sandra Day O'Connor, will promote good citizenship and a understanding of U.S. government at all levels. Further, values education will enhance and support the instructional program and promote the development of future leaders with an appreciation for all cultures. Emphasis will be given to the values needed to succeed in the 21st century, a truly global society. Given the huge number of Spanish speakers both in the U.S. and worldwide, Spanish language instruction will begin in Kindergarten and continue through high school.

The 21st CPCS will implement a rigorous academic curriculum that will be taught by highly qualified teachers in an inclusive, supportive learning environment. The 21st CPCS will implement a differentiated instructional approach to support all students and in particular English Language Learners, SIFE students and students with special needs.

The instructional staff will be supported by a comprehensive professional development program. To combat the poor retention rate in charter schools, the 21st CPCS will align teacher salaries and benefits to the New York City school system. Professional development will be an outgrowth of self-assessment and reflection that promote collaboration and collegiality. The school will create a culture that supports teachers in fulfilling their goals by providing them with meaningful training, leadership opportunities, and experiences in innovative educational practices and strategies.

Extended Year

The students will receive an additional 20 days of instruction – Summer Bridge Program- during the month of July to provide enrichment and/or remediation as needed (beginning in Grade 2 and going through high school).

Extended Week

Saturday morning sessions will be devoted to remediation/enrichment and sports.

Extended Day

Elementary

7:00 AM	Breakfast
7:45 AM	Daily Assembly
8:00 AM – 4:30 PM	Instructional Day/ Kgn., Grade 1 Dismissal
4:30 PM – 5:30 PM	Enrichment/Remediation – Grades 2,3,4,5

Middle School

7:00 AM	Breakfast
7:45 AM	Daily Assembly
8:00 AM – 4:30 PM	Instructional Day
4:30 PM – 5:30 PM	Enrichment/Remediation

The school will support parents in exercising their responsibility by fostering a dynamic school-family partnership. To assist working parents, students will be welcome for breakfast starting at 7:00 AM and will be served until 7:35. At 7:45

students will attend a General Assembly where students will be greeted by the School Leader and their teachers with a smile, welcoming them and creating a positive tone for the day. This will be followed by *The Pledge of Allegiance* and the national anthem. School events, individual students and individual teachers will be highlighted and celebrated, reinforcing the positive tone.

g. Target Population

District 28 has a diverse student population: 28% African-American, 25% Hispanic, 30% Asian. Overall, students in this district scored poorly on both the ELA and Math standardized tests. District wide 49% of students in grades 3 through 8 scored below proficiency levels while 40% scored below proficiency in Math. Both ELL students and students with disabilities did not make adequate yearly progress (AYP) in 2010-11. 71% of students are eligible for free and/or reduced lunch.

III. Enrollment and Retention of Students

As per the law, students will be recruited from the District 28 community implementing the application and lottery system established by the State. District 28 is a diverse community with large, overcrowded schools. To attract students, founding members have made announcements at church services at St. Stephen's Episcopal Church, Iglesia Alianza Cristiana y Misionera de Queens and Our Lady of the Angelus - all in District 28. Further, the extended day, extended week, extended year and the academic rigor and varied educational experiences will attract most households especially where both parents work. Aggressive student retention strategies will be in place. These will include, but not be exclusive of monthly parent meetings, individual home visits when needed and phone calls by teachers and administrators. Responsibility for student achievement will be shared by all stakeholders, parents, teachers, administration and the community in a "It Takes A Village" atmosphere.

IV. Public Outreach and Community Support

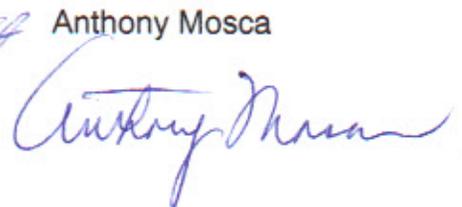
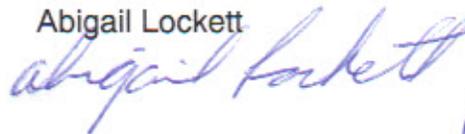
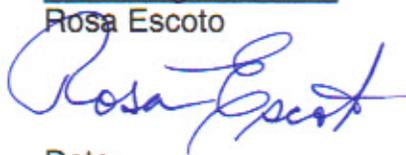
To date, announcements have been made at the above mentioned churches. In addition, meetings are scheduled with District 28 officials as well as with Queens Assemblywoman Barbara Clark. We have received eager support from the community. The church community not only welcomes this venture but also believes that this is crucial for the future of the children. Parents are demanding an alternative to the public school setting.

Founding Members

Rosa Escoto

Abigail Lockett

Anthony Mosca



Date

June 3, 2012