

applicant team members are currently on the board of trustees for an existing charter school. The applicant group is not submitting other applications during this round.

f. The applicant team has previously applied through the New York City Department of Education in 2010 but the application was rejected. A letter of intent was also submitted to SED in January 2012 but was rejected because of an oversight on the minimum number of board members required.

II. Proposed Charter School Information

- a. Proposed School Name: **Community Charter School for Success (C.C.S.S)**
- b. Proposed school location: **Community School District 27 (CSD 27), Queens.**
- c. Planned grades and enrollment in each year of the proposed charter term are as follows:

Grades	Ages	Number of Students				
		Year 1 2013-2014	Year 2 2014-2015	Year 3 2015-2016	Year 4 2016-2017	Year 5 2017-2018
6	11-12	100	100	100	100	100
7	12-13		100	100	100	100
8	13-14			100	100	100
Ungraded Total Students		100	200	300	300	300
Classes Per Grade		5	5	5	5	5
Average Number of Students Per Class		20	20	20	20	20

We acknowledge we may have attrition, however, CCSS will aggressively seek to replace any students lost through attrition over the life of the charter for each grade.

d. C.C.S.S currently has no proposed Management/or Partner Organization. We will however, work with Community Based Organizations as well as colleges that will provide various forms of support, both academic and otherwise.

e. **Mission Statement:** Community Charter School for Success (CCSS) will promote excellence through academic rigor and high expectations for all students. Our graduates will gain a deep knowledge of the core academic subjects, the problem solving and critical thinking skills to succeed in high school, college and the future workforce. Our school will promote a safe, nurturing environment where all students become positive, self-sufficient, lifelong learners with the knowledge and skills necessary to be successful members of a changing global society.

f. Community Charter School for Success, along with educational professionals, will promote excellence through academic rigor and high expectations, by delivering a curriculum that is aligned with the New York State Common Core Learning Standards. Our educational program will focus on literacy and mathematical skills, which we believe, are the critical building blocks for academic success. CCSS will offer a program that enhances the lives of students and staff by encouraging and teaching knowledge building skills, responsibility, and the social skills and attitudes necessary to be successful, contributing members of society.

CCSS educational program is designed to increase academic achievement among middle school children especially ELL and students with special needs. To achieve our educational goals, CCSS will implement an educational program that is motivating, challenging and rigorous, in order to prepare students for success in high school and beyond. The curriculum adopted by CCSS uses the **Workshop Model** in which students learn by doing. The workshop model of instruction requires the teacher to present and model the information for the student, then provide sustained opportunity for students to apply and practice what was just modeled. As students practice what was just modeled by the teacher, the instructor conferences with individual students around the classroom as a corrective and affirming guide. The workshop model provides an opportunity for students to share their learning experiences from the student practice time as led and guided by the teacher. This model has been used with tremendous success at the Harlem Success Academy Charter School. Their 2010 ELA scores were at the 96-percentile rank, while math scores were at the 99-percentile rank.

CCSS strives to deliver quality instruction to a diverse community and recognizes that every individual comes with unique talents and learning styles. Our teaching strategy will include differentiated instruction which is an approach to teaching and learning that gives students multiple options for taking in information and making sense of ideas. The model of differentiation requires teachers to be flexible in their approach to teaching and adjusting the curriculum and presentation of information to learners rather than expecting students to modify themselves to the curriculum. CCSS will also utilize Project-Based learning which is a student-centered and teacher-guided approach that engages students in investigating real world questions that they choose within a broad thematic framework. These strategies will be beneficial in addressing the needs of ELLs, SWDs and Title I students. Our educational program utilizes various forms of assessments and benchmarks (e.g. standards based rubrics, student portfolios, teachers' designed assessment, Full Option Science System (FOSS), IMPACT Math, Terra Nova, Slosson, NYSESLAT, and Wilson Reading Program) to assess student achievement and growth. CCSS is built around the following key elements:

Longer school day: 8:00AM – 4:00PM. The school year is also extended to 200 days instead of 180 days in most public schools. CCSS will offer a summer school program beginning after the first school year, to support students who are not meeting expectations for the core disciplines on ELA, Math, Science and Social Studies. Students will receive four hours of instruction daily, provided by subject area specialists and intervention specialists (i.e. ESL teacher, reading specialist and/or special education teacher).

Smaller class size: 18-20 students as opposed to 28-35 in most public schools. After decades of research on class size, the evidence is considerable and compelling. The biggest and most credible study, “*Tennessee’s Statewide Student/Teacher Achievement Ratio or STAR*” project that began in the late 1970’s, found that the academic gains students made in classes of 13-17 students persisted long after the students moved back into average-sized classes (HEROS, 2011). What’s more, the Tennessee researchers found, poor and African-American students, along with special needs students appeared to reap the largest academic gains in smaller classes. For teachers, smaller classes offer the opportunity to spend less time enforcing discipline and more time guiding students' individual learning.

Extensive use of technology: Each class will be equipped with PCs, which students will have access to for purposes of guided research. CCSS will also utilize other 21st century technological tools including smart boards, iPads and educational software to prepare students to

construct their knowledge base. Students will use technology to become producers of information rather than simply consumers. CCSS has adapted a technology competency framework from the International Society for Technology in Education that will infuse our curriculum and will ensure that our graduates are prepared for the technological rigors of high school, college and work in the 21st century.

Student support: CCSS will support social and emotional development for all students through a comprehensive guidance and counseling program. Our program of guidance and counseling provides adolescent students a range of academic and nonacademic (*physical, social, and emotional*) supports and encourages broader college and career readiness to motivate and empower adolescents and ensure that they have multiple opportunities to lead and succeed. Guidance counselors will provide support and guidance to students and their families (*often in partnership with the Parent Coordinator*). Additional support services will be provided through the Committee for Special Education (CSE). The School will also implement the required sections of the Dignity for all Students Act.

Parent involvement: Education impacts the student and the student's parents/guardians and extended family. Conversely, parents, guardians and family impact each child's educational progress. CCSS recognizes the value of parents/ guardians and extended family and will work to actively involve them in their child's learning experience. In compliance with Education Law 2851 (2)(c), CCSS will be a school in which the voices of families are valued and have an impact on the policies of the school. CCSS's social worker will be knowledgeable about the community resources available to help parents..Parents will be provided with opportunities to be involved in the Parent Teacher Student Association (PTSA) and the School Leadership Team (SLT). The School building will be used to host activities aimed at empowering parents, in partnerships with financial institutions, community based organizations, and elected officials.

Summer Introduction to middle school experience: Beginning the first year, once the admission process is complete, students will be required to attend our Summer Orientation Institute. At the Summer Institute, students will become familiar with school expectations, mission and policies. Students will be provided with an overview of the expectations of a student in CCSS and how they will progress toward transitioning to the seventh grade. It is a time to get students familiar with our school culture and academic program.

Academic focus: Our educational program focuses on proficiency in literacy and mathematics skills, which we believe are the critical building blocks to learning. Literacy will be incorporated into every core subject area, while mathematical concepts will be incorporated into our science curriculum whenever possible. CCSS graduates will have a deep knowledge of the core academic subjects, the problem-solving and critical thinking skills to succeed in high school, college, and the future workforce, and the ability to collaborate with others in an increasingly global society.

Student Portfolios: Portfolios will be structured, maintained, and reviewed in a manner that is consistent across all grades. Students will play a major role in understanding their portfolios that will be used during family conferences. Portfolios will also be used as a way to inform the student's next teacher about his/her strengths, weakness, needs and interests, and will be graded based on rubrics that are aligned with New York Common Core Learning Standards

90-minute block instruction for core disciplines of ELA and Math. Block scheduling organizes the day into fewer, but longer class periods to allow flexibility for instruction. Teachers have the opportunity to use teaching strategies (*e.g., cooperative learning, exploration, concept attainment, inquiry, case study, role-playing, and simulations*) that are difficult to implement during the shorter periods characteristic of traditional schedules (Canady & Rettig, 1995a). In addition, researchers have found that block schedules tend to result in fewer student discipline problems while providing more time for one-to-one interactions between students and teachers (Queen, 2003; Shortt & Thayer, 1999).

Exposure to different career pathways: Students will become familiar with the requirements for high school and college and will understand how to be successful in both institutions. This will be achieved through our Career Development Curriculum. CCSS will provide all students with extensive exposure to different career pathways in the world of work as well as prepare each student to become a good citizen who possesses the skills to achieve what our constitution refers to as “the pursuit of happiness”.

Academic Rigor: CCSS sets high expectations for all students by offering a challenging curriculum that engages all students, including ELL, and students with special needs. We will offer a strong mathematics and literacy program aligned with NYS Common Core Learning Standards, that provides students with opportunities to earn high school credit through accelerated course work. Our established promotion requirements reflect the expectation that every student engage in a program of rigorous academic study. We will provide accelerated study in a wide variety of academic disciplines where teachers are expected to consistently plan and deliver high quality instruction. CCSS will ensure that ELL students and those with IEPs have the additional resources they need to thrive in the most challenging and least restrictive classes possible. We will ensure that students receive all mandated accommodations to enable them to meet and exceed State standards.

g. The target student population of CCSS is projected to reflect the ethnic, economic, and language diversity of the Far Rockaway community. The demographic profile of CD 27 is 49% African American, 22.9% Latino, 21.9% White Non Hispanics, 1.6% Asian, and 4% of the population is classified as other. Community District 27 (CD 27) is composed of immigrant groups from foreign countries such as Jamaica, Guyana, El Salvador, Dominican Republic, Haiti, Guatemala, Trinidad & Tobago, Poland, Russia, and the Ukraine. 24.4% of CD 27 population is foreign born. The median household income is \$27,820 and 26% of the population lives below the Federal Poverty Guideline (*U.S. Department of Education National Center for Education Statistics, 2005*). CCSS is designed to meet the needs of a High ELL population, Students with disabilities, Special Education students and those who are eligible applicants for the free and reduced price lunch program.

III. Enrollment and retention of students with disabilities, English language Learners, and students who are eligible applicants free and reduced price lunch program.

The founding team has met with Tenant Associations, elected officials, Parent Organizations, and other community stakeholders in Far Rockaway to disseminate information about its educational programs and progress toward meeting its educational goals. Once the charter is granted, the parent coordinator and the Community Development coordinator will initiate ongoing recruitment campaigns, targeting subway stations, community centers, churches, public and private housing complexes. Information will also be available on our website once established. Any child who is qualified under the laws of this state for admission to a public school is qualified for admission to CCSS. CCSS shall enroll each eligible student who submits a timely application, unless the number of applications exceeds the capacity of the grade level or building. In this case, a lottery system will determine applicants selected. Before school begins during the fall of 2013, CCSS will embark upon a pre-transition outreach to feeder schools. The Parent Coordinator will collect student contextual data from feeder schools and familiarize students and families with the new school prior to the beginning of the school year forward. CCSS will follow this protocol during future years. CCSS student support services described under key elements, our rigorous standards-based instruction that utilizes differentiated instruction and Response to Intervention (RTI) methods, our ability to encourage awareness and appreciation for a culturally diverse environment are all factors that enhance our recruitment strategy. Enrollment applications and recruitment materials will be done in multiple languages and will show that we welcome students with disabilities, ELL and those who

qualify free and reduced priced lunch.

IV. Public Outreach and Community Support

The founding team recognizes the unique strengths and resources that families and community partners can bring to the school and have worked to actively involve family members, and community organizations. Our supporters are State Senator Malcolm Smith, Honorable Dr. Una Clarke, Congressional Representative Yvette Clarke, Dr. Marco A. Mason of Institute for Pan-American Affairs (IPA), Madison Square Boys & Girls Club of Far Rockaway, Far Rockaway Tenants Association, and Title I District Parent Advisory Committee (DPAC). DPAC is a significant endorsement because it represents 40 Title I schools from one of the largest school districts. On May 3rd, 2011, and April 9th 2012, CCSS made presentations to District 27 President's Council as noted on their agenda. Because of the Taskforce's efforts in making presentations at community centers, tenant association meetings, meetings of the Chancellor's Parent Advisory Council (CPAC) and DPAC, one on one with parents on the streets, and talking to key community leaders, the aforementioned individuals and organizations have agreed to endorse our effort to establish a charter school in the Far Rockaway Community. The above strategies allowed the founding members to reach families that are traditionally less informed about educational choice options.

Dennie Wilson & Francis Lewis (Lead Applicants).

Date: June 20th, 2012

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