

Letter of Intent to Open A Charter School

I. Applicant Information

a. Applicants Information:

Harold Golubtchik, Ed.D.



Principal, NYC Elementary Schools
Principal, NYC Special Education Schools
NYS Permanent Certification, Administration and Supervision
NYC Teacher of Common Branches

Paul Modell



(917) 691-5114
p.modell@optonline.net
NYS Teacher License: Common Branches (N-6) 2002, Permanent

b. Media Contact:

Paul Modell



(917) 691-5114
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c. Applicant Founding Group:

Harold Golubtchik Ed.D.

Director of School



- Assistant Professor, Brooklyn College, Department of Educational Leadership (2012-Present)
- Adjunct Lecturer, College of St. Rose. Taught courses leading to NYS Certification in Administration and Supervision (1998-2006)
- Teaching Fellows Mentor, Brooklyn College. Mentoring newly assigned teachers selected as Teaching Fellows in elementary and middle schools throughout NYC (2001-2006)
- Principal, Lillian Rashkis High School (1995-2001), NYC DOE, Citywide Programs. Special initiatives included successful inclusion programs with general education high schools, a school wide behavior/academic plan, an exemplary staff development plan, community service projects and job training modules. Received NYC DOE Principal's Award for effective school leaders (2000-2001)
- District Educational Administrator, Chancellor's Office of School Improvement and Monitoring (1992-1995)

- Principal, PS 150, NYC DOE (K-6). Initiatives included balanced literacy program, innovative mainstreaming model, school-based management proposal, and a school-wide academic/discipline model (1988-1992)
- Coordinator of staff development, Teach for America (summer 1992)
- Associate Director, Special Educator Support Program, a staff development project in collaboration with NYSED, NYC DOE, and UFT (1983-1988)
- Teacher Consultant in Special Education Support Program (1980-1983)
- Unit Administrator responsible for twelve classes of emotionally handicapped students. Duties included curriculum planning, crisis intervention, mainstreaming, staff development and parent workshops (1975-1980)
- Teacher, common branches, NYC DOE grades 4,5, and 6 (1972-1975)

Paul Modell
Principal of School



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- NYS Teacher License: Common Branches (N-6) 2002, Permanent
- MS Touro College, 2002, Dean's List
- BA Elementary Education and American History, Queens College, 1993, Dean's List
- Associate of Arts– Music, Westchester Community College, 1989, at various school events and functions)
- Member of The Reading Reform Foundation, Certified Spalding Teacher (multisensory techniques & methods), Orton-Gillingham Dyslexic Society (trained and certified)
- Prime Movers Academy Director of Curriculum and Pedagogy (DC&P)
- Reported to the Executive Director and supported many of the vital functions of Prime Movers Academy including execution and administration of matriculated and auxiliary programs and operations, and coordination of all curriculum related recruiting
- Staff Developer at Prime Movers Academy--Liaison between Instructors and Principal to support teachers in meeting educational goals for their students
- Associate Language Arts 2004-2005 NYSED (Reading First)
- Elementary Public School Teacher 7 years

d. Proposed members the school's initial board of trustees:

Matthew Garth, Vice President Alcoa, Finance for Alcoa's North American Rolled Products

Juana Reina, Vice President for Student Affairs, The City College of New York

Nicole Connell-Clarke Senior Branch Manager Capital One Bank

Kenneth Chieu Ed. M with a Specialization in Organizational and Behavioral Counseling, Harvard 1981

Jay Sweifach DSW, Wurzweiler School of Social Work, 2002, MSW, Wurzweiler School of Social Work, 1988

Carol Telmer BA Psychology, Hunter College, 1957, BA Elementary Education, Hunter College, 1957, MS Reading, Hunter College, 1961

Trina Smith, BS Psychology, College of New Rochelle, 1992

e. Replication or Network Information: Non-Applicable

f. Application History: We applied in January 2012, but were rejected. We re-applied in June 2012, but were rejected.

II. Proposed Charter School Information

a. Proposed school name: G.O.A.L. Academy Charter School

b. Proposed school location: Community School District 8 – Bronx, New York City

c. Planned grades and enrollment

	2013	2014	2015	2016	2017
Kindergarten	60	80	80	80	80
1st grade	60	60	80	80	80
2nd grade	0	60	60	80	80
3rd grade	0	0	60	60	80
4th grade	0	0	0	60	60
5th grade	0	0	0	0	60
Total enrolled	120	200	280	360	440

d. Proposed Management

G.O.A.L. Academy Charter School will be managed by the school's board of directors in unison with the school director and principal.

e. Proposed school mission

G.O.A.L. Academy Charter school is fully committed to the crucial task of preparing our children to become independent, self-directed, active learners and individuals with the skills and character to become the thinkers, creators, producers, problem solvers and risk takers of the future. Through a safe, rigorous, structured, and supportive environment, employing a multisensory curriculum, we expect and will prepare our students to achieve mastery and proficiency of New York State Standards.

f. School overview

G.O.A.L. stands for **Get Out And Learn**. It is a call to action for educators, parents, and children as a fundamental imperative to seek out opportunities to maximize to the academic advantage of their/our children's education.

The founders of G.O.A.L. Academy Charter School (G.O.A.L.) plan to create and bring an elementary charter school to the Throgs Neck/Pelham Bay section of the Bronx, an area that currently has none. The desire to undertake this project is driven by the observed general decline in educational excellence in the public schools in that geographic area and a growing inclination of parents to seek alternatives to the status quo for their children. We seek to offer a solid educational choice to parents beyond the traditional district schools.

Key Design Elements:

1) Small Class Size: In each of G.O.A.L.'s classes there will be a total of 20 students. Small class size is a crucial component in G.O.A.L.'s educational philosophy and its successful execution. This small size will permit intense individualization within the educational model and support improved student achievement by providing more control over the academic program and staff development. Small classes will permit the school leaders to closely monitor and support the educational change process. It will enable our teachers to provide more effective instruction to students all of our students and especially to those who are struggling, at-risk, ELL, and have special needs.

2) Student-Centered School: We are a child-centered school, which means that physical and mental well-being are of primary concerns. Students will be able to sit, write, and learn free from pain and stress. We will provide the mental well-being of our students by seeing that they all experience achievement and success, and that they will be appreciated and accepted by their teacher(s) and their

peers on a daily basis. Self-motivation and a desire for ongoing learning, for both teachers and students, will be emphasized. By guiding students through the joy of discovering their talents and abilities, our school will be instilling the importance/value of an education.

3) Multisensory Method of Instruction: Multisensory structured methodologies deliver all instruction via the three processing modalities: Visual, Auditory and Kinesthetic/Tactile. Students who are struggling generally experience processing difficulties in either one or more of these processing modalities. Best instructional practices require linking all incoming information across the three channels to maximize successful processing. Structured curriculum means starting with the simplest elemental foundation and building developmentally in an incremental, systematic, and consistent progression with alignment to the curriculum. The most powerful aspect of a multisensory structured program is that each current activity and lesson builds the essential developmental tools for success at the next level, thereby reaching the full diversity of learning styles and educational needs.

4) Elective Courses: We will be offering our young students elective courses in addition to their core subjects. The academic elective program is central to the design and purpose of G.O.A.L. Academy Charter School. Our elective programs are carefully structured for all of our students, resulting in the unique G.O.A.L. Academy Charter School academic, cultural, and social experience. The diverse course offerings and activities address our students' different intelligences and will provide our students with an engrossing educational experience that is usually reserved only for gifted students or those in elite private educational institutions. Our program will provide students with academic challenges designed to fit their abilities and interests. It also provides them with the opportunity to engage with other students in a community of diverse learners who have similar abilities and interests.

5) Social Studies Extensions: A) At G.O.A.L., the purpose of teaching economics, especially to the youngest of children is to prepare students to become active citizens and productive members of our economy by providing them with the knowledge, skills, and ability to make sound economic decisions.

B) Citizenship: Our objective at G.O.A.L. is to create students who will embody the principles of good citizenship, responsibility, respect for self and others, and service to others. Our students will learn the importance of using their knowledge, skills and talents for the betterment of their communities. Part of teaching character education and integrating it with social studies will include a weekly study of heroes, the characteristics they embodied, their accomplishment, and what enabled them to be able to achieve such spectacular success.

g. School's target population: The school's target population is the families of the East Bronx, particularly the neighborhood of Throgs Neck/Pelham Bay and will be focused on the ELL, immigrant, students with disabilities, at-risk students, and underserved, economically disadvantaged population of the district (as defined by qualification for the Federal meals program). It will mirror the profile of District 8's demographics. School enrollment figures indicate that a significantly high percentage of Hispanic students reside in the area, many of whom are recent immigrants. Therefore, we anticipate a high enrollment of English Language Learners. Additionally, G.O.A.L. Academy Charter School will have an admissions policy for sibling preference, and a preference for children living in the surrounding areas of the East Bronx, as well.

III. Enrollment and retention of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program. G.O.A.L.

Academy Charter School's plan to focus on core curriculum will attract students in this mostly blue-collar community, who have indicated their interested in a school culture that will focus on preparing students toward becoming a successful student and a productive member of society.

We believe in teaching and reaching all learners. G.O.A.L. Academy Charter School believes that an educated person in the 21st century should be a lifelong learner possessing the knowledge, skills, and

abilities necessary to meaningfully contribute to society at large. G.O.A.L. Academy Charter School's outreach and recruitment plan will focus on partnerships and referrals with the District, including its family advocacy programs and social/service community agencies that serve the diverse population of the area. It is expected that this will result in the enrollment of students with disabilities, English Language Learners, and eligible applicants for the free and reduced price lunch program at rates comparable or higher than the local traditional schools.

Student retention will be maintained and monitored through G.O.A.L. Academy Charter School's educational program's flexibility and individualized attention on students and their academic ambitions. Student retention will be strengthened by the caring, support, encouragement, and high expectations of teachers and staff. G.O.A.L. Academy Charter School's staff will be composed of motivated and trained professional educators who will guide and equip our students for success and achievement. G.O.A.L. Academy Charter School will provide the equivalent of a top-quality private school education, but at a public school price.

IV. Public Outreach and Community Support: Presently, there are no viable tuition-free elementary educational alternatives to local Public Schools in the Throgs Neck/Pelham Bay area. Many of the parents in this community are disillusioned and frustrated by the local school district's inability to provide a first-rate public school education for their children. District 8's ranking is 28th out of 32 school districts in NYC and the District has been designated as a district In Need of Improvement (<http://schools.nyc.gov/daa/SchoolReports>).

Parents are looking for an alternate means to provide their children with an exceptional public school education. G.O.A.L. Academy Charter School is a choice. The purpose of G.O.A.L. Academy Charter School is to be a solution or alternative for many parents who may be unable to secure an academically vibrant and well-rounded education for their children within these existing traditional environments. Therefore, G.O.A.L. Academy Charter School's Leadership Team will cultivate parental and referral sources to help with recruitment of students not thriving in the traditional public school educational system.

To date, a total of 5 public meetings have been held in at the Throgs Neck Public Library. The initial response to the initiative has been promising. All feedback has been positive, with community members citing the lack of strong educational options in the Throgs Neck/Pelham Bay neighborhood and the need for schools that focus on student success by providing effective academics. Our team's paramount priority is to continue to cultivate and deepen our public and community outreach initiative.

G.O.A.L. continues to build on existing community relationships that board members have established. We will leverage our relationships with community-based organizations (CBOs) and the many community leaders we have engaged. These include clergy, elected officials, nonprofit leaders, directors of preschools and Head Start programs, and other stakeholders who serve a non-English speaking and/or economically disadvantaged and/or SWD constituency. We have recruited community liaisons to help us lead and coordinate several local community meetings and 'open houses' in community centers (e.g., the local NYC Public Library in the area) within the catchment area to share information about G.O.A.L. and recruit additional families to show their support for the school in this community. Because English is a second language to many in our target population, all G.O.A.L. application materials are translated into all respective languages necessary to reach all parents in the community.

G.O.A.L. Academy Charter School will advertise in print media in the native languages that reflect and are sensitive to the diverse members of the community. G.O.A.L. Academy Charter School will also continue to conduct community informational meetings, establish a school website, solicit the assistance of respected official and informal community leaders, and develop parent leaders to expand support for the school's vision, mission and staff.